

## Little Peoples Early Head Start School Readiness Goals

### Data analyzed:

- ⊕ Teaching Strategies Gold Assessment
- ⊕ Brigance Screen III
- 📄 CLASS Results
- 📄 Teacher observations
- ❖ Policy Council Standing School Readiness Committee

### Goals Aligned with:

- Nevada Infant/Toddler Early Learning Guidelines
- Head Start Early Learning Outcomes Framework Birth to Five
- Creative Curriculum (TSG)
- Nevada QRIS STARS ITERS

**Social Emotional Goal: Children will demonstrate an ability to function and work constructively in a group setting using appropriate social skills.**

**Approaches Toward Learning Goal: Children will demonstrate an ability to persist and to be creative during age appropriate activities.**

**Physical Well Being Goal: Children will demonstrate age appropriate fine and gross motor skills and also age appropriate self-help skills.**

**Cognitive and General Knowledge Goal: Children will demonstrate age appropriate general cognitive skills.**

**Language and Literacy Goal: Children will comprehend and demonstrate increasing complex and varied vocabulary; use books age appropriately and understand some rhyming concepts.**

<b>DOMAIN: SOCIAL EMOTIONAL</b>		
Goal: Children will demonstrate an ability to function and work constructively in a group setting using appropriate social skills.		
<b>Early Head Start Objective:</b> By Spring 2019, infants and toddlers will develop the ability to use age appropriate strategies to manage their feelings and balance the needs of self and others as measured below:		
<b>Young Infants:</b> The children will meet or exceed the TSG Objective (1.a) of using support to calm self.	<b>Older Infants:</b> The children will meet or exceed the TSG Objective (1.a) of comforting self by seeking out special object or person.	<b>Toddlers:</b> The children will meet or exceed the TSG objective (3.a) of responding appropriately to other expressions of wants.
<b>Effective Teaching Practices:</b> <ul style="list-style-type: none"> <li>• Teachers will model taking deep breaths or doing relaxation exercises when situations are stressful.</li> <li>• Teachers will set clear, reasonable, age-appropriate expectations that children can understand.</li> <li>• Teachers will respond positively and firmly when a child’s behavior is changing.</li> <li>• Teachers will comfort a child when they are sad or upset. Talk about how the child is feeling. Show the child appropriate ways to work through their strong feelings.</li> <li>• Teachers will hang feeling posters in the classroom and talk about them often.</li> <li>• Teachers will provide opportunities for infants to spend time watching and interacting with other children.</li> <li>• Teachers will provide opportunities for toddlers to play and interact with other children, staying nearby to offer redirection and to prevent harm to children.</li> <li>• Teachers will coach toddlers to use assertive (not aggressive) language, e.g. say, “Kevin, you tell him, it’s my turn now.”</li> </ul>		
<b>Effective Teaching Practices for Dual Language Learners:</b> <ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support children who speak a second language.</li> </ul>		

- Teachers will develop warm relationships with children, even without language, by attending closely to their needs, cuddling with them, looking at what they show you, and involving them in your activities.
- Teachers will help children who are dual language learners feel more included in the classroom.
- Teachers will demonstrate respect for children's and families' cultures and traditions.
- Teachers will provide pictures to accompany the daily schedule.
- Teachers will pair an English-language learner with an outgoing English-speaking child for certain periods during the day, so that the English speaking child may help to integrate the English-language learner into classroom activities.

**Effective Teaching Practices for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support children with disabilities.
- Teachers will use environmental supports to insure the children's participation.
- Teachers will use special and adaptive equipment to support the children's access and participation.
- Teachers will use peer support to model and help special needs children.
- Teachers will use cooperative learning activities to promote social skills.
- Teachers will establish simple classroom rules about play and then post them with pictures in the areas.

**Family Practices:**

- Families will volunteer in their child's classroom to better understand how to help their child with their strong emotions. Implement these strategies at home.
- Families will assess their child's social emotional development by completing and ASQ-SE twice a year then reviewing the results with their child's teacher and excepting help from mental health specialist if needed.
- Families will assist their child's teacher in making social-emotional goals for their child's Individual Child Plan and work on those goals at home.
- Families will provide many opportunities for sharing at home.
- Families will provide lots of opportunities for their child to practice calming them self-down with a special

object or person.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Goal IT-SE 6**

- Child learns to express a wide range of emotions

**Goal IT-SE 9**

- Child manages emotions with the support of familiar adults

**Goal IT-SE 8**

- Child expresses care and concern towards others

**Alignment with QRIS ITERS:**

**Infants**

- 26. Peer interactions

**Alignment with Nevada Infant and Toddler Early Learning Guidelines:**

**Birth to Four months:**

- Smile when hearing or seeing their caregiver.

**Five to Eight Months:**

- Make loud noises or wave arms and legs to get the attention of other children or adults.

**Nine to Twelve Months:**

- Show a stronger preference for the adults who are their consistent caregivers.

**Thirteen to Eighteen Months:**

- Primarily play alongside, but not with others, often competing for toys.

**Nineteen to Twenty Four Months:**

- Play calmly near another child, but cry and hit if that child tries to use something they are playing with.

**Twenty Four to Thirty Months:**

- Show more awareness of other children.

**Thirty Months to Three Years:**

- Demonstrate appropriate affection/interaction with family members and selected friends.

**Training/Professional Development for Teachers:**

- Early Head Start teachers will receive Pyramid Model Trainings in their TLC PBC groups to improve their understanding of infant and toddler social-emotional development.
- Early Head Start teachers will receive NCQTL Trainings (Birth to 5) specific to appropriate interactions with infants and toddlers.
- Early Head Start teachers will receive trainings about self-regulation from Virtual Birth to Three Institute.
- Early Head Start teachers will create and implement PBC teaching goals from their Infant/Toddler CLASS Assessments.
- The Education/Disabilities Manager will complete intensive coaching in classrooms that have low CLASS Emotional and Behavioral Support Domain scores.

**DOMAIN: APPROACHES TO LEARNING**

**Goal: Children will demonstrate an ability to persist and to be creative during age appropriate activities.**

**Early Head Start Objective 1: By Spring 2019, infants and toddlers will persist as stated in specific goal as measured below:**

**Young Infants:** The children will meet or exceed the TSG Objective (11.b) of repeating actions to obtain similar results.

**Older Infants:** The children will meet or exceed the TSG Objective (11.b) of practicing an activity many times until successful.

**Toddlers:** The children will meet or exceed the TSG Objective (11.b) of practicing an activity many times until successful.

**Effective Teaching Practices:**

- Teachers will help the child stay focused by singing about an activity if it is helpful to the child, e.g., “This is the way we stack the blocks, stack the blocks, stack the blocks...”
- Teachers will support children’s efforts during challenging tasks by providing specific verbal feedback or physical support while encouraging them to come up with solutions.
- Teachers will describe children’s problem solving strategies. e.g., “You tried reaching into the jar to get

the balls out, and then you turned the jar over and dumped them.”

- Teachers will demonstrate, explain, and engage children in trying different ways of doing things. Discuss whether the strategies worked well.

**Effective Teaching Practices for Dual Language Learners:**

- Teachers will speak clearly, warmly and at an appropriate speed.
- Teachers will encourage new speakers of English to respond to speech with words rather than nonverbally with gestures.
- Teachers will encourage children’s attempts to speak, whether they babble, speak to you in a home language that you do not understand, or pronounce words in unusual ways.
- Teachers will accept all utterances as creative attempts to talk to you, and do not correct them.
- Teachers will repeat what toddlers say back to them, with your best guess at what they mean.
- Teachers will validate children’s language attempts in either language.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use special or adaptive equipment to allow the child to participate and be engaged in learning activities.
- Teachers will use material adaptation, by modifying the position, stability, or size of materials to enable the child to participate more fully.
- Teachers will use peer support to help a child be more engaged and attentive.
- Teachers will use simple books and interesting activities to help the child participate and attend.
- Teachers will be very positive to encourage the children’s persistence.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their persistence.
- Families will then use those skills at home to improve their child’s persistence.

- Families will attend Classroom Meetings to help understand their child’s educational needs.
- Families will attend parent teacher’s conferences to help the teacher set learning goals on the Individual Child Plan.
- Families will then work on these Approaches to Learning goals at home.
- Families will offer many different activities at home to increase their child’s persistence.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Infant/ Toddler:**

Goal IT-ALT 4

- Child develops the ability to show persistence in actions and behaviors.

**Alignment with QRIS ITERS**

**Infants**

- 30. Free play

**Alignment with Nevada Infant and Toddler Early Learning Guidelines (What does the stand look like)**

**Birth to Four Months:**

- Repeat simple actions such as grasping and object and letting it go.

**Five to Eight Months:**

- Try reach objects just out of reach.

**Nine to Twelve Months:**

- Try to put a square peg into a round space, and keep trying when it doesn’t fit.

**Thirteen to Eighteen Months:**

- Bounce a ball and try to catch it after watching an older child do it.

**Nineteen to Twenty Four Months:**

- Repeat actions at a later time that they have observed before.

**Twenty Four to Thirty Months:**

- Try to put on their own coat, but get frustrated when their sleeve is inside out, and finally ask a teacher for help.

**Thirty Months to Three Years:**

	<ul style="list-style-type: none"> <li>Complain to mom that their sister has more cookies than they do.</li> </ul>
<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>Early Head Start teachers will receive NCQTL Trainings (Birth to 5) specific to highly individualized teaching and learning.</li> <li>Early Head Start teachers will receive trainings about self-regulation from Virtual Birth to Three Institute</li> <li>Early Head Start teachers will create and implement teaching goals from their Infant/Toddler CLASS Assessments.</li> <li>The Education/Disabilities Manager will complete the Infant or Toddler CLASS tool three times a year and then the teachers will set PBC goals to improve their teaching practices.</li> </ul>	

<p><b>DOMAIN: APPROACHES TO LEARNING</b></p>		
<p><b>Goal: Children will demonstrate an ability to persist and be creative during age appropriate activities.</b></p>		
<p><b>Early Head Start Objective 2:</b> By Spring 2019, infants and toddlers will use creativity as stated in specific goal as measured below:</p>		
<p><b>Young Infants:</b> The children will meet or exceed the TSG Objective (33) of beginning to explore the visual arts.</p>	<p><b>Older Infants:</b> The children will meet or exceed the TSG Objective (33) of exploring the visual arts.</p>	<p><b>Toddlers:</b> The children will meet or exceed the TSG Objective (34) of exploring musical concepts and expression.</p>
<p><b>Effective Teaching Practices:</b></p> <ul style="list-style-type: none"> <li>Teachers will offer diverse, open-ended materials for children to explore. Include materials with different patterns, textures and colors.</li> </ul>		

- Teachers will encourage children to explore various art media, tools and processes. Provide opportunities to draw, paint, print, stitch, and make collages.
- Teachers will display the children’s art creations attractively and prominently in the classroom, as much as possible at the children’s eye level.
- Teachers will include music and movement activities throughout the day. Use musical activities as you transition children from one activity to another. Include songs and movement activities as part of most large group activities. Sing or use musical instruments during outdoor activities.

**Effective Teaching Practices for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL learners.
- Teachers will use and play with the sounds of language. Rhyme, sing and chant together.
- Teachers will use photographs, pictures, graphics and other visuals to support English labels and signs.
- Teachers will include cultural art and music in the classroom.
- Teachers will invite families choose and lead art or music activities.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use peer support to model and encourage participation.
- Teachers will use child preferences to integrate preferred toys and activities to motivate a child to take advantage of learning activities.
- Teachers will simplify activities when needed to encourage participation.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their creativity in the visual arts and music concepts.
- Families will then use those skills at home to improve their child’s creativity in the visual arts and music concepts.
- Families will attend Classroom Meetings to help understand their child’s educational needs.

- Families will attend parent teacher’s conferences to help the teacher set learning goals on the Individual Child Plan.
- Families will then work on these Approaches to Learning goals at home.
- Families will offer many different activities at home to increase their child’s creativity.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Infant/ Toddler:**

Goal IT-ALT 8

- Child uses creativity to increase understanding and learning.

**Alignment with QRIS ITERS**

**Infants**

- 17. Art
- 18. Music

**Alignment with Nevada Infant and Toddler Early Learning Guidelines (What does the stand look like)**

**Birth to Four Months:**

- Play with their hands.

**Five to Eight Months:**

- Explore everything with hands and mouth.

**Nine to Twelve Months:**

- Experience the environment using their senses.

**Thirteen to Eighteen Months:**

- Scribble with a crayon.

**Nineteen to Twenty Four Months:**

- Paint with fingers or large paint brushes.

**Twenty Four to Thirty Months:**

- Play games and sing songs that promote different concepts such as light and dark, soft and hard and loud and quiet.

**Thirty Months to Three Years:**

- Enjoy participating in singing and movement activities.

**Training/Professional Development for Teachers:**

- Early Head Start teachers will receive NCQTL Trainings (Birth to 5) specific to highly individualized

teaching and learning.

- Early Head Start teachers will create and implement teaching goals from their Infant/Toddler CLASS Assessments.
- Education Manager will give trainings about the importance of including visual arts and music concepts in the classroom.

**DOMAIN: PHYSICAL WELL BEING (FINE MOTOR)**

**Goal: Children will demonstrate age appropriate fine and gross motor skills and age appropriate self-help skills.**

**Early Head Start Objective 1:** By Spring 2019, infants and toddlers will develop the ability to use fingers and drawing tools as measured below:

**Young Infants:** The children will meet or exceed the TSG Objective (7.a) to reach for, touch and hold objects purposefully.

**Older Infants:** The children will meet or exceed the TSG Objective (7.a) of using fingers and whole arm movements to manipulate and explore objects.

**Toddlers:** The children will meet or exceed the TSG Objective (7.b) of gripping drawing and writing tools with their whole hand but may use whole-arm movements to make marks.

**Effective Teaching Practices for Infants and Toddlers:**

- Teachers will offer activities that strengthen infants and toddlers hand grasp.
- Teachers will engage children in activities that encourage them to move their fingers individually, e.g. finger plays, pointing at pictures.
- Teachers will include activities for toddlers that support eye-hand coordination, e.g., stringing beads on pipe cleaners or laces, picking up objects with tongs or tweezers, placing various sizes of pegs in holes and folding paper.
- Teachers will provide activities to strengthen the hand grasp and release of toddlers; using squirt bottles,

medicine droppers, punching holes, using clothes pins and handling play dough.

**Effective Teaching Practices for Dual Language Learners:**

- Teachers will invite parents into the classroom to see the fine motor activities that are completed in the classroom.
- Teachers will involve the children in many fine motor activities including; finger plays, play dough, and many fine motor enhancing toys.
- Teachers will speak primarily your own strongest language. Modeling the language you know very well provides even the youngest child with a deeper, fuller language experience.
- Teachers will choose a few simple words related to a fine motor experience and then speak them clearly and often to the dual language learning child; like play dough, crayon, or paint.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use special equipment if needed to assist children with grasping and using writing tools.
- Teachers will use peer support to model appropriate grasping skills.
- Teachers will encourage the children to engage in fine motor activities that will help them strengthen their fine motor muscles.

**Family Practices:**

- Families will volunteer in their child's classroom to better understand how to help their child increase their fine motor, drawing and writing skills.
- Families will then use those teacher strategies at home to improve their child's fine motor, drawing and writing skills.
- Families will assist their child's teacher with setting fine motor, drawing and writing goals for their child's Individual Child Plan and then work on these goals at home.
- Families will assist their child with the home activities and also with literacy activities that are provided by the child's teacher.

- Families will provide many opportunities at home to improve their child’s fine motor, drawing and writing skills.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Infant/ Toddler:**

**Goal IT-PMP 6**

- Child coordinates hand eye movements to perform actions.

**Alignment with QRIS ITERS/ECERS 3**

**Infants/Toddlers**

- 15. Fine motor

**Alignment with Nevada Infant and Toddler Early Learning Guidelines and Nevada Pre-K Standards (What does the standard looks like)**

**Birth to Four Months:**

- Use repetition to move various body parts

**Five to Eight Months:**

- Use hands in more coordinated movements

**Nine to Twelve Months:**

- Drops objects into a container and then dumps them out

**Thirteen to Eighteen Months:**

- Begins to develop manipulative skills

**Nineteen to Twenty Four Months:**

- Can string beads on a string

**Twenty Four Months to Thirty Months:**

- Use writing utensils for scribbling and drawing

**Thirty Months to Three Years:**

- Hold smaller writing instruments with fingers rather than their entire fist to scribble with more control.

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**Training/Professional Development for Teachers:**

- Teachers will use the QRIS Quality Improvement Plan to assure that there is enough and the right kinds of fine motor toys in the classroom.

- Education Manager will give a training about the importance of fine motor activities in the classroom.
- Teachers will review the TSG fine motor objectives and the TSG teaching strategies to support them.

**DOMAIN: PHYSICAL WELL BEING (GROSS MOTOR)**

**GOAL: Children will demonstrate age appropriate fine and gross motor skills and age appropriate self-help skills.**

**Early Head Start Objective 2:** By Spring 2019, infants and toddlers will develop the ability to engage in age appropriate balancing and manipulating balls and similar objects skills.

**Young Infants:** The children will meet or exceed the TSG Objective (5) balancing while exploring immediate environment.

**Older Infants:** The children will meet or exceed the TSG Objective (5) of experimenting with different ways of balancing.

**Toddlers:** The children will meet or exceed the TSG Objective (6) of manipulating balls or similar objects with stiff body movements.

**Effective Teaching Practices for Infants and Toddlers:**

- Teachers will create a protected space for young infants to explore movement safely while on their stomachs or backs.
- Teachers will provide push toys e.g., toy shopping carts and doll strollers, in the classroom and outside to help children who are learning to walk to maintain balance.
- Teachers will provide supervised opportunities for young infants to play on their stomachs to build strength.
- Teachers will play games with toddlers to promote balance.
- Teachers will modify the environment and learning experiences to accommodate a range of abilities.
- Teachers will encourage children to stop, change directions, or walk up and down low ramps to promote their balance as they walk.
- Teachers will provide sufficient equipment for each child to participate. Include a variety of shapes, sizes, textures, and weights to encourage experimentation and active participation.
- Teachers will provide balls of various sizes, textures and grips to explore. Include balls with chimes, bells, and visible items rolling inside.

- Teachers will provide opportunities for toddlers to practice releasing balls into targets such as large baskets, buckets, or small basketball hoop.
- Teachers will use scarves or Mylar balloons to practice catching. These items are easier to catch than balls because they move slowly and give children time to position themselves to catch.

**Effective Teaching Practices for Dual Language Learners:**

- Teachers will encourage dual language learners to participate in large motor activities.
- Teachers will choose a few simple words related to a large motor experience and then speak them clearly and often to the dual language learning child; like jump, run, and play.
- Teachers will invite parents to come to school and see all of the different large motor activities that their child is practicing.
- Teachers will use clear and simple language repeatedly with DLL children to label things they are playing with or their actions.
- Teachers will use picture schedules to show DLL children the playground safety expectations.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- The teachers will use adaptive materials if needed to support balancing activities.
- The teachers will use adult support to help the child complete balancing activities.
- The teachers will use the strategy called “Step with me”. The teacher will create paper copies of the child’s foot print and lay them on the floor and ask the child to step on the foot prints.
- Teachers will use adult support to encourage activities using balls and bean bags.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their gross motor skills.
- Families will then use those teacher strategies at home to improve their child’s gross motor skills.
- Families will assist their child’s teacher with setting gross motor goals for their child’s Individual Child

Plan and then work on these goals at home.

- Families will assist their child with the gross motor home activities that are provided by the child's teacher.
- Families will provide many opportunities at home to improve their child's gross motor skills.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Infant Toddler:**

Goal IT-PMP 3

- Child demonstrates effective and efficient use of large muscles for movement and position.

**Alignment with QRIS ITERS**

**Infants/Toddlers**

- 16. Active physical play

**Alignment with Nevada Infant and Toddler Early Learning Guidelines: (What does the standard look like)**

**Birth to Four Months:**

- Uses repetition to move various body parts

**Five to Eight Months:**

- Can change the position of one's body

**Nine to Twelve Months:**

- Can walk with someone holding both hands

**Thirteen to Eighteen Months:**

- Moves constantly, showing increasing large muscle control

**Nineteen to Twenty Four Months:**

- Go up the stairs putting both feet on each step

**Twenty Four Months to Thirty Months**

- Walk on a wide balance beam sideways first, but forward when you hold his hand
- Try to throw a ball to you.

**Thirty Months to Three Years:**

- Run and jump up with two feet, walk down stairs without assistance, walk tip toe and walk backwards.

	<ul style="list-style-type: none"> <li>• Throw a ball overhand (with forearm extension) in a forward direction.</li> <li>• Attempt to catch a large ball, but often miss.</li> <li>• Kick a stationary ball in a forward motion.</li> </ul>
<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the QRIS Quality Improvement Plan to assure that there is enough and the right kinds of gross motor toys in the classroom and on the playground.</li> <li>• Education Manager will give a training about the importance of gross motor activities in the classroom and on the playground.</li> <li>• Teachers will review the TSG gross motor objectives and the TSG teaching strategies to support them.</li> <li>• Education Manager will give the teachers a list of all of the gross motor activities that are available at our center.</li> </ul>	

<p><b>DOMAIN: PHYSICAL WELL BEING (SELF HELP SKILLS)</b></p>		
<p><b>GOAL: Children will demonstrate age appropriate fine motor, balancing and self-help skills.</b></p>		
<p><b>Early Head Start Objective 3:</b> By Spring 2019, infants and toddlers will develop age appropriate self-help skills. as measured below:</p>		
<p><b>Young Infants:</b> The children will meet or exceed the TSG Objective (1.c) of indicating needs and wants; participates as adult attends to needs.</p>	<p><b>Older Infants:</b> The children will meet or exceed the TSG Objective (1.c) of seeking to do things for themselves.</p>	<p><b>Toddlers:</b> The children will meet or exceed the TSG Objective (1.c) of demonstrating confidence in meeting one’s own needs.</p>
<p><b>Effective Teaching Practices for Infants and Toddlers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will establish and practice consistent routines.</li> </ul>		

- Teachers will describe what you are doing during caregiving routines, so children can learn the sequence of actions to care for themselves.
- Teachers will ask families about the self-care activities in which the child participates at home.
- Teachers will serve food that children can feed to themselves. Be prepared for messes.
- Teachers will provide picture and word cues to assist toddlers as they participate in self-care tasks.
- Teachers will include clothing of various sizes so children can practice dressing themselves.
- Teachers will encourage children to attempt to clean up toys in the classroom.

**Effective Teaching Practices for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use environment supports (picture schedules and peer support) to help the children learn self-help skills.
- Teachers will learn a few second language words to help support the child's self-help skills.
- The teachers will use invisible supports (sequencing turns and activities) to support a child's participation in learning self-help skills.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use adult support to give these children the extra encouragement to accomplish this goal.
- The teachers will use adaptive materials if needed.
- Teachers will use modeling and signing simple words to support meal time habits.
- Teachers will use descriptive pictures to help the children understand the expectations of this goal.
- Teachers will use American Sign Language to teach the child the sign for bathroom. The teachers will use the same words and signs as the parents use.

**Family Practices:**

- Families will volunteer in their child's classroom to better understand how to help their child increase their self-help skills.

- Families will then use those teacher strategies at home to improve their child’s self-help skills.
- Families will assist their child’s teacher with setting self-help goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will involve their children in simple household tasks as appropriate, e.g., hanging clothes, pouring beverages and setting the table.

**Alignment with Head Start Early Learning Outcomes Framework:**

Goal IT-PMP 9

- Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

Goal IT-PMP 11

- Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

**Alignment with QRIS ITERS**

- 7. Meals/snacks
- 9. Toileting/diapering
- 10. Health practices
- 11. Safety practices

**Alignment with Nevada Infant and Toddler Early Learning Guidelines and Nevada Pre-K Standards (What does the standard look like)**

**Birth to Four Months:**

- Cry to communicate needs

**Five to Eight Months:**

- Use voice to express happiness or unhappiness

**Nine to Twelve Months:**

- Help to dress themselves, extending an arm or leg.

**Thirteen to Eighteen Months:**

- Try to do things on their own, such as feeding themselves.

**Nineteen to Twenty Four Months:**

- Participates in self-help routines with assistance

**Twenty Four Months to Thirty Months:**

- Put on dress-up clothes, and pretend to be mom or dad.

**Thirty Months to Three Years:**

- Feed themselves using a fork or spoon, and hold a cup with one hand to drink.

<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the QRIS Quality Improvement Plan to assure that they are teaching their children appropriate self-help skills.</li> <li>• QRIS coach will give a training about proper “Personal Care Routines”.</li> <li>• Education Manager will review the Creative Curriculum objective (1.c) “Taking care of one’s own needs appropriately.”</li> <li>• Education Manager will give a training about the importance of encouraging self-help skills in the classroom and on the playground.</li> <li>• Education Manager will give the teachers a list of all of the age appropriate self-help skills for their students.</li> </ul>	

<p>DOMAIN:COGNITIVE AND GENERAL KNOWLEDGE</p>		
<p>Goal: Children will demonstrate age appropriate general cognitive skills.</p>		
<p><b>Early Head Start Objective 1:</b> By Spring 2019, infants and toddlers will problem solve and match objects as measured below:</p>		
<p><b>Young Infants:</b> The children will meet or exceed the TSG Objective (11.c) of reacting to a problem; and seeking to achieve a specific goal.</p>	<p><b>Older Infants:</b> The children will meet or exceed the TSG Objective of (11.c) of reacting to a problem; and seeking to achieve a specific goals.</p>	<p><b>Toddlers:</b> The children will meet or exceed the TSG Objective of (13) matching similar objects.</p>
<p><b>Effective Teaching Practices for Infants and Toddlers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will encourage children to solve problems for themselves when appropriate. Be available to</li> </ul>		

offer support, encouragement, and new ideas when needed.

- Teachers will encourage children to learn from their mistakes. Encourage them to make and test predictions.
- Teachers will provide children with time, space, and a variety of interesting materials to play with.
- Teachers will model sorting and classifying, and provide opportunities for children to practice.
- Teachers will play simple classification games with toddlers by gathering items that people use together, e.g. sock/shoe, flower/vase, plate/fork.
- Teachers will sing, recite finger plays, and read books that focus on colors, shapes, or animals.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use peer support to encourage the child to participate in problem solving activities.
- Teachers will offer activities with lots of choices, so the child can feel comfortable in the classroom.
- Teachers will use the child's toys, activities, or people to motivate the child to problem solve.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use a child's preferred activity to encourage problem solving and matching.
- Teachers will use peer and adult support to introduce problem solving strategies and matching.
- The teachers will simplify activities if needed to encourage problem solving and matching.

**Family Practices:**

- Families will volunteer in their child's classroom to better understand how to help their child increase problem solving and matching skills.
- Families will then use those teacher strategies at home to improve their child's problem solving and matching skills.
- Families will provide an assortment of age appropriate books for the children to explore and for the parent to read.

- Families will assist their child’s teacher with setting cognitive and language goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the cognitive and language home activities that are provided by the child’s teacher.
- Families will provide many opportunities at home to improve their child’s cognitive and language skills.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Infant Toddler:**

Goal IT-C 6

- Child learns to use a variety of strategies in solving problems.

Goal IT-C 10

- Child uses matching and sorting of objects or people to understand similar and different characteristics.

**Alignment with QRIS ITERS**

**Infants/Toddlers**

- 30. Free play

**Alignment with Nevada Infant and Toddler Early Learning Guidelines: (What it looks like)**

**Birth to Four Months:**

- Begins to explore her body and the environment

**Five Months to Eight Months:**

- Find an object that is partially hidden

**Nine to Twelve Months:**

- Trying to put nesting cups together and take them apart again.

**Thirteen to Eighteen Months:**

- Experiment with different ways of using a toy or object.

**Nineteen to twenty Four Months:**

- Build a tower with red blocks leaving the yellow and blues one aside.

**Thirty Months to Three Years:**

- Show interest in concepts, such as matching and sorting according to color, shape and size.

**Training/Professional Development for Teachers:**

- Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of problem solving and matching items in the classroom.

- Education Manager will give a training about the importance of problem solving and matching activities in the classroom.
- Teachers will review the TSG cognitive objectives and the TSG teaching strategies to support them.
- Education Manager will give NCQTL Trainings about Engaging Interactions and Environments.

<b>DOMAIN:COGNITIVE AND GENERAL KNOWLEDGE</b>		
Goal: Children will demonstrate age appropriate general cognitive skills.		
<b>Early Head Start Objective 2:</b> By Spring of 2019, infants and toddlers will begin to develop persistence skills and begin to quantify objects as measured below:		
<b>Young Infants:</b> The children will meet or exceed the TSG Objective (11.b) repeating actions to obtain similar results.	<b>Older Infants:</b> The children will meet or exceed the TSG Objective (20.a) of verbally counting (not always in the correct order)	<b>Toddlers:</b> The children will meet or exceed the TSG (20.b) Objective of demonstrating an understanding of the concepts of one, two and more
<b>Effective Teaching Practices for Early Head Start Teachers:</b>		
<ul style="list-style-type: none"> <li>• Teachers will help a child stay focused by singing about the activity.</li> <li>• Teachers will support children’s efforts during challenging tasks by providing specific feedback.</li> <li>• Teachers will describe children’s problem solving strategies, e.g. you tried reaching in the jar to get the balls out, and then you turned the jar over and dumped them.</li> <li>• Teachers will provide a variety of materials to help children develop an understanding of quantity.</li> <li>• Teachers will recite finger plays or rhymes and sing songs about numbers.</li> <li>• Teachers will for children who are just beginning to count, display a few identical items in a straight line. As children gain skills, change the arrangement of objects. Gradually add more and vary the objects to count.</li> </ul>		
<b>Effective Teaching Strategies for Dual Language Learners:</b>		

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use peer and adult support to encourage the child to participate in repetitive and counting activities.
- Teachers will use pictures of the activities with second language words to encourage the child to participate in Math activities.
- Teachers will make counting an important part of daily activities to strengthen the learning base of DLL children.
- Teachers will use one to one correspondence activities to encourage the understanding of counting objects.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use material adaptation to modify the position, stability, or size of the materials so that the child can participate more fully.
- Teachers will simplify the activity by breaking it down into smaller parts or by reducing the number of steps.
- The teachers will use adult support to model and/or offer encouragement to support the child's participation.

**Family Practices:**

- Families will volunteer in their child's classroom to better understand how to help their child increase their problem solving and math skills.
- Families will then use those teacher strategies at home to improve their child's problem solving and math skills.
- Families will provide infants many opportunities to problem solve at home.
- Families will provide an assortment of age appropriate counting objects the children to explore and

count.

- Families will assist their child’s teacher with setting cognitive (math) goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the math home activities that are provided by the child’s teacher.
- Provide many opportunities at home to improve their child’s math skills, especially with real objects.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Infant Toddler:**

Goal IT-C 6

- Child learns to use a variety of strategies in solving problems.

**Alignment with QRIS ITERS**

**Infants/Toddlers**

- 31. Group play activities

**Alignment with Nevada Infant and Toddler Early Learning Guidelines: (What it looks like)**

**Birth to Four Months:**

- Follow moving objects easily with eyes.

**Five to Eight Months:**

- Explore everything with his hands and mouth.

**Nine to Twelve Months:**

- Try to put nesting cups together and take them apart.

**Thirteen to Eighteen Months:**

- Experiment with different ways of using a toy or object.

**Nineteen to twenty Four Months:**

- Give 2 objects upon request, and verify by counting 1 and 2.

**Twenty Four Months to Thirty Months:**

- Match the colors and shapes in a matching puzzle.

**Thirty Months to Three Years:**

- Holds up two fingers when asked how old they are.

	<p><b><u>Preschool:</u></b></p> <p><b><u>Indicator Math: 1.PK.3b</u></b></p> <ul style="list-style-type: none"> <li>• Estimate the number of objects in a set of 5 and verify by counting.</li> </ul> <p><b><u>Indicator Math: 1.PK.3c</u></b></p> <ul style="list-style-type: none"> <li>• Match the number of objects in a set of 5 to the correct numeral.</li> </ul> <p><b><u>Indicator Math: 1.PK.4a</u></b></p> <ul style="list-style-type: none"> <li>• Count to ten</li> </ul> <p><b><u>Indicator Math: 1.PK.4b</u></b></p> <ul style="list-style-type: none"> <li>• Count to 10 demonstrating one to one correspondence using objects.</li> </ul> <p><b><u>Indicator Math: 1.PK.5</u></b></p> <ul style="list-style-type: none"> <li>• Use concrete objects to combine and separate groups of 5.</li> </ul>
<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of math supplies in the classroom.</li> <li>• Education Manager will give a training using the “Early Head Start and Head Start Math Resource Guide”.</li> <li>• Teachers will review the TSG math objectives and the TSG teaching strategies to support them.</li> </ul>	

<b>DOMAIN: COGNITIVE AND GENERAL KNOWLEDGE</b>	
Goal 3: Children will demonstrate age appropriate general cognitive skills.	
<b>Early Head Start Objective 3:</b> By Spring 2019 older infants and toddlers will become interested in living things and the properties of objects and materials.	
<b>Older Infants:</b> The children will meet or exceed the TSG Goal (25) of beginning to demonstrate knowledge of the characteristics of living things.	<b>Toddlers:</b> The children will meet or exceed the TSG Goal (26) of beginning to demonstrate knowledge of the physical properties of objects and materials.
<b>Effective Teaching Practices for Older Infants and Toddlers:</b>	
<ul style="list-style-type: none"> <li>• Teachers will use every day activities as opportunities for children to learn about the physical properties of objects and materials.</li> <li>• Teachers will offer a variety of substances for children to explore and learn their characteristics. Include objects made from metal, wood, plastic and paper.</li> <li>• Teachers will include opportunities for the children to care for living things</li> <li>• Teachers will provide opportunities for children to observe the life cycle of living things</li> <li>• Teachers will go on walks to observe living things using a magnifying glass</li> <li>• Teachers will introduce the “MESS” (Marvelous Explorations through Science and Stories) Program.</li> </ul>	
<b>Effective Teaching Strategies for Dual Language Learners:</b>	
<ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.</li> <li>• Teachers will use peer support to encourage participation.</li> <li>• Teachers will use environmental support by adding a picture schedule to encourage participation.</li> <li>• Teachers will use adult support to model and offer encouragement.</li> </ul>	
<b>Effective Teaching Strategies for Special Needs Children:</b>	
<ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.</li> <li>• Teachers will use environmental supports like arrangement of materials or picture schedule to support participation.</li> </ul>	

- Teachers will use adaptive materials if needed.
- Teachers will use invisible support to sequence turns and activities to increase a child’s engagement.

**Family Practices:**

- Families will help their child explore different substances in the home environment.
- Families will volunteer in their child’s classroom to better understand how to help their child increase their science exploration skills.
- Families will then use those teacher strategies at home to improve their child’s science exploration skills.
- Families will provide children many opportunities to learn about living things at home.
- Families will assist their child’s teacher with setting science goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the science home activities that are provided by the child’s teacher.
- Families will have family pets and also plants at home so the children learn about the needs and the life cycle of these living things.

**Alignment with Head Start Early Learning Outcomes Framework:**

Goal IT-C 1

- Child actively explores people and objects to understand self, others, and objects.

Goal IT-C 13

- Child uses pretend play to increase understanding of culture, environment and experiences

**Alignment with QRIS ITERS**

- 22. Nature and science

**Alignment with Nevada Infant and Toddler Early Learning Guidelines: (What it looks like)**

**Thirteen to Eighteen Months:**

- Experiment with different ways of using a toy or object.

**Nineteen to Twenty Four Months:**

- Explore objects using advanced schemas

**Twenty Four to Thirty Months:**

- Want to pick up and bring home interesting things they find on a walk.

**Thirty Months to Three Years:**

- Begin to develop skills that lead to science concepts; observation of the world and nature.

<p><b>Training/Professional Development for Start Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of science supplies in the classroom.</li> <li>• Education Manager will give a training about the “MESS” Marvelous Explorations Through Science and Stories Program.</li> <li>• Teachers will review the TSG science objectives and the TSG teaching strategies to support them.</li> <li>• Education Manager will give NCQTL Trainings about Engaging Interactions and Environments. Education Manager will give training about how to implement science activities and how they relate to CLASS.</li> </ul>	

<p><b>DOMAIN: LANGUAGE AND LITERACY</b></p>		
<p><b>Goal 1: Children will comprehend and demonstrate increasing complex and varied vocabulary; use books age appropriately and understand some rhyming concepts.</b></p>		
<p><b>Early Head Start Objective 1: By Spring 2019 infants and toddlers will begin to listen and understand increasing complex language.</b></p>		
<p><b>Young Infants:</b> The children will meet or exceed the TSG Objective (9.a) of vocalizing and gesturing to communicate.</p>	<p><b>Older Infants:</b> The children will meet or exceed the TSG Objective (9.a) of naming familiar people, animals, and objects.</p>	<p><b>Toddlers:</b> The children will meet or exceed the TSG Objective (8.b) of following directions of two or more steps that relate to familiar objects and experiences.</p>
<p><b>Effective Teaching Practices for Infants and Toddlers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use parentheses with young infants. Singsong speech and exaggerated facial expressions to encourage babies to listen and focus on what is being said.</li> </ul>		

- Teachers will talk often with children, using rich language to describe objects, events, and people in the environment.
- Teachers will make sure they are close to a child when they speak to them, so the child can attend more easily.
- Teachers will be clear and specific when making requests and giving directions.
- Teachers will use language that is easy for the child to understand, explaining new vocabulary as you use it.
- Teachers will give adequate waiting time, so children can process what they hear and take part in discussions.
- Teachers will practice giving the children one, then two step directions during fun appealing activities.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will bring language and literacy activities that are familiar to the children from their homes into classroom activities.
- The teachers will consider and incorporate the traditions, values, and practices of the DLL children into the classroom activities.
- Teacher will match the complexity of the sentences and vocabulary to the children’s level of understanding English.
- Teachers will be patient while waiting for dual language learners to process what they say.
- Teachers will encourage new English speakers to respond with speech instead of gestures.
- Teachers will repeat what a child says and then expand on it by adding more advanced language.
- Teachers will use both open and closed ended questions with DLL.
- Teachers will use self and parallel talk to help children associate English words and actions with content.
- Teachers will use picture schedules to help DLL children follow directions.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs

children.

- Teachers will use child preferences by integrating the child’s preferred toys, activities, or people to motivate the child to take advantage of available opportunities.
- Teachers will use peer support to encourage interactions with conversations.
- Teachers will use self and parallel talk with child who have language problems.
- Teachers will use adult support to model how to have conversations with others.

**Family Practices:**

- Families will read books to their children, even as infants, using the “focused attention” strategy.
- Families will assist their child’s teacher with setting language and literacy goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the language and literacy home activities that are provided by the child’s teacher.
- Families will provide many opportunities at home to improve their child’s language skills.
- Families will participate in the “LPHS Literacy Backpack Program” and learn the dialogic reading strategies included in these activities.
- Families will participate in the “LPHS Reading at Home Program” and learn the dialogic reading strategies included in these activities.
- Families will practice giving simple age appropriate directions to their child at home.
- Families will positively acknowledge their child when he follows directions.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Infant Toddler:**

Goal: IT-LC 1.

- Child attends to, understands, and responds to communication and language from others.

Goal: IT-LC 2.

**Alignment with Nevada Infant and Toddler Early Learning Guidelines: (What it looks like)**

**Birth to Four Months:**

- Make a noise when hearing a voice.

**Five to Eight Months:**

- Use his voice to express happiness or unhappiness.

<ul style="list-style-type: none"> <li>• Child learns from communication and language experiences with others.</li> </ul> <p><b>Alignment with QRIS ITERS</b></p> <p><b><u>Infants/Toddlers</u></b></p> <ul style="list-style-type: none"> <li>• 12. Helping children understand language</li> </ul>	<p><b><u>Nine to Twelve Months:</u></b></p> <ul style="list-style-type: none"> <li>• Point to the cat in the book when you say, “Where is the cat?”</li> </ul> <p><b><u>Thirteen to Eighteen Months:</u></b></p> <ul style="list-style-type: none"> <li>• Say “mama”, “dada”, “no” and “bye”.</li> </ul> <p><b><u>Nineteen to Twenty Months:</u></b></p> <ul style="list-style-type: none"> <li>• Begin to label objects and put words together in simple sentences.</li> </ul> <p><b><u>Twenty Four to Thirty Months:</u></b></p> <ul style="list-style-type: none"> <li>• Use words to tell about objects and actions of self and others.</li> </ul> <p><b><u>Thirty Months to Three Years:</u></b></p> <ul style="list-style-type: none"> <li>• Follow simple two step directions.</li> </ul>
<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Education Manager will give appropriate NCQTL Trainings related to positive interactions and language.</li> <li>• Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of language and literacy supplies in the classroom.</li> <li>• Education Manager will give a training about using focused attention while reading to infants and toddlers.</li> <li>• Teachers will review the TSG language and literacy objectives and the TSG teaching strategies to support them.</li> </ul>	

<b>DOMAIN: LANGUAGE AND LITERACY</b>		
Goal: Children will comprehend and demonstrate increasing complex and varied vocabulary; use books age appropriately and understand rhyming concepts.		
<b>Early Head Start Objective 2:</b> By Spring 2019, infants and toddlers will develop the ability to use and appreciate books and understand age appropriate rhyming measured below:		
<b>Young infants:</b> Will meet or exceed the TSG Objective (17.a) of showing an interest in books.	<b>Older Infants:</b> Will meet or exceed the TSG Objective (17.a) of showing an interest in books and bringing a book to an adult to read.	<b>Toddlers:</b> Will meet or exceed the TSG Objective (15.a) of filling in missing rhyming words and generating rhyming words spontaneously.
<p><b>Effective Teaching Practices for Infants and Toddlers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will read age appropriate books to the children every day.</li> <li>• Teachers will use the “focused attention” strategy while reading to the children.</li> <li>• Teachers will support children’s play with print as they imitate real-life situations.</li> <li>• Teachers will read repetitive rhyming books to children every day.</li> <li>• Teachers will provide a variety of durable books in the classroom and allow the children to touch, hold and mouth them.</li> <li>• Teachers will re-read favorite stories when asked.</li> <li>• Teachers will ask toddlers to say the repetitive phrases in the book with you.</li> <li>• Teachers will ask simple questions about obvious details in the book</li> <li>• Teachers will describe pictures to the toddlers when you read to them</li> <li>• Teachers will read to children individually and in small groups</li> <li>• Teachers will begin to read books with simple stories</li> <li>• Teachers will talk about events and characters in the story books</li> <li>• Teachers will ask simple questions while reading the story books</li> <li>• Teachers will encourage children to listen to sounds in the environment. Record different sounds for the</li> </ul>		

children to listen to.

- Teachers will use songs, stories, and rhymes that play with language. Informally, but intentionally, draw children's attention to the sounds of words.
- Teachers will encourage children to play with words and to make up their own rhymes.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will include a few key words in the child's language to read while reading books so that the DLL child can make a connection to the story.
- Teachers will add props to story reading to increase understanding.
- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will learn and offer songs and rhymes in the child's home language.
- Teachers will use simple, repetitive songs and chants that children can learn easily.
- Teachers will use peer support to model language for DLL children.
- Teachers will make sure that there are books in every classroom area. Some books should be written in the home language of every child.

**Effective Teaching Practices for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will add props to story reading to increase understanding.
- Teachers will use simplifying activities to break down songs and rhymes so they are easier to learn.
- Teachers will use peer support to encourage the children to participate.
- Teacher will use material support (pictures, puppets) to encourage children to participate in songs and rhymes.
- Teachers will learn some American Sign Language signs to illustrate the content of books that they read.

**Family Practices:**

- Families will read books to their children, even as infants, using the "focused attention" strategy.
- Families will assist their child's teacher with setting and literacy goals for their child's Individual Child Plan

and then work on these goals at home.

- Families will assist their child with the literacy home activities that are provided by the child’s teacher.
- Families will provide many opportunities at home to improve their child’s literacy skills, including going to the library and reading books at home.
- Families will participate in the “LPHS Literacy Backpack Program” and learn the dialogic reading strategies included in these activities.
- Families will talk about the beginning sounds of words with your child.
- Families will play phonics games with your child.
- Families will use songs, stories, and rhymes that play with language. Informally, but intentionally, draw children’s attention to the sounds of words.

**Alignment with Head Start Early Learning**

**Framework:**

**Infant/Toddler:**

Goal IT-LC 10

- Child handles books and relates them to their stories or information.

Goal IT-LC 11

- Child recognizes pictures and some symbols, signs, or words.

Goal IT-LC 12

- Child comprehends meaning from pictures and stories.

Goal IT-LC 9

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

**Alignment with Nevada Infant and Toddler Early Learning Guidelines: (What it looks like)**

**Birth to Four Months:**

- Child might respond to some of the vocabulary associated with picture books.

**Five to Eight Months:**

- Child may look intently at the pictures in a book, and show a preference for some pictures.

**Nine to Twelve Months:**

- Child may look at picture books.
- Child may turn pages of cardboard book
- Child may identify 1-2 familiar pictures

**Thirteen to Eighteen Months:**

- Child may point or make sounds when looking at books
- Child may turn pages of a book one at a time

**Alignment with QRIS ITERS**

- 14. Using books

**Nineteen to Twenty Four Months:**

- Child may enjoy being read to if allowed to participate
- Child may enjoy stories with riddles, guessing and suspense
- Child may recognize familiar pictures
- Child may fill in words in a familiar book
- Child may identify basic pictures by naming or pointing
- Child may identify characters from a favorite book

**Twenty Four to Thirty Months:**

- Sing simple songs that they have heard many times with a group or on their own.
- Say a simple rhyme that they have heard many times with a group or alone.

**Thirty Months to Three Years:**

- Listen and respond to rhythm and rhyme.
- Begin to identify rhyming words when they hear them.
- Begin to supply the rhyming words in a familiar poem or song.

**Training/Professional Development for Teachers:**

- Education Manager will give appropriate NCQTL Trainings related to positive interactions and language.
- Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of language and literacy supplies in the classroom.

- Education Manager will give a training about using focused attention while reading to infants and toddlers.
- Teachers will review the TSG language and literacy objectives and the TSG teaching strategies to support them.
- Education Manager will give Creative Curriculum Literacy Trainings.