



EC-PBIS CROSSWALK WITH CHILD OUTCOMES			
EC-PBIS	Head Start Child Development & Early Learning Framework	Teaching Strategies GOLD	Iowa Early Learning Standards
TIER 1. Nurturing & Responsive Relationships	<p><b>Physical Development &amp; Health</b> Health Knowledge and Practice: The understanding of healthy and safe habits and practicing healthy habits.</p> <ul style="list-style-type: none"> <li>Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> </ul> <p><b>Social &amp; Emotional Development</b> Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> <ul style="list-style-type: none"> <li>Handles impulses and behavior with minimal direction from adults.</li> <li>Follows simple rules, routines, and directions.</li> </ul>	1b	9.2
	<p><b>Social &amp; Emotional Development</b> Social Relationships: The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> <li>Cooperates with others.</li> </ul>	2a	9.3
	<p><b>Social &amp; Emotional Development</b> Social Relationships: The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> <li>Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul> <p><b>Approaches To Learning</b> Cooperation: An interest and engagement in group experiences.</p> <ul style="list-style-type: none"> <li>Joins in cooperative play with others and invites others to play.</li> <li>Helps, shares, and cooperates in a group.</li> </ul>	3b	



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TIER 2. High Quality Supportive Environments	<p><b>Physical Development &amp; Health</b> Health Knowledge and Practice: The understanding of healthy and safe habits and practicing healthy habits.</p> <ul style="list-style-type: none"> <li>Participates in structured and unstructured physical activities.</li> </ul> <p><b>Social Studies Knowledge &amp; Skills</b> Self, Family, &amp; Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</p> <ul style="list-style-type: none"> <li>Identifies personal and family structure.</li> </ul> <p><b>Social Studies Knowledge &amp; Skills</b> History &amp; Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.</p> <ul style="list-style-type: none"> <li>Recognizes events that happened in the past, such as family or personal history.</li> </ul>	29	7.1
	<p><b>Physical Development &amp; Health</b> Health Knowledge and Practice: The understanding of healthy and safe habits and practicing healthy habits.</p> <ul style="list-style-type: none"> <li>Communicates an understanding of the importance of health and safety routines and rules.</li> </ul>	1c 1b 8b	
	<p><b>Physical Development &amp; Health</b> Health Knowledge and Practice: The understanding of healthy and safe habits and practicing healthy habits.</p> <ul style="list-style-type: none"> <li>Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> </ul>		
	<p><b>Physical Development &amp; Health</b> Health Knowledge and Practice: The understanding of healthy and safe habits and practicing healthy habits.</p> <ul style="list-style-type: none"> <li>Participates in structured and unstructured physical activities.</li> </ul> <p><b>Social Studies Knowledge &amp; Skills</b> Self, Family, &amp; Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</p> <ul style="list-style-type: none"> <li>Identifies personal and family structure.</li> </ul>	29	7.2



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TIER 2. High Quality Supportive Environments (continued)	<b>Approaches To Learning</b> Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. <ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> <li>• Asks questions and seeks new information.</li> </ul>	11d	7.2
	<b>Physical Development &amp; Health</b> Gross Motor Skills: The control of large muscles for movement, navigation, and balance. <ul style="list-style-type: none"> <li>• Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</li> <li>• Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> <li>• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</li> </ul>	4 5 6	7.3
	<b>Physical Development &amp; Health</b> Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring. <ul style="list-style-type: none"> <li>• Develops hand strength and dexterity.</li> <li>• Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> <li>• Manipulates a range of objects, such as blocks or books.</li> <li>• Manipulates writing, drawing, and art tools.</li> </ul>	7a 7b	7.4
	<b>Approaches To Learning</b> Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. <ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> <li>• Asks questions and seeks new information.</li> </ul>	11d	8.1
	<b>Approaches To Learning</b> Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. <ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul>	11e	



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<p>TIER 2. High Quality Supportive Environments (continued)</p>	<p><b>Approaches To Learning</b>                      Initiative &amp; Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.                      • Asks questions and seeks new information.</p>	11a	8.2
	<p><b>Approaches To Learning</b>                      Persistence &amp; Attentiveness: The ability to begin and finish activities with persistence and attention.                      • Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.  <b>Science Knowledge &amp; Skills</b>                      Scientific Skills &amp; Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.                      • Describes and discusses predictions, explanations, and generalizations based on past experience.</p>	11b	
	<p><b>Approaches To Learning</b>                      Initiative &amp; Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.                      • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</p>	11c	
	<p><b>Logic &amp; Reasoning</b>                      Reasoning &amp; Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.                      • Uses past knowledge to build new knowledge.  <b>Science Knowledge &amp; Skills</b>                      Scientific Skills &amp; Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.                      • Describes and discusses predictions, explanations, and generalizations based on past experience.</p>	12b	



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<p><i>TIER 2. High Quality Supportive Environments (continued)</i></p>	<p><b>Physical Development &amp; Health</b>                      Health Knowledge and Practice: The understanding of healthy and safe habits and practicing healthy habits.                      • Communicates an understanding of the importance of health and safety routines and rules.</p>	1c	9.1
	<p><b>Social Studies Knowledge &amp; Skills</b>                      Self, Family, &amp; Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.                      • Understands similarities and respects differences among people.                      • Recognizes a variety of jobs and the work associated with them.</p>	30	9.5
	<p><b>Receptive Language</b>                      The ability to comprehend or understand language.                      • Comprehends different forms of language, such as questions or exclamations.  <b>Expressive Language</b>                      The ability to use language.                      • Engages in communication and conversation with others.                      • Engages in conversations with peers and adults.</p>	8a 9a 9b 9c 9d 10a 10b	10.1
<p><i>Tier Three. Targeted Social Emotional Supports</i></p>	<p><b>Approaches To Learning</b>                      Initiative &amp; Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.                      • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</p>	11c	8.3
	<p><b>Logic &amp; Reasoning</b>                      Reasoning &amp; Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.                      • Uses past knowledge to build new knowledge.  <b>Science Knowledge &amp; Skills</b>                      Scientific Skills &amp; Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.                      • Describes and discusses predictions, explanations, and generalizations based on past experience.</p>	12b	



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<p><i>Tier Three. Targeted Social Emotional Supports (continued)</i></p>	<p><b>Physical Development &amp; Health</b>                      Health Knowledge and Practice: The understanding of healthy and safe habits and practicing healthy habits.</p> <ul style="list-style-type: none"> <li>Communicates an understanding of the importance of health and safety routines and rules.</li> </ul> <p><b>Social &amp; Emotional Development</b>                      Self-Concept &amp; Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> <ul style="list-style-type: none"> <li>Identifies personal characteristics, preferences, thoughts, and feelings.</li> <li>Demonstrates age-appropriate independence in a range of activities, routines, and tasks</li> <li>Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.</li> <li>Demonstrates age-appropriate independence in decision making regarding activities and materials</li> </ul>	1c	9.1
	<p><b>Social &amp; Emotional Development</b>                      Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> <ul style="list-style-type: none"> <li>Recognizes and labels emotions.</li> <li>Handles impulses and behavior with minimal direction from adults.</li> </ul> <p>Emotional &amp; Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p> <ul style="list-style-type: none"> <li>Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.</li> <li>Refrains from disruptive, aggressive, angry, or defiant behaviors.</li> <li>Adapts to new environments with appropriate emotions and behaviors.</li> </ul>		
	<p><b>Social &amp; Emotional Development</b>                      Social Relationships: The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> <li>Develops friendships with peers.</li> </ul>	2c 2d	9.4
	<p><b>Social &amp; Emotional Development</b>                      Social Relationships: The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> <li>Recognizes how actions affect others and accepts consequences of one's actions.</li> </ul>	3a	



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<p><i>Tier Three. Targeted Social Emotional Supports (continued)</i></p>	<p><b>Social &amp; Emotional Development</b>                      Social Relationships: The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul> <p><b>Approaches To Learning</b>                      Cooperation: An interest and engagement in group experiences.</p> <ul style="list-style-type: none"> <li>• Joins in cooperative play with others and invites others to play.</li> <li>• Helps, shares, and cooperates in a group.</li> </ul>	<p>3b</p>	<p>9.4</p>
	<p><b>Social &amp; Emotional Development</b>                      Social Relationships: The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> <li>• Recognizes and labels others' emotions</li> <li>• Expresses empathy and sympathy to peers.</li> <li>• Recognizes how actions affect others and accepts consequences of ones actions.</li> </ul>	<p>2b</p>	<p>9.2</p>
	<p><b>Social Studies Knowledge &amp; Skills</b>                      Self, Family, &amp; Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</p> <ul style="list-style-type: none"> <li>• Understands similarities and respects differences among people.</li> <li>• Recognizes a variety of jobs and the work associated with them.</li> </ul>	<p>30</p>	<p>9.5</p>
	<p><b>Receptive Language</b>                      The ability to comprehend or understand language.</p> <ul style="list-style-type: none"> <li>• Attends to language during conversations, songs, stories, or other learning experiences.</li> <li>• Comprehends increasingly complex and varied vocabulary.</li> <li>• Comprehends different forms of language, such as questions or exclamations.</li> <li>• Comprehends different grammatical structures or rules for using language.</li> </ul> <p><b>Expressive Language</b>                      The ability to use language.</p> <ul style="list-style-type: none"> <li>• Engages in communication and conversation with others.</li> <li>• Uses language to express ideas and needs.</li> <li>• Uses increasingly complex and varied vocabulary.</li> <li>• Uses different forms of language.</li> <li>• Uses different grammatical structures for a variety of purposes.</li> <li>• Engages in storytelling.</li> <li>• Engages in conversations with peers and adults.</li> </ul>	<p>8a 9a 9b 9c 9d 10a 10b</p>	<p>10.1</p>



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<p><i>Tier Three. Targeted Social Emotional Supports (continued)</i></p>	<p><b>Logic &amp; Reasoning</b>                      The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>	<p>11b 11c</p>	<p>11.5</p>
<p><i>Tier Four. Intensive Intervention</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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