



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

WITH

Head Start Early Learning Outcomes Framework Infant/Toddler Domain

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Head Start Early Learning Outcomes Framework (Infant/Toddler Domain)

This document aligns the content from the infant/toddler domain (Birth to 36 months) of the *Head Start Early Learning Framework* with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

U.S. Department of Health and Human Services. Administration of Children and Families. (2015). *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington, D.C. Author. Retrieved from: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

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Approaches to Learning (ATL)

Subdomain: Emotional and Behavioral Self-Regulation

Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.

Birth to 9 Months	Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8 to 18 Months	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 36 Months	Looks to others for help in coping with strong feelings and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.

Birth to 9 Months	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
8 to 18 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	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.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 36 Months	Participates in and follows everyday routines with the support of familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Subdomain: Cognitive Self-Regulation (Executive Functioning)

Goal IT-ATL 3. Child maintains focus and sustains attention with support.

Birth to 9 Months	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.	Social-Emotional	A. Interactions with Adults	1. Orients to events or stimulation
8 to 18 Months	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.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
16 to 36 Months	Participates in activities and experiences with people, objects, or materials that require attention and common focus.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
By 36 Months	Maintains engagement in interactions with familiar adults and children.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Chooses to join in activities or pays attention to tasks and activities that are self-initiated.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintains focus and attention on a simple task or activity for short periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.

Birth to 9 Months	Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
8 to 18 Months	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	Social-Emotional	A. Interactions with Adults	4.3 Expresses desire to continue activity
16 to 36 Months	Shows increasing ability to stay engaged when working towards a goal or solving a problem Often tries different strategies until successful.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
By 36 Months	Persists in learning new skills or solving problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Continues efforts to finish a challenging activity or task with support of an adult.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.				
Birth to 9 Months	Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
8 to 18 Months	Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16 to 36 Months	Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 36 Months	Adjusts to changes in routines or usual activities when informed ahead of time by adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Makes common, everyday transitions that are part of a daily schedule.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Shows flexibility in problem solving by trying more than one approach.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Subdomain: Initiative and Curiosity				
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.				
Birth to 9 Months	Initiates interactions with familiar adults through expressions, actions, or behaviors.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
8 to 18 Months	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.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
16 to 36 Months	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.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
By 36 Months	Engages others in interactions or shared activities.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Demonstrates initiative by making choices or expressing preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Attempts challenging tasks with or without adult help.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Head Start Infant/Toddler Indicators

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Goal/Objective

Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.				
Birth to 9 Months	Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	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.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
16 to 36 Months	Participates in new experiences, ask questions, and experiments with new thing or materials, such as collecting leaves and pinecones in the fall.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
By 36 Months	Asks questions about what things are, how they are used, or what is happening.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Experiments with different ways of using new objects or materials.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Subdomain: Creativity				
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.				
Birth to 9 Months	Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
16 to 36 Months	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
By 36 Months	Pays attention to new or unusual things.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Shows willingness to participate in new activities or experiences.	Social-Emotional	D. Independent and Group Participation	All
	Uses language in creative ways, sometimes making up words or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-ATL 9. Child shows imagination in play and interactions with others.				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
16 to 36 Months	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
By 36 Months	Uses pretend and imaginary objects or people in play or interaction with others.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses materials such as paper, paint, crayons, or blocks to make novel things.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Social and Emotional Development				
Subdomain: Relationships with Adults				
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.				
Birth to 9 Months	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
8 to 18 Months	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	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.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
By 36 Months	Shows emotional connection and attachment to familiar adults.	Social-Emotional	A. Interactions with Adults	All
	Turns to familiar adults for protection comfort, and getting needs met.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.				
Birth to 9 Months	Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
8 to 18 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By 36 Months	Engages in and may initiate behaviors that build relationships with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Uses familiar adults for reassurance when engaging with new adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.				
Birth to 9 Months	Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8 to 18 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By 36 Months	Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Shows preference for familiar adults when in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Subdomain: Relationships with Other Children				
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.				
Birth to 9 Months	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.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	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.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
16 to 36 Months	Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
By 36 Months	Shows increasing interest in interacting with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Shows preference for particular playmates, such as greeting friends by name.	Social-Emotional	C. Interactions with Peers	

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-SE 5. Child imitates and engages in play with other children.				
Birth to 9 Months	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.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	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.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
16 to 36 Months	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.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
By 36 Months	Uses multiple strategies, such as imitating or responding, in order to enter play with other children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Engages in extended play with other children with a common focus.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Engages in simple cooperative play with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Subdomain: Emotional Functioning				
Goal IT-SE 6. Child learns to express a range of emotions.				
Birth to 9 Months	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.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
8 to 18 Months	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
16 to 36 Months	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Social-Communication	B. Communicative Understanding	2. Uses appropriate strategies to manage emotional states
By 36 Months	Expresses a variety of emotions through facial expressions, sounds, gestures, or words.	Social-Communication	B. Communicative Understanding	1.2 Identifies/labels own emotions
	Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.	Social-Communication	B. Communicative Understanding	1.1 Identifies/labels emotions in others

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.				
Birth to 9 Months	Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
8 to 18 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
16 to 36 Months	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
By 36 Months	Recognizes feelings and emotions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Responds to feelings and emotions of others with support from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Describes feelings of characters in a book with support from an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Goal IT-SE 8. Child expresses care and concern towards others.				
Birth to 9 Months	May cry when another child cries.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
16 to 36 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
By 36 Months	Shows care and concern for others, including comforting others in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Responds to needs of others and tries to help others with simple tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Goal IT-SE 9. Child manages emotions with the support of familiar adults.				
Birth to 9 Months	Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
8 to 18 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	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.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 36 Months	Uses different ways to calm or comfort self when upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Responds positively to emotional support from adults and other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult

Subdomain: Sense of Identity and Belonging

Goal IT-SE 10. Child shows awareness about self and how to connect with others.

Birth to 9 Months	Learns about self by exploring hands, feet, body, and movement.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
16 to 36 Months	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.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 Months	Shows awareness of self, including own body, abilities, thoughts, and feelings.	Social-Emotional	B. Communicative Understanding	3. Makes positive statements about self or accomplishments
	Shows awareness of others as having thoughts and feelings separate from own.	Social-Emotional	B. Communicative Understanding	1.1 Identifies/labels emotions in others

Goal IT-SE 11. Child understands some characteristics of self and others.

Birth to 9 Months	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.	Social-Communication	A. Early Social Communication-	1.1 Quiets to familiar voice
8 to 18 Months	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
16 to 36 Months	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
By 36 Months	Recognizes own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Identifies some physical characteristics of self, such as hair color, age gender, or size.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Recognizes some similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.				
Birth to 9 Months	Participates in back-and-forth social interactions through facial expressions sounds, gestures, and responding to the actions of others.	Social-Communication	A. Early Social Communication-	2. Maintains social interaction with familiar adult
		Social-Communication	C. Communicative Expression	1. Maintains interaction with peer
8 to 18 Months	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	Social-Communication	A. Early Social Communication-	4.2 Makes choices to express preferences
16 to 36 Months	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.	Social-Emotional	B. Communicative Understanding	3. Makes positive statements about self or accomplishments
		Social-Emotional	B. Communicative Understanding	3.1 Explains or shows others how to do tasks mastered
By 36 Months	Shows confidence in increasing abilities.	Social-Emotional	B. Communicative Understanding	3.1 Explains or shows others how to do tasks mastered
	Shows others what they can do.	Social-Emotional	B. Communicative Understanding	3.1 Explains or shows others how to do tasks mastered
Goal IT-SE 13. Child develops a sense of belonging through relationships with others.				
Birth to 9 Months	Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
8 to 18 Months	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.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
16 to 36 Months	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.	Cognitive	B. Imitation and Memory	3. Relates past events
By 36 Months	Identifies self as a member of a family.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Points to or names self and other familiar people, such as in photos or pictures.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Talks about family members, familiar people, or friends who may not be present.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Language and Communication

Subdomain: Attending and Understanding

Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.

Birth to 9 Months	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.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8 to 18 Months	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.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
16 to 36 Months	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.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
By 36 Months	Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

Goal IT-LC 2. Child learns from communication and language experiences with others.

Birth to 9 Months	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 looking at people or objects.	Social-Communication	A. Early Social Communication-	1. Turns and looks toward person speaking
8 to 18 Months	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.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
16 to 36 Months	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.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
By 36 Months	Acts on descriptions provided by others about people, objects, or events.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Demonstrates interest and understanding when participating in language activities or games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Subdomain: Communicating and Speaking

Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.

Birth to 9 Months	Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	Social-Communication	A. Early Social Communication-	3.2 Vocalizes to another person expressing negative affective state
8 to 18 Months	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	Social-Communication	A. Early Social Communication-	4.2 Makes choices to express preferences
16 to 36 Months	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.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 Months	Uses combinations of words and simple sentences or signs in a variety of situations.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses simple sentences, such as 3–4 word sentences, to communicate needs and wants.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.

Birth to 9 Months	Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	Social-Communication	A. Early Social Communication-	3. Engages in vocal exchanges
8 to 18 Months	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.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Emotional	A. Interactions with Adults	1. Maintains interaction with peer
16 to 36 Months	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
By 36 Months	Initiates and responds in conversations with others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-LC 5. Child uses increasingly complex language in conversation with others.				
Birth to 9 Months	Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	Social-Communication	A. Early Social Communication-	2. Produces speech sounds
8 to 18 Months	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.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 36 Months	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.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
By 36 Months	Uses sentences of three or more words in conversation with others.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Asks and answers simple questions in conversations with others.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Refers to past or future events in conversation with others.	Cognitive	B. Imitation and Memory	3. Relates past events
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.				
Birth to 9 Months	Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	Social-Communication	A. Early Social Communication-	3. Engages in vocal exchanges
8 to 18 Months	Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
16 to 36 Months	Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
By 36 Months	Asks questions in a variety of ways.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Repeats or re-phrases questions until a response is received.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Subdomain: Vocabulary

Goal IT-LC 7. Child understands an increasing number of words used in communication with others.

Birth to 9 Months	Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
8 to 18 Months	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.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
16 to 36 Months	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By 36 Months	Shows understanding of the meaning of common words used in daily activities.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Attends to new words used in conversation with others.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Understands most positional words, such as on, under, up, or down.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.

Birth to 9 Months	May use signs or verbalizations for familiar people or objects.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
8 to 18 Months	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.	Social-Communication	A. Early Social Communication-	4.1 Makes requests of others
16 to 36 Months	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.	Social-Communication	C. Communicative Expression	All
By 36 Months	Shows rapid growth in number of words or signs used in conversation with others.	Social-Communication	C. Communicative Expression	All
	Demonstrates a vocabulary of at least 300 words in home language.	Social-Communication	C. Communicative Expression	All
	Asks questions about the meaning of new words.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Subdomain: Emergent Literacy

Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Birth to 9 Months	Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	Social-Communication	A. Early Social Communication-	3. Engages in vocal exchanges
8 to 18 Months	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
16 to 36 Months	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 36 Months	Repeats simple familiar rhymes or sings favorite songs.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Retells familiar stories using props.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Goal IT-LC 10. Child handles books and relates them to their stories or information.

Birth to 9 Months	Explores a book by touching it, patting it, or putting it in mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
		Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16 to 36 Months	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
By 36 Months	Asks to have several favorite books read over and over.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Holds book, turns pages, and pretends to read.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.				
Birth to 9 Months	Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
8 to 18 Months	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16 to 36 Months	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.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
By 36 Months	Points to and names some letters or characters in their names.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Recognizes familiar signs on a building or street.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Attributes meaning to some symbols, such as a familiar logo or design.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Goal IT-LC 12. Child comprehends meaning from pictures and stories.				
Birth to 9 Months	Looks at picture books and listens to an adult talk about pictures in a book.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
8 to 18 Months	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16 to 36 Months	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
By 36 Months	Uses pictures as a guide to talk about a story that has been read.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Asks or answers questions about what is happening in a book or story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Identifies the feelings of characters in a book or story.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Makes marks on a paper with a large crayon or marker to explore writing materials.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
16 to 36 Months	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
By 36 Months	Draws pictures using scribbles and talks with others about what they have made.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Draws straight lines or curved lines.	Fine Motor	A. Reach, Grasp, and Release	1.2 Writes or draws using curved lines
		Fine Motor	A. Reach, Grasp, and Release	1.3 Writes or draws using straight lines
	Makes letter-like marks or scribbles on paper.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Cognition				
Subdomain: Exploration and Discovery				
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.				
Birth to 9 Months	Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	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.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16 to 36 Months	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
By 36 Months	Learns about characteristics of people and properties and uses of objects through the senses and active exploration.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Experiments with everyday objects or materials to answer "What?", "Why?" or "How?" questions.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.

Birth to 9 Months	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.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8 to 18 Months	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.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
16 to 36 Months	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.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
By 36 Months	Makes simple predictions about what will happen next, such as in a story or in everyday routines.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.	Cognitive	D. Reasoning	

Subdomain: Memory**Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.**

Birth to 9 Months	Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	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.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16 to 36 Months	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.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
By 36 Months	Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Tells others about what will happen next or about changes in usual routines or schedules.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.				
Birth to 9 Months	Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
16 to 36 Months	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
By 36 Months	Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Looks in several different places for a toy that was played with a few days before.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.				
Birth to 9 Months	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.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	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.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 36 Months	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	Cognitive	B. Imitation and Memory	3. Relates past events
By 36 Months	Recalls a similar family event when hearing a story read.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Repeats simple rules about expected behavior, such as "We wash our hands before we eat."	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Subdomain: Reasoning and Problem-Solving

Goal IT-C 6. Child learns to use a variety of strategies in solving problems.

Birth to 9 Months	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8 to 18 Months	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
16 to 36 Months	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 36 Months	Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Tries to solve the same problem in several different ways at different times.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	E. Scientific Discovery	4. Transfers knowledge

Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.

Birth to 9 Months	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8 to 18 Months	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16 to 36 Months	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 36 Months	Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

Subdomain: Emergent Mathematical Thinking

Goal IT-C 8. Child develops sense of number and quantity.

Birth to 9 Months	Attends to quantity in play with objects, such as reaching or looking for more than one object.	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
8 to 18 Months	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.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
16 to 36 Months	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.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
By 36 Months	Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order.	Math	A. Counting	1. Counts out 3 items
	Identifies “more” or “less” with a small number of items without needing to count them.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Uses fingers to show how old they are.	Social-Emotional	E. Meeting Social Expectations	4.2 States age

Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.

Birth to 9 Months	Explores or examines objects and watches objects when they move.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	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.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
16 to 36 Months	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.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
By 36 Months	Does puzzles with interlocking pieces, different colors and shapes.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Understands some effects of size or weight when picking up or moving objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.				
Birth to 9 Months	Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	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.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
16 to 36 Months	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.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
By 36 Months	Sorts toys or other objects by color, shape or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Orders some objects by size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Identifies characteristics of people, such as "Mom has black hair like me."	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Subdomain: Imitation and Symbolic Representation and Play				
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.				
Birth to 9 Months	Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
8 to 18 Months	Imitates what other people did earlier, such as wiping up a spill or closing a door.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
16 to 36 Months	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	2. Imitates novel words
By 36 Months	Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Imitates someone else's conversation, such as in pretend play or on a toy phone.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-C 12. Child uses objects or symbols to represent something else.				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
16 to 36 Months	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
By 36 Months	Uses familiar objects to represent something else.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Understands that some symbols have meaning, such as a sign or a drawing.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
16 to 36 Months	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.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 36 Months	Seeks to involve others in pretend or make-believe play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Looks for props to use when telling or making up a story.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Perceptual, Motor, and Physical Development

Subdomain: Perception

Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.

Birth to 9 Months	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.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
8 to 18 Months	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.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
16 to 36 Months	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.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
By 36 Months	Combines information gained through the senses to understand objects, experiences, and interactions.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.				
Birth to 9 Months	Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Gross Motor	A. Body Control and Weight Transfer	2. Puts weight on one hand or arm while reaching with opposite hand
		Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Gross Motor	A. Body Control and Weight Transfer	5. Gets out of chair
8 to 18 Months	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.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
16 to 36 Months	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.	Adaptive	All	All
By 36 Months	Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Subdomain: Gross Motor				
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.				
Birth to 9 Months	Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	Gross Motor	A. Body Control and Weight Transfer	All
8 to 18 Months	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
16 to 36 Months	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
By 36 Months	Coordinates movements and actions for a purpose.	Gross Motor	C. Active Play	All
	Walks and runs, adjusting speed or direction depending on the situation.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5.1 Runs

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.				
Birth to 9 Months	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.	Gross Motor	A. Body Control and Weight Transfer	All
8 to 18 Months	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	Gross Motor	B. Movement and Coordination	All
16 to 36 Months	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	Gross Motor	C. Active Play	All
By 36 Months	Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Experiments with different ways of moving the body, such as dancing around the room.	Gross Motor	B. Movement and Coordination	All
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.				
Birth to 9 Months	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.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
16 to 36 Months	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.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By 36 Months	Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Adjusts position of body to fit through or into small spaces.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Subdomain: Fine Motor

Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.

Birth to 9 Months	Coordinates hands and eyes when reaching for and holding stable or moving objects.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
8 to 18 Months	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.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
16 to 36 Months	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.	Fine Motor	B. Functional Skill Use	All
By 36 Months	Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented

Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.

Birth to 9 Months	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.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
8 to 18 Months	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.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
		Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
		Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
16 to 36 Months	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
By 36 Months	Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Coordinates use of both hands to put things together, such as connecting blocks or linking toys.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.				
Birth to 9 Months	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.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
8 to 18 Months	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	Cognitive	D. Reasoning	1. Uses object to obtain another object
16 to 36 Months	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
By 36 Months	Adjusts grasp with ease to new tools and materials.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Subdomain: Health, Safety, and Nutrition

Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 36 Months	Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	Adaptive	B. Personal Care Routines	All
By 36 Months	Shows increasing independence in self-care routines with guidance from adults.	Adaptive	All	All
	Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.	Adaptive	C. Dressing and Undressing	All

Goal IT-PMP 10. Child uses safe behaviors with support from adults.

Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	<i>Emerging</i>			
16 to 36 Months	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.	Adaptive	D. Personal Safety	All
By 36 Months	Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances

Head Start Infant/Toddler Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goal/Objective
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Shows interest in new foods that are offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
16 to 36 Months	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.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
By 36 Months	Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.	Social-Communication	A. Early Social Communication-	4.2 Makes choices to express preferences
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Sometimes makes nutritious choices with support from an adult.	Social-Communication	A. Early Social Communication-	4.2 Makes choices to express preferences
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Communicates to adults when hungry, thirsty, or has had enough to eat.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst