

***Montana Early Childhood Connections:***  
*linking standards and guidelines for best practices.*  
**2006**

*Connecting the Montana Early Learning  
Guidelines, Head Start Performance  
Standards, Montana Early Care & Education  
Knowledge Base, and the Montana K-12 Standards.*

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## **INTRODUCTION**

When the Montana Early Learning Guidelines were created in 2003, the Head Start Performance Standards and Child Outcomes were used as a foundation. The Knowledge Base and K-12 standards were also used as guides. The process of creating the Early Learning Guidelines was prompted by the Federal Child Care Bureau. The Early Childhood Services Bureau of DPHHS contracted with the Early Childhood Project at MSU to lead the effort. A large group of diverse professionals gathered to create the Montana Early Learning Guidelines.

Our goal in producing this “Connections” document is to provide a single source of information for all adults who teach and care for young children in Montana. It is especially intended for the education staff of Head Start programs and elementary school staff to show the “connections” between the Montana Early Learning Guidelines and other standards that exist for those educators. It is not our intent to compare but to illustrate different methods employed to express similar expectations. Programs have standards arranged by similar content areas and that children develop skills along a developmental continuum when adults apply the principles of developmentally appropriate practices. However, each document is written for a specific purpose and specific audience and also includes sections of guidance, directions principles and other specifics. For each complete document and complete information, we refer the reader to the Bibliography for each document.

By locating the Early Learning Guidelines in one document with the Head Start Performance Standards, the Early Childhood Knowledge Base and K-12 Standards, a professional can easily determine if and how each is related. For example: A Head Start teacher with a classroom of older four year olds may be concerned or curious as to what is expected in Kindergarten; or he/she may need to know what is expected in the early childhood field in Montana and how his/her performance fits in that system; or a Kindergarten teacher might be supported in efforts to transition a child to the classroom by reviewing standards and expectations from the various early childhood programs that a child attended; or a trainer or instructor could use this document to assist students to find real life examples of these standards and connections in practice observations.

Many other standards could have been included but size and ease of use were priorities. We refer people to the “Early Childhood Program Standards Comparison Document” published by our office in 2000 for other standards and how they compare to the Head Start Performance Standards. We also refer people to other useful documents and publications such as NAEYC Accreditation Standards and Caring for Our Children health standards.

Our intent is to illustrate connections between guidelines and standards across the early childhood field in Montana. We asked the questions: How do the Early Learning Guidelines align with Head Start Performance Standards and K-12 Standards? Are they all connected for best practices when teaching young children? How can professionals easily see that the Early Learning Guidelines are useful and based on established standards?

We welcome your comments and experiences when using this document and hope that it is a learning tool that is useful in visualizing our many connections across quality early childhood programs.

## **MONTANA EARLY LEARNING GUIDELINES**

*Montana's Early Learning Guidelines* reflect what children need to know, understand, and be able to do by the time they reach kindergarten. They are written to address what adults can observe in children ages 3-5, and the ways they can support a child's individual development. The Guidelines are meant to be inclusive of all children and all of the settings in which they spend time before elementary school, whether that be at home, in a child care facility, at a Head Start program, in a preschool, or in any other setting. *Montana's Early Learning Guidelines* are a voluntary set of what some may call "child outcomes." They are meant to be used as a tool for early care and education practitioners, parents, elementary school teachers, or anyone else living and working with young children to recognize and support all children at the developmental level they exhibit. The Guidelines are not a diagnostic tool, an assessment tool, or a mandatory set of regulations.

*Montana's Early Learning Guidelines* are written with the concept of Developmentally Appropriate Practice as its base. Developmentally Appropriate Practice results from the process of adults making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning; what is known about the strengths, interests, and needs of each individual child; and knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful (NAEYC, 1996).

Knowing that development occurs at a unique pace for each individual child, the examples given to demonstrate what a child may know, understand, and be able to do are not meant to be exclusive nor exhaustive. While an adult may or may not observe some of these examples in an individual child, this does not suggest that the child is either advanced or delayed in his/her development. The examples are meant to clarify in the adult's mind what type of observable behaviors children may exhibit before they reach kindergarten. The purpose is to help the adult concentrate on ways to support optimal learning in the child.

*Montana's Early Learning Guidelines* are meant to facilitate certain outcomes for children, not to assess a child's progress or development.

### **For more information:**

Department of Public Health & Human Services/Early Childhood Services Bureau, 406-444-1788, [www.dphhs.mt.gov](http://www.dphhs.mt.gov) or 406-444-1400.

## **HEAD START PROGRAM**

The Head Start Program, which is authorized under the Federal Head Start Act, provides grants to local public and private nonprofit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping children develop the early literacy and numeracy skills they need to be successful in school. Intended primarily for preschoolers from low-income families, Head Start promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services. Head Start programs emphasize cognitive, language, and socio-emotional development to enable each child to develop and function at his or her highest potential. At least 10 percent of the enrollment opportunities in each program must be made available to children with disabilities.

Head Start engages parents in their children's learning and helps them in making progress toward their educational, literacy, and employment goals. The Head Start program also emphasizes significant involvement of parents in the administration of local Head Start programs. In 1995, the Early Head Start program was established in recognition of the mounting evidence that the earliest years, from birth to 3 years of age, matter a great deal to children's growth and development.

Head Start is administered by the Head Start Bureau of the Administration on Children, Youth and Families (ACYF). ACYF is a part of the Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS). Head Start program requirements are specified in federal law.

## **HEAD START PERFORMANCE STANDARDS**

The *Head Start Performance Standards* are regulations establishing performance standards and minimum requirements with respect to health, education, parent involvement, nutrition, social, transition, and other Head Start services as well as administrative and financial management, facilities, and other appropriate program areas. These regulations define standards and minimum requirements for the entire range of Early Head Start and Head Start services, including those specified in authorizing legislation. Early Head Start and Head Start grantee and delegate agencies must comply with these requirements. Each program must conduct a program self assessment annually and every three years is reviewed by an outside federal team of trained reviewers to establish compliance.

Note: you will find the same or similar performance standards used repeatedly throughout the document in order to facilitate easy reference instead of having to flip back and forth between pages.

## **HEAD START CHILD OUTCOMES**

The *Head Start Child Outcomes* are intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. *The Outcomes Framework* is composed of 8 general Domains, 27 Domain Elements, and

100 examples of more specific Indicators of children's skills, abilities, knowledge, and behaviors. The *Outcomes Framework* is based on the Head Start Program Performance Standards, Head Start Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

- The Domains, Elements and Indicators are presented as a framework of building blocks that are important for school success. The Framework is not an exhaustive list of everything a child should know or be able to do by the end of preschool. The Framework is intended to guide assessment of 3- to 5-year old children only, not for infants, toddlers and pregnant women enrolled in Early Head Start or Migrant Head Start programs.
- The Framework should guide agencies in selecting, developing or adapting an instrument or set of tools for ongoing assessment of children's progress. It is not intended to be used directly as a checklist for assessing children.
- Every Head Start program should have a well-balanced child assessment system, aligned with their curriculum that gathers data on children's progress in each of the 8 Domains of learning and development. In addition, because they are legislatively mandated, programs must gather and analyze data on 13 specific Domain Elements or Indicators in various language, literacy and numeracy skills.
- Information on children's progress on the Domains, Domain Elements and Indicators can be obtained from multiple sources, such as teacher observations, analysis of samples of children's work and performance, parent reports, or direct assessment of children. Head Start assessment practices should reflect the assumption that children demonstrate progress over time in development and learning on a developmental continuum, in forms such as increasing frequency of a behavior or ability; increasing breadth or depth of knowledge and understanding; or increasing proficiency or independence in exercising a skill or ability.

### **HEAD START PRISM QUESTIONS**

The Head Start Act mandates that each Head Start grantee receive a full review at least once every 3 years, that each new program be reviewed after the completion of its first year (and then at least every 3 years thereafter), and that follow-up reviews be conducted for grantees that substantially fail to meet applicable standards. During an on-site review, a team of qualified reviewers, led by a team leader, assesses whether or not the Head Start program is in compliance with all statutory (i.e., Head Start Act and other applicable laws), regulatory (i.e., Performance Standards and other applicable Federal, state, and local regulations), and policy requirements.

*The Program Review Instrument for Systems Monitoring (PRISM)* is both a set of instruments and the process used to conduct Federal monitoring of Head Start grantees. PRISM was developed to integrate into the monitoring process the 1998 revisions to the Performance Standards, which reorganized the standards to reduce fragmentation and encourage holistic approaches to the delivery of quality services. PRISM organizes elements in the Performance Standards, other program regulations, and portions of the Head Start Act into **Core Questions**. Each Core Question addresses a set of related items and prompts the review team to assess whether the Performance Standards related to the Core Question are being met. Included are nine questions on the program services and partnerships that all Head Start grantees must implement. (Reviewers with primary responsibility for these

Core Questions are the **Service Reviewers**.) The remaining nine questions focus on the program systems that are in place to support delivery of services and partnership building. (Reviewers with primary responsibility for these Core Questions are the **Systems Reviewers**.)

The **PRISM Instrument** is the tool that review team members use to gather data to answer the Core Questions. The specific tools contained within the PRISM Instrument include:

- The set of 18 Core Questions;
- Guidance on conducting internal review team meetings;
- Guidance on conducting an initial meeting with grantee management and staff;
- Protocols for interviewing grantee staff, Head Start families, Policy Council and Governing Body members, and child care and other community partners; and
- Instruments and checklists for recording observations during visits to classrooms, homes, and other locations.

**For more information:**

Montana Head Start/State Collaboration Office, Mary Jane Standaert, Director, 406-444-0589, [mjstandaert@mt.gov](mailto:mjstandaert@mt.gov)

Region VIII ACF Federal Office in Denver, Co, Deb Hedin, Program Specialist, 303-844-1154, [dhedin@acf.hhs.gov](mailto:dhedin@acf.hhs.gov)

## **MONTANA EARLY CARE AND EDUCATION KNOWLEDGE BASE**

*The Montana Early Care and Education Knowledge Base* includes nine key content areas that revolve around the core content area of Personal Dispositions with the content area of Cultural and Developmental Diversity embedded in every other area. The December 2004 version represents a complete update with major revisions recommended by the Early Childhood Higher Education Consortium, Career Development Advisory Board, and many dedicated teachers, directors, caregivers, trainers and others across Montana working in diverse settings.

Content areas delineate the knowledge, skills and dispositions desirable for early care and education practitioners working with children birth through age 8 and their families in a variety of settings (child care centers, preschools, Head Start and Early Head Start programs, family child care and group homes, Pre-K-3 public school classrooms, school-age programs, or private programs).

The Knowledge Base is developed around several assumptions which recognize that:

1. The expertise of the adults who work with children and their families are the keys to quality. This is impacted not only by training but also by developing personal attributes or dispositions. While dispositions are difficult to measure and often subjective, they critically impact the early childhood setting. In addition to reflecting upon their knowledge and skills, practitioners need to examine their own personal characteristics and to understand that these attributes are active, dynamic, always changing, and subject to growth. These dispositions were placed at the core of the Knowledge Base due to their importance and the impact these dispositions have on other content areas.
2. It is also recognized that cultural and developmental diversity impacts all other areas of the Knowledge Base. For this reason, cultural and developmental diversity is placed in the center with associated criteria being included in many content areas of the Knowledge Base.
3. Many roles and settings exist within the early childhood profession. Regardless of the role or setting, practitioners work with young children who have many similar needs. Therefore, one set of competencies was developed which is not separated by job location (e.g., home child care, public schools) or age of children (e.g., infant, school-age).
4. The Knowledge Base allows for differentiating assessment. It is presumed that with increased experience, training, and responsibility, early childhood practitioners will move toward more advanced knowledge, skills, and dispositions. However, it is also recognized that regardless of education and experience, practitioners will find that their skills, dispositions, and knowledge will vary based upon the criteria being assessed. For this reason, the Knowledge Base does not delineate a specific level of competence for any particular group (e.g., aides, teachers, directors). The Knowledge Base is not intended to assess where any particular individual "should be," but rather to identify where his/her abilities and skills currently lie and to serve as a comprehensive tool for goal-setting for future professional development.

### **For more information:**

Montana Early Childhood Project, 406-994-4746, [www.montana.edu/ecp](http://www.montana.edu/ecp)

## **MONTANA K-12 STANDARDS**

The Montana Board of Public Education is responsible for establishing and maintaining accreditation standards for all public schools in Montana. The effective operation of public schools is dependent upon this common set of expectations for what public schools should provide to local communities. The standards establish the foundation for a basic system of quality education for all Montana children, regardless of where they live. To that end, the accreditation manual includes standards to guide districts in such areas as: General Provisions; School Leadership; Educational Opportunity; Academic Requirements; and School Facilities and Records. Thus the standards provide the structure and organization to encourage a rich and positive learning environment. The Superintendent of Public Instruction and the Board of Public Education believe that basic academic requirements form the solid foundation for each school's education program. Such a foundation ensures Montana citizens that its public schools are providing all children with challenging academic expectations. These academic expectations are defined in the K-12 content and performance standards for all subject areas describing what all students should know, understand, and be able to do. Standards are the framework and foundation by which district, school, and classroom curricula are developed or revised, organized, implemented, and assessed, encouraging districts and teachers to place emphasis on critical areas of learning.

Currently, Montana does not have specific standards for grades K-3. The Content Standards listed in this document are general in nature and the benchmarks that apply to each standard begin at grade 4 and can be found on the OPI web site. Each school district is responsible for articulating standards for grades K-3.

**For more information:** Montana Office of Public Instructions (OPI), 888-231-9393, [www.opi.mt.gov](http://www.opi.mt.gov)

MONTANA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES (Domain, Domain Element, & Indicators)	HEAD START PERFORMANCE STANDARDS (Standard & Page #)	HEAD START PRISM QUESTIONS (# & Area)	MONTANA EARLY CARE & EDUCATION KNOWLEDGE BASE (Content Area & Page #)	MONTANA PUBLIC EDUCATION CONTENT STANDARDS
<i>Creative Arts</i>	<i>Domain: Creative Arts</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Arts</i>
<p><b>1. Art Appreciation:</b> Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.</p> <p><b>2. Art Production:</b> Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.</p> <p><b>3. Art Elements:</b> Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.</p>	<p><b>Domain Element: Art Indicators:</b> -Gains ability in using different art media and materials in a variety of ways for creative expression and representation. -Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic. -Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. -Begins to understand and share opinions about artistic products and experiences.</p>	<p><b>1304.21(a)(1)(i-iv) – page 60-63:</b> (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have</p>	<p><b>#10 – Individualization:</b> How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family</p> <p><b>#11 – Disabilities Services:</b> How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?</p> <p><b>#12 – Curriculum and Assessment:</b> How has the grantee engaged in a process of curriculum</p>	<p><b>Child Growth and Development – pg. 12-15:</b> Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families.</p> <p><b>Environmental Design – pg. 16-18:</b> Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and</p>	<p><b>The Arts</b> 1 – Create, perform/exhibit, and respond in the Arts. 2 – Apply and describe the concepts, structures, and processes in the Arts. 3 – Develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning. 4 – Analyze characteristics and merits of the student’s work and the work of others. 5 – Understand the role of the Arts in society, diverse cultures and historical periods. 6 – Make connections among the Arts, other subject areas, life, and</p>

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<p><b>4. Music Appreciation:</b> Children show enjoyment of music through facial expressions, vocalizations, and various movements.</p> <p><b>5. Music Production:</b> Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.</p> <p><b>6. Music Elements:</b> Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).</p> <p><b>7. Drama Appreciation:</b> Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life</p>	<p><b>Domain Elements: Music &amp; Movement Indicators:</b> -Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. -Experiments with a variety of musical instruments. -Expresses through movement and dancing what is felt and heard in various musical tempos and styles. -Shows growth in moving in time to different patterns of beat and rhythm in music.</p> <p><b>Domain Element: Dramatic Play Indicators:</b> -Participates in a variety of dramatic play activities that become more extended and complex. -Shows growing creativity and</p>	<p>individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.</p>	<p>selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?</p> <p><b>#14 – Parent Involvement:</b> How does the grantee provide parent involvement opportunities?</p> <p><b>#17 – Facilities, Materials, Equipment, and Transportation:</b> How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with</p>	<p>creative development both indoors and outdoors.</p> <p><b>Curriculum – page 30-47:</b> Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults.</p> <p><b>Observation and Assessment – page 48-50:</b> Observation and Assessment includes understanding the how and why of observing children</p>	<p>work.</p>







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<i>Language &amp; Literacy</i>	<i>Domains: Language Development &amp; Literacy</i>	<i>Early Childhood Development and Health Services: Education/Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Literature, Reading, Speaking &amp; Listening, Writing</i>
<p><b>1. Receptive Language:</b> Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.</p> <p><b>2. Expressive Language:</b> Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions,</p>	<p><b>Domain: Listening &amp; Understanding</b> <b>Indicators:</b> -Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. -Shows progress in understanding and following simple and multiple-step directions. -Understands an increasingly complex and varied vocabulary. -For non-English-speaking children, progresses in listening to and understanding English.</p> <p><b>Domain Element: Speaking &amp; Communicating</b> <b>Indicators:</b> -Develops increasing abilities to understand and use language to communicate information,</p>	<p><b>1304.21(a)(1)(i-iv) – page 60-63:</b> (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of</p>	<p><b>#10 – Individualization:</b> How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family?</p> <p><b>#11 – Disabilities Services:</b> How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?</p> <p><b>#12 – Curriculum and Assessment:</b> How has the grantee engaged in a process of curriculum</p>	<p><b>Child Growth and Development – pg 12-15:</b> Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families.</p> <p><b>Environmental Design – page 16-18:</b> Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both</p>	<p><b>Literature:</b> 1 – Construct meaning as students comprehend, interpret, analyze and respond to literary works. 2 – Recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works. 3 – Reflect upon the student’s literary experiences and purposefully select from a range of works. 4 – Interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.</p>





















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<i>Physical Development &amp; Health</i>	<i>Domain: Physical Health &amp; Development</i>	<i>Early Childhood Development and Health Services: Child Health and Developmental Services – 1304.20 &amp; Early Childhood Development –1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Health Enhancement</i>
<p><b>1. Personal Health &amp; Safety Practices:</b> While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.</p>	<p><b>Domain Element: Health Status &amp; Practices Indicators:</b> -Progresses in physical growth, strength, stamina, and flexibility. -Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness. -Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting. -Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects,</p>	<p><b>1304.20(b)(3) – pg 48:</b> (b) Screening for Developmental, Sensory, and Behavioral Concerns: (3) Grantee must utilize multiple sources of information on all aspects of each child’s development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child’s typical behavior.  <b>1304.20(c)(1) – pg 49:</b> (c) Extended Follow-up and Treatment:</p>	<p><b>#9a – Prevention and Early Intervention:</b> How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist?  <b>#9b – Health Care Tracking and Follow-up:</b> How does the grantee track the provision of all child health and developmental services and ensure that follow-up services are received in a timely manner?  <b>#10 – Individualization:</b> How does the grantee individualize the program</p>	<p><b>Child Growth and Development – pg 12-15:</b> Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families.  <b>Environmental Design – page 16-18:</b> Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-</p>	<p><b>Health Enhancement</b>  1 – Have a basic knowledge and understanding of concept that promote comprehensive health. 2 – Demonstrate competency in a variety of movement forms. 3 – Apply movement concepts and principles while learning and developing motor skills. 4 – Achieve and maintain a challenging level of health-related physical fitness. 5 – Demonstrate the ability to use critical thinking and decision making to enhance health 6 – Demonstrate</p>











































