Parents as Teachers™
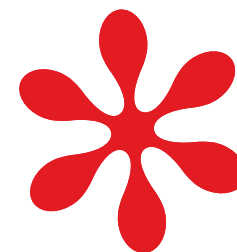
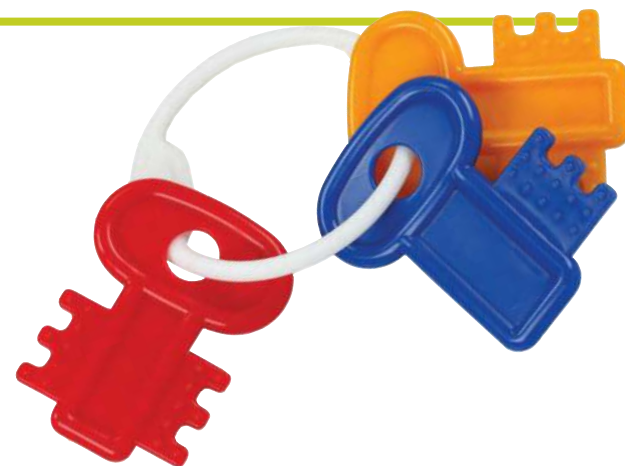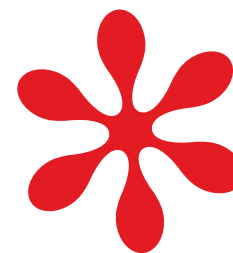# Child Development and Family Engagement Alignment:

A Resource Handbook

I. Overview

The Parents as Teachers Child Development and Family Engagement Alignment: A Resource Handbook

Parents as Teachers™

To support the use of the Foundational Curriculum in Early Head Start (EHS) programs, the "Parents as Teachers Family Engagement Alignment" resource handbook provides materials that illustrate the connection between the Foundational Curriculum/Parents as Teachers Approach and Office of Head Start requirements, including:

> Alignment with the five Head Start essential domains (language, cognitive, social-emotional, physical, and approaches toward learning);

> Alignment with the Office of Head Start's Parent, Family, and Community Engagement (PFCE) Framework;

> Guidance on using the PAT Milestones Form for ongoing child assessment as well as PAT's alignment with Teaching Strategies GOLD;

> A family engagement survey to assist programs with assessing family engagement outcomes that align with the PFCE framework.
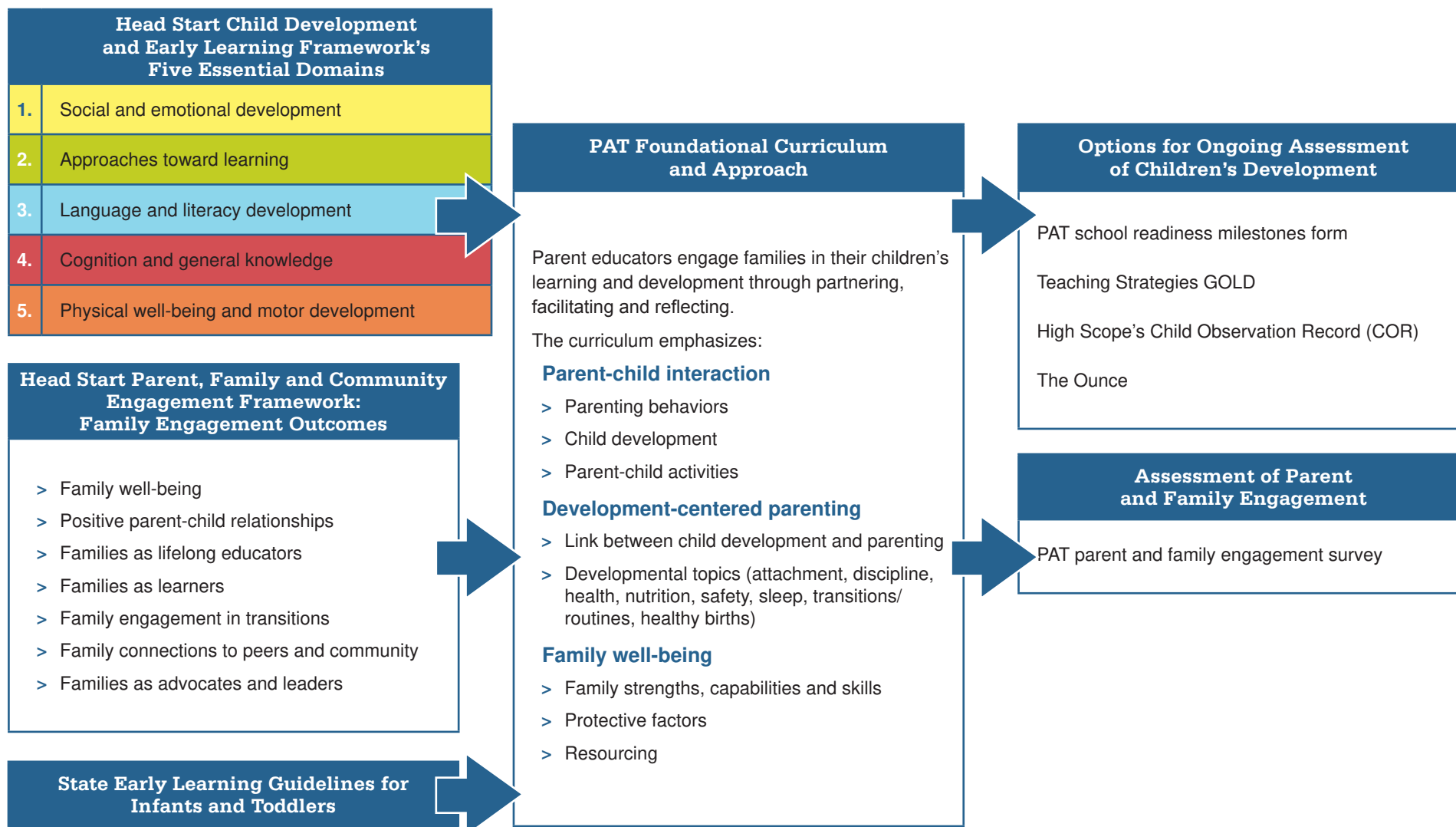
The PAT Alignment resource handbook can also be beneficial more broadly, for example to states seeking to understand PAT's alignment with early learning standards or to any program interested in assessing child progress and family engagement for planning services and for showing improvement in outcomes as required by funders.

	Parents as Teachers Alignment Components	Description of Content
I.	Overview of the PAT Alignment	Provides an overview of alignments among Head Start's five essential domains, family engagement outcomes, state early learning standards and options for ongoing assessment.
II.	PAT School Readiness Milestones	Responds to the need for EHS programs to track and report on progress over time at the child and program levels by providing guidance on how the Parents as Teachers School Readiness Milestones can be used to for ongoing child assessment. Milestones are presented by Head Start's five school readiness domains and include instructions on completing the form and aggregating the results. This guidance is also included as a Parent Educator Resource within the *Foundational Curriculum*.
III.	PAT Alignment with Teaching Strategies GOLD	Illustrates the alignments among Head Start's five essential domains, the *Foundational Curriculum* and Teaching Strategies GOLD.
IV.	PAT Parent and Family Engagement Survey	The PAT Parent and Family Engagement Survey is provided to assist EHS programs with measuring outcomes that align with the PFCE framework.
V.	PAT Alignment with State Early Learning Standards	Depicts the alignment between the *Foundational Curriculum* and state early learning standards.

For additional information on the Parents as Teachers Alignment, please contact Nicki Thomson at Nicole.Thomson@parentsasteachers.org.

Overview of "The PAT Alignment"

Head Start Child Development and Early Learning Framework's Five Essential Domains

1. Social and emotional development
2. Approaches toward learning
3. Language and literacy development
4. Cognition and general knowledge
5. Physical well-being and motor development

Head Start Parent, Family and Community Engagement Framework: Family Engagement Outcomes

> Family well-being
> Positive parent-child relationships
> Families as lifelong educators
> Families as learners
> Family engagement in transitions
> Family connections to peers and community
> Families as advocates and leaders

State Early Learning Guidelines for Infants and Toddlers

PAT Foundational Curriculum and Approach

Parent educators engage families in their children's learning and development through partnering, facilitating and reflecting.

The curriculum emphasizes:

Parent-child interaction

> Parenting behaviors
> Child development
> Parent-child activities

Development-centered parenting

> Link between child development and parenting
> Developmental topics (attachment, discipline, health, nutrition, safety, sleep, transitions/routines, healthy births)

Family well-being

> Family strengths, capabilities and skills
> Protective factors
> Resourcing

Options for Ongoing Assessment of Children's Development

PAT school readiness milestones form

Teaching Strategies GOLD

High Scope's Child Observation Record (COR)

The Ounce

Assessment of Parent and Family Engagement

PAT parent and family engagement survey

Supporting Family Engagement and Children's Development Prenatal to 3 Years: The PAT Foundational Curriculum

Parents as Teachers offers an approach to home visiting that helps achieve Head Start outcomes…an approach that is relationship-based and focused on engaging parents in their children's learning and development. Together, our *Foundational Curriculum* and training prepare staff to promote **school readiness** and **parent engagement**, hallmarks of Early Head Start.

The *Foundational Curriculum* was developed to equip home visitors with the information to identify and build on family strengths, capabilities and skills and to foster family protective factors. The evidence-informed *Foundational Curriculum* features family-friendly activities and resources that engage families in children's learning and development. The curriculum content promotes and strengthens parent-child interaction, development-centered parenting, and family well-being.

In PAT's 3-day Foundational Training, home visitors learn to use the curriculum effectively by working with families in their homes to partner, facilitate and reflect.

> Training builds relationship-based competencies for working with families in their homes.

> Focus is placed on strengthening protective factors to improve parenting and maximize child outcomes.

> Training is facilitated by expert trainers who emphasize reflective practice and hands-on learning.

Expected Early Head Start Outcomes for Children and Families	The PAT Foundational Curriculum Fosters Child and Family Outcomes
Programs strengthen parents as the primary nurturers of their children.	> 200+ parent handouts on developmental and parenting topics, including fatherhood (handouts help parents reinforce the learning in between personal visits).
Programs support and enhance parent-child relationships.	> 200+ individualized activity pages to help parents explore and strengthen their own parenting behaviors and their child's growth/development. > Book sharing and literacy activities are part of every home visit. > Activity pages and a family journal engage families in observing, reflecting and documenting children's developmental progress.
Programs enhance children's growth and development.	> Parent educator resources and parent handouts designed to help parents understand what comes next in their child's development so they can provide support for development and learning. > Covers the five Head Start essential child development domains (language, cognitive, social-emotional, physical, and approaches toward learning). > Includes a School Readiness Milestones Form that can be used to assess children's development across time. Results also can be aggregated at the program-level.
Programs foster family engagement outcomes.	> In addition to parent educator resources, parent handouts and activity pages that strengthen parenting behavior and parent-child relationships, materials cover a wide range of family well-being topics such as maternal depression, substance abuse, parenting stress and domestic violence.

For more information about Parents as Teachers, please visit www.parentsasteachers.org.
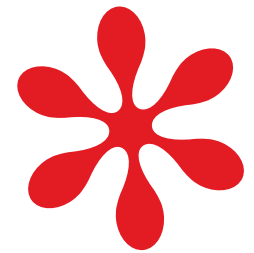
II. PAT School Readiness Milestones

Guidance for Using the Milestones Form

As parents learn about their child's temperament, interests, and emerging development, they are better able to nurture, guide, and support. When used in visit planning, the milestones form can provide parent educators with important information as they help parents anticipate and foster their children's ongoing development.

The *Milestones by School Readiness Domain* list developmental skills or behaviors that typically developing children may display across language, intellectual, social-emotional, and motor as well as in approaches to learning, a set of skills/behaviors that integrate the milestones from the four other domains. Age ranges reflecting when milestones are typically achieved are also noted on the forms.

Written from the perspective of the child, the milestones form helps facilitate parent educators' understanding of the children receiving services.

The *Milestones by School Readiness Domain* was created for assisting programs obtaining and using data on children's developmental progress for continuous quality improvement and reports to funders or other stakeholders. Refer to *Guidance for Ongoing Assessment Using the Milestones by School Readiness Domain* to learn about using this assessment to facilitate reporting in a manner consistent with requirements of the Office of Head Start and other federal home visiting initiatives.

How to complete the Milestones

To complete the milestones form, indicate the **date of the personal visit** in the "Emerging" column if the child displayed (or parent reported) the behavior or skill is occurring "sometimes" but not consistently. The personal visit date is added to the "Achieved" column when the child displays (or parents report) the behavior or skill is occurring on a consistent basis.

A blank cell indicates there is no current evidence that the behavior or skill has started to emerge. When starting a milestones record with a newly enrolled child, begin with milestones that correspond to the child's age/adjusted age at enrollment. Indicate "NA" in the cells for milestones that correspond to the child's pre-enrollment age/adjusted age to ensure these don't get counted as "blank" cells (no evidence that the behavior or skill has started to emerge).

Other things to keep in mind:

> Completion of the milestones form should be informed by observations of the child and discussion with parents about their child's development during personal visits. (Programs may also choose to write either "PE" to indicate the milestone was observed by the parent educator or "PR" to indicate the milestone was reported by the parents.)

> Completion of the milestones form should be informed by observations of the child and discussion with parents about their child's development during personal visits. (Programs may also choose to write either "PE" to indicate the milestone was observed by the parent educator or "PR" to indicate the milestone was reported by the parents.)

> If a particular developmentally appropriate milestone has not been observed yet for the child, parent educators should plan an activity is focused on eliciting that behavior or skill, and/or develop open-ended questions to obtain parents' perspectives.

> Be sure to monitor the milestones that have been marked as "emerging." When the child has consistently displayed (or parent reported) the behavior/skill, cross out the date in the "emerging" column and enter the date in the "achieved" column. Remember, if there is no date listed in the emerging or achieved columns for a milestone, this indicates that the skill has not yet been observed or reported by the parent.

> Reviewing and updating (as needed) the milestones after every personal visit will ensure the most up-to-date information is recorded for the children being visited.

> Because children's development does not always correspond to their age/adjusted age and can occur at different rates across developmental domains, it is important for all milestones to be reviewed, not just those that correspond to the child's age/adjusted age.

> Review the most recently updated milestones form before every personal visit. Consider the next level of skills expected for that child and plan activities for the next visit that build those emerging skills.

Using the milestones form with children with special needs

A child with developmental delays may achieve milestones sequentially but at a slower rate than a child without delays. In this case, review milestones that are typically achieved before the child's current age/adjusted age.

For many children with a disability, however, development may not be sequential or consistent across age ranges and domains. Some skills may not be fully developed during the time that a program provides services. Additionally, a child's disability may indicate it is not appropriate to observe for certain milestones: For example, a child with a visual impairment may not be expected to track an object or match pictures.

To obtain a better understanding of the milestones a particular child can be expected to achieve given their unique capabilities, solicit the input of a specialist, such as a physical therapist, occupational therapist, speech language pathologist, developmental therapist, or other child development professional.

Approaches to learning

A fifth area called approaches to learning is included on the milestones form. Approaches to learning refers to learning styles, habits, motivation, and attitudes that reflect how children develop new skills and concepts. It encompasses attention, curiosity, information gathering, memory, persistence, and problem solving (Office of Head Start, 2012) and is highly intertwined with milestones across language, intellectual, social-emotional and motor development.

The approaches to learning domain area is comprised of milestones that appear in the four other developmental domains but align with the approaches toward learning construct; these milestones are listed in a separate category on the *Milestones by School Readiness Domain* form.

To complete the approaches to learning milestones on the *Milestones by School Readiness Domain* form, mark the "emerging" or "achieved" columns with the same date(s) those milestones were listed as "emerging" or "achieved" in the other four domains. For example, "I respond to the sound of my caregiver's voice" is the first milestone listed in approaches to learning. This milestone also appears in the language domain and therefore should have the same date as emerging or achieved in both domains/areas.

References

American Academy of Pediatrics. (n.d.) *Ages and stages*. Retrieved May 24, 2013, from www.healthychildren.org/English/ages-stages/Pages/default.aspx.

Centers for Disease Control and Prevention. (2012, July 5.) *Developmental milestones*. Retrieved May 24, 2013, from www.cdc.gov/ncbddd/actearly/milestones/index.html.

Dowshen, S. A., Izenberg, N., & Bass, E. (2002). *Kidshealth guide for parents: Pregnancy to age 5.* New York: McGraw Hill.

Squires, J., & Brinker, B. (2009). *Ages and stages questionnaires: A parent-completed child monitoring system* (3rd ed.). Baltimore: Paul H. Brookes.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2012). News you can use: *Approaches toward learning – foundations of school readiness, part 1.* Retrieved May 28, 2013, from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/nycuschoolread01.htm#approach-01. Using the milestones forms with children with special needs.

Guidance for Ongoing Assessment Using the Milestones by School Readiness Domain

To facilitate reporting in a manner consistent with requirements from the Office of Head Start and other federal home visiting initiatives, the *Milestones by School Readiness Domain* can be used as an ongoing assessment tool for obtaining and using data on children's developmental progress. This data can also be valuable for continuous quality improvement and reports to funders and other stakeholders.

Ongoing assessment of development over time allows parent educators to determine children's current status as well as their progress within developmental domains. This approach assists parent educators in the process of planning visits that will best support the child and the family and will inform progress toward meeting program-level goals.

The five domains/areas on the *Milestones by School Readiness Domain* align with the five essential domains in the Head Start Child Development and Early Learning Framework (HSCDELF):

1. Language and literacy

2. Cognition and general knowledge

3. Social and emotional development

4. Physical development/health

5. Approaches toward learning

The content of the *Milestones by School Readiness Domain* was created and verified by child development experts as an accurate representation of children's developmental milestones through age 3 (content validity).

Considerations for administering the form reliably

To ensure the form is administered reliably across home visiting staff, it is recommended that supervision and/or staff meeting time is devoted to all of the following activities:

> Reviewing *Guidance for Using the Milestones* at least annually to ensure accurate and consistent administration across staff and across families.

> Reviewing the milestones form in at least one family file per parent educator quarterly for accuracy, completeness, and overall quality. (Reviews should be done more frequently for new parent educators or if there are concerns.)

> Considering additional methods for ensuring consistent administration of the milestones form, such as developing specific open-ended questions for eliciting information from parents or identifying specific parent-child activities staff should use when making observations of children's development.

The content of the *Milestones by School Readiness Domain* was created and verified by child development experts as an accurate representation of children's developmental milestones through age 3 (content validity).

Using results to track individual and program-level progress

Programs should first decide how often they will aggregate data, particularly at the program level. The Office of Head Start, for example, requires that programs report program-level data at least three times per year. To inform continuous quality improvement, it is recommended that data be aggregated no less than quarterly.

Results from the *Milestones by School Readiness Domain* can be aggregated to track developmental progress at the individual child level following these steps.

Step 1: Select each child's most recently updated milestones form.

Step 2: For each milestone in each developmental domain, count the number of achieved and emerging milestones. Be sure to only count one response per milestone. For example, if "I turn my head to the sound of my caregiver's voice" was marked "Emerging" at a prior visit but subsequently marked as "Achieved," only count it as "Achieved."

Step 3: Convert the counts in Step 2 to a percentage of the total number of milestones in each domain. The percentage of blank milestones (that is, those not observed) also can be calculated for the report.

Steps 4 and 5 below describe how milestones data can be aggregated across children to examine progress over time at the program level. These steps assume that each child's individual milestones form has already been aggregated following Steps 1 through 3 above.

Step 4: Count the number of children per age group that have individual-level data that will be aggregated.

Step 5: Create an average of the percent of Milestones Emerging and Achieved by adding the percentages for each child and dividing by the total number of children. The percentage of Milestones not observed also can be calculated for the report.

Parents as Teachers™

MILESTONES
by school readiness domain

> Child's name: _____ DOB: _____

> Date of enrollment: _____

> Age/adjusted age at enrollment: _____
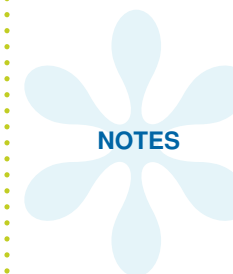
Domain I: Language and literacy development

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Language	Emerging	Achieved
Birth to 1½ months	1. I respond to the sound of my caregiver's voice.		
	2. I turn my head to the sound of my caregiver's voice.		
	3. I cry in different ways to tell my caregiver what I need.		
	4. I make simple sounds like "eh" when I'm awake.		
1½ to 3½ months	5. I turn my head in the general direction I hear sound coming from.		
	6. I look at people when they talk to me.		
	7. I make sounds with my saliva.		
	8. I coo, using vowel sounds like "aah," "eee," and "ooo."		
	9. I take turns imitating sounds with my caregiver or others.		
3½ to 5½ months	10. I turn to see where a sound is coming from.		
	11. I listen closely to the sounds I make with my own mouth.		
	12. I practice making sounds with my mouth when I'm alone.		
	13. I gurgle and coo when I'm happy.		
	14. I make "raspberries" (bubbles and "razzing" sound with my tongue or lips) and similar sounds.		
5½ to 8 months	15. I turn or respond to my own name.		
	16. I look for my caregivers when I hear their names.		
	17. I squeal, shriek, or make other loud noises.		
	18. I babble in single syllables – "ba," "pa," "da," "ma," and "na."		
	19. I repeat syllables to say things like "ma ma ma" and "ba ba ba."		
8 to 14 months	20. I can sometimes follow a simple request.		
	21. I sometimes respond to "no" (for example, I will stop what I'm doing).		
	22. I respond when someone calls me by my name.		
	23. I listen for a few minutes to rhymes and songs.		
	24. I look at books and point to familiar pictures.		
	25. I understand at least 10 words that are said to me often.		
	26. I point, gesture, or make sounds to show what I want or need.		
	27. I jabber.		
	28. I try to say a few words like "dada" and "mama."		

NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Language	Emerging	Achieved
14 to 24 months	29. I can follow one-step directions.		
	30. I can bring objects from another room when asked to.		
	31. I use words and gestures to tell others what I need.		
	32. I can say about 50 words.		
	33. I say two-word combinations.		
	34. I imitate adult speech patterns.		
	35. I use "jargon" (phrases or sentences with few recognizable words).		
	36. I speak clearly about half the time.		
	37. I can name three pictures in a book.		
	38. I can point to six body parts.		
24 to 36 months	39. I can follow two-step directions.		
	40. I can say my name.		
	41. I can name eight pictures.		
	42. I can name three body parts.		
	43. I can start and carry on a short conversation.		
	44. I use four-word sentences.		
	45. I use intelligible words at least 75 percent of the time.		
	46. I can say more than 200 words.		
	47. I use pronouns like "I," "you," and "me."		
	48. I use verbs and past tense.		
	49. I use plural words like "socks."		
	50. I ask what, where, and why questions.		
	51. I understand the actions and events of simple stories.		
	52. I can answer simple questions.		
	53. I can say two prepositions like "with," "from," or "to."		

Domain II: Cognitive and general knowledge

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Intellectual	Emerging	Achieved
Birth to 1½ months	1. I stare at high-contrast colors and patterns.		
	2. I look at my surroundings briefly.		
	3. I look at faces.		
	4. My eyes slowly follow a close-range, moving object or person.		
1½ to 3½ months	5. I look at my hands.		
	6. I bat at objects hanging within my reach.		
	7. I visually follow people and things past the center of my body.		
	8. I look around when I am awake.		
	9. I combine two actions, like sucking and looking.		

NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Intellectual	Emerging	Achieved
3½ to 5½ months	10. I explore objects with my mouth.		
	11. I examine things with my hands, fingers, and eyes.		
	12. My aim is getting better when I bat at dangling things with my hands or feet.		
	13. I repeat activities that make things happen.		
	14. I watch people and things longer (for at least one minute).		
5½ to 8 months	15. I briefly look at pictures in books.		
	16. I bring everything to my mouth to explore.		
	17. I experiment to find out what happens when I throw, drop, shake, and bang objects.		
	18. I look for things that are partly hidden or have dropped out of sight.		
	19. I show a lot of curiosity as I constantly explore my surroundings.		
	20. I reach into a container to get objects.		
8 to 14 months	21. I look at small objects and details.		
	22. I try to make things work (for example, a light switch).		
	23. I repeat things that have produced interesting effects over and over.		
	24. I remember where hidden objects are (like a TV remote under a blanket).		
	25. I can put a round shape into a shape sorter.		
	26. I try to copy what I see other people doing.		
14 to 24 months	27. I use trial and error to figure out how to do things.		
	28. I can put round, square, and triangular pieces into a shape sorter.		
	29. I take things apart and try to put them back together.		
	30. I overcome simple obstacles (for example, I use a chair to reach high objects).		
	31. I make three animal sounds.		
	32. I explore cabinets and drawers.		
	33. I can find detail in my favorite picture book or object.		
24 to 36 months	34. I like to make-believe play about everyday things.		
	35. I can remember events and places.		
	36. I can match things that are alike, such as identical pictures or objects.		
	37. I point to a big or little object when you ask me to.		
	38. I sort toys by one characteristic (like color or shape).		
	39. I can complete simple puzzles.		
	40. I can name one color.		
	41. I understand the meaning of the number 2.		
	42. I avoid common dangers.		
	43. I can nest or stack toys or objects of graduated sizes.		

NOTES

Domain III: Social and emotional development

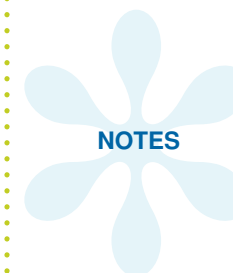Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Social-emotional	Emerging	Achieved
Birth to 1½ months	1. I show you when I'm overstimulated by turning away, sleeping, or fussing.		
	2. I prefer looking at faces over looking at objects.		
	3. I respond to my caregivers' attempts to comfort me.		
	4. I briefly make eye contact with others.		
1½ to 3½ months	5. I smile "on purpose" at people (for example, to show pleasure).		
	6. I cry to signal a need – I might be hungry, wet, or tired.		
	7. I imitate some of the facial movements of others.		
	8. I show my excitement when I see or hear my caregivers; I recognize their faces and voices.		
	9. I have a way to comfort myself – I suck on my fingers or a pacifier.		
3½ to 5½ months	10. I react to familiar people by calming, smiling, vocalizing, and/or moving my arms and legs.		
	11. I respond to attention and affection.		
	12. I laugh.		
	13. I show my caregivers that I'm ready to eat when I see the bottle or breast.		
	14. I get calm when I see my caregivers coming to comfort me.		
5½ to 8 months	15. I get upset when my caregivers leave the room.		
	16. I play simple games like peek-a-boo.		
	17. I enjoy affectionate play with hugs, cuddles, and tickles.		
	18. I look for ways to get my caregivers' attention.		
	19. I can go for longer periods of time without crying.		
	20. I am OK with playing alone for short amounts of time.		
	21. My eating and sleeping patterns are predictable.		
8 to 14 months	22. I know the difference between familiar people and strangers.		
	23. I try to be included in activities of the family.		
	24. I want to be near my caregivers.		
	25. I let my caregivers know when I need help.		
	26. I play simple games like pat-a-cake and so big.		
	27. I show and share my affection, annoyance, anger, and surprise.		
	28. I observe and imitate actions I see others doing.		
	29. I show that I'm happy or proud when I do something.		
	30. I make attempts to interact with familiar people.		
	31. I do things to see how others react.		

NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Social-emotional	Emerging	Achieved
14 to 24 months	32. I say "no" to show my independence.		
	33. I imitate adult behavior and activities (I sweep floors, take pictures, and fix things).		
	34. I feed or care for a doll or stuffed animal.		
	35. I play by myself for a short period of time.		
	36. I hold and drink from an open cup with some spilling.		
	37. I have given up my bottle.		
	38. I feed myself with a spoon with some spilling.		
	39. I try to comfort others who are in distress (for example, pat them or give toys).		
	40. I remove my own socks, hat, and shoes (with laces undone).		
	41. I share spontaneously with familiar adults.		
	42. I make choices.		
	43. I show a wide variety of emotions (jealousy, sympathy, fear, anger, or modesty).		
24 to 36 months	44. I use the words "mine" or "me."		
	45. I can follow three to five simple rules.		
	46. I interact with other children.		
	47. I take turns in activities (with guidance).		
	48. I initiate my own play.		
	49. I like routine some of the time.		
	50. I use words to express my feelings.		
	51. I can brush my teeth with help.		
	52. I can wash and dry my own hands.		
	53. I can undress and dress with help.		

Domain IV: Physical well-being and motor development

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Motor	Emerging	Achieved
Birth to 1½ months	1. I lift my head briefly when I'm lying on my tummy.		
	2. I suck well to eat and also for comfort.		
	3. My movements are largely controlled by reflexes.		
1½ to 3½ months	4. I move my arms and legs with more purpose.		
	5. I lift my head when lying on my tummy and turn it from side to side.		
	6. I hold my head steady when I'm against my caregiver's shoulder.		
	7. I push my legs against a firm surface.		
	8. I bring my hands to my mouth.		
	9. I bring my hands together.		
	10. I open my hands and use them to hold an object (like a rattle).		

NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

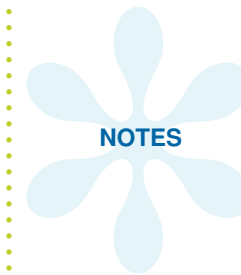| Age	Motor	Emerging	Achieved
3½ to 5½ months	11. I can roll completely onto either side.		
	12. I can lift my head and chest using my forearms for support.		
	13. I can sit with support.		
	14. I can hold toys with both of my hands.		
	15. I stretch my legs and kick at objects.		
	16. I reach and hold items I'm interested in.		
	17. I can hold my head steady when I'm in a supported sitting position.		
	18. I can roll from my tummy to my back or from my back to my tummy.		
5½ to 8 months	19. I can sit without help or support.		
	20. I roll, scoot, or pull my body when I'm on my tummy to get around.		
	21. I can stand while holding on to my caregiver or a sturdy object.		
	22. I lift my legs to look at or grab my feet.		
	23. I can hold or turn objects with control.		
	24. I can pass an object from one hand to the other.		
	25. I can clasp my hands together.		
	26. I use a raking motion to pick up very small objects like cereal.		
8 to 14 months	27. I feed myself with my fingers.		
	28. I pull myself up to stand.		
	29. I "cruise" by holding onto furniture or walls.		
	30. I can lower myself to a sitting position.		
	31. I can stand alone.		
	32. I can walk with help.		
	33. I can creep up steps and climb over low objects.		
	34. I turn the pages of a stiff book (a board book).		
	35. I can toss or throw objects (without much control yet).		
	36. I bang two objects together.		
	37. I can stack two or three blocks or similar objects.		
	38. I pick up tiny objects using my thumb and index finger (pincer grasp).		
	39. I use my index finger to point.		
14 to 24 months	40. I walk independently.		
	41. I walk backward.		
	42. I can throw a small ball forward.		
	43. I can kick a large ball forward.		
	44. I can carry a large object while walking.		
	45. I walk up stairs holding onto a railing.		
	46. I climb on things.		
	47. I run.		
	48. I straddle and ride a toy without pedals.		
	49. I scribble with a crayon spontaneously.		
	50. I turn over a container to pour out what's inside.		

NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

| Age	Motor	Emerging	Achieved
24 to 36 months	51. I can catch a large ball.		
	52. I can jump up with both feet off the floor.		
	53. I can balance on one foot.		
	54. I can walk up and down stairs by myself, by alternating my feet.		
	55. I tolerate swinging, spinning, and rocking.		
	56. I can build a tower of six cubes.		
	57. I can imitate a vertical line (for example, by drawing with a crayon).		
	58. I can imitate a horizontal line (for example, by drawing with a crayon).		
	59. I can hold a pencil with my thumb and fingers (an adult-like grasp).		
	60. I can snip with scissors.		
	61. I can screw and unscrew toys, jars, and door knobs.		

Domain V: Approaches to learning

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Approaches to learning	Emerging	Achieved
Birth to 1½ months	1. I respond to the sound of my caregivers' voices.		
	2. My eyes slowly follow a close-range, moving object or person.		
	3. I respond to my caregivers' attempts to comfort me.		
1½ to 3½ months	4. I take turns imitating sounds with my caregivers or others.		
	5. I bat at objects hanging within my reach.		
	6. I open my hands and use them to hold an object (like a rattle).		
	7. I imitate some of the facial movement of others.		
3½ to 5½ months	8. I listen closely to the sounds I make with my own mouth.		
	9. I practice making sounds with my mouth when I'm alone.		
	10. I watch people and things longer (for at least one minute).		
	11. I react to familiar people by calming, smiling, vocalizing, and/or moving my arms and legs.		
	12. I reach and hold items I'm interested in.		
5½ to 8 months	13. I squeal, shriek, or make other loud noises.		
	14. I experiment to find out what happens when I throw, drop, shake, and bang objects.		
	15. I show a lot of curiosity as I constantly explore my surroundings.		
	16. I am OK with playing alone for short amounts of time.		
	17. I can go for longer periods of time without crying.		
	18. I lift my legs to look at or grab my feet.		
	19. I use a raking motion to pick up very small objects like cereal.		

NOTES

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Age	Approaches to learning	Emerging	Achieved
8 to 14 months	20. I sometimes respond to "no" (I will stop what I'm doing).		
	21. I listen for a few minutes to rhymes and songs.		
	22. I point, gesture, or make sounds to show what I want or need.		
	23. I look at small objects and details.		
	24. I try to make things work (for example, a light switch).		
	25. I repeat things that have produced interesting effects over and over.		
	26. I try to copy what I see other people doing.		
	27. I let my caregivers know when I need help.		
	28. I show that I'm happy or proud when I do something.		
	29. I feed myself with my fingers.		
	30. I pull myself up to stand.		
	31. I can walk with help.		
	32. I pick up tiny objects using my thumb and index finger (pincer grasp).		
14 to 24 months	33. I use words and gestures to tell others what I need.		
	34. I use trial and error to figure out how to do things.		
	35. I take things apart and try to put them back together.		
	36. I overcome simple obstacles (for example, I use a chair to reach high objects).		
	37. I play by myself for a short period of time.		
	38. I feed myself with a spoon with some spilling.		
	39. I make choices.		
	40. I climb on things.		
24 to 36 months	41. I can follow two-step directions.		
	42. I ask what, where, and why questions.		
	43. I can answer simple questions.		
	44. I like to make-believe play about everyday things.		
	45. I can complete simple puzzles.		
	46. I can nest or stack toys or objects of graduated sizes.		
	47. I interact with other children.		
	48. I can follow three to five simple rules.		
	49. I take turns in activities (with guidance).		
	50. I initiate my own play.		
	51. I can undress and dress with help.		
	52. I can build a tower of six cubes.		
	53. I can snip with scissors.		

NOTES
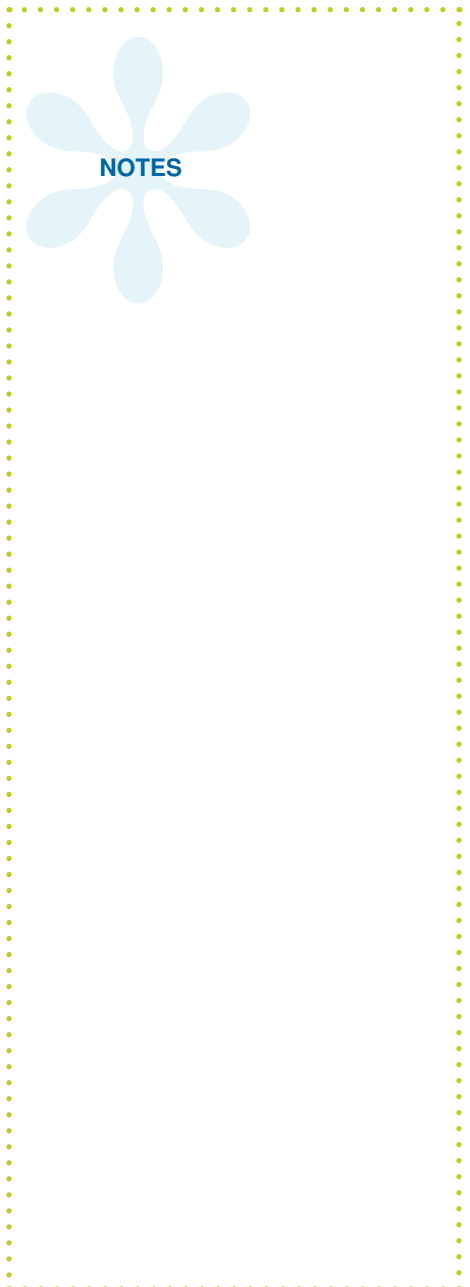
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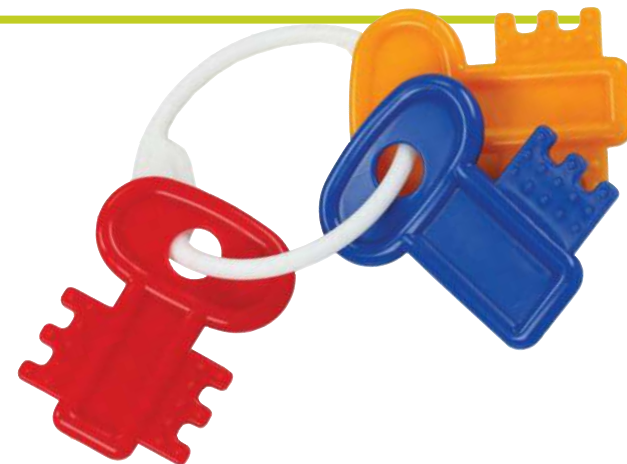
III. Alignment with Teaching Strategies GOLD

The Parents as Teachers Connection: Alignment with HS/EHS Five Essential Domains and Teaching Strategies GOLD

Parents as Teachers™

To assist Early Head Start programs with ensuring they meet their established program goals for improving the school readiness of the children they serve, the table below illustrates the connections among the five essential domains of the Head Start Child Development and Early Learning Framework (HSCDELF), the Parents as Teachers Foundational Curriculum and the Teaching Strategies GOLD (TSG) assessment tool. The first column of the table provides example school readiness goal statements provided by the EHS National Resource Center[1], the second column represents topics and activities from the

PAT Foundational Curriculum designed to promote children's learning and development, and the third column lists example indicators for assessing children's developmental progress from the TSG assessment tool[2]. Systematic, ongoing child assessment across all Head Start Child Development and Early Learning Framework domains, as required by § 1307.3 b(2) for EHS programs, provides valuable information on children's progress, helps inform home visit planning, and is consistent with the PAT approach.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
I. Social and Emotional Development		
Goal 1: Children will develop and engage in positive relationships and interactions with adults.	<u>**General Developmental Information**</u> • **Child Development Chart (PH)** • **Looking at Development (7 PERs, one for every phase)**	
Young Infants	• **Differences and Delays in Development (PER)** • **Understanding Differences in Development (PH)** • **Fine SMILE (PH)**	2. Establishes and sustains positive relationships. 2a. Forms relationships with adults. 2. Demonstrates a secure attachment to one or more adults.
Turning to adults for security and comforting, play, information, and language; and watching adults to judge their emotional state.		
Older Infants	<u>**Domain-Specific Handouts & Resources**</u> • **Social-Emotional Development: 8 to 14 Months (PER)**	
Relationships with adult becoming more multifaceted, including using adult help to accomplish child's goals.	• **Social Emotional Development: 24-36 Months (PER)** • **Parent-Child Interaction (1 PER, 1 PH)** • **Infant Massage (1 PER, 2 PHs)**	2. Establishes and sustains positive relationships. 2a. Forms relationships with adults. 3 emerging to 4. Uses trusted adults as a secure base from which to explore the world.

Note: PH = Parent Handout; PER = Parent Educator Resource

[1] Early Head Start National Resource Center. (2012, June). *School readiness goals for infants and toddlers in Head Start and Early Head Start programs: Examples from the Early Head Start National Resource Center.* Retrieved May 5, 2013 from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/school-readiness-goals-infants-toddlers.pdf

[2] Columns one and three of this document were originally obtained from an alignment document created by Teaching Strategies, LLC retrieved October 24, 2013 from http://www.teachingstrategies.com/content/pageDocs/Head-Start-Early-Head-Start-GOLD-Alignment-School-Readiness-2012.pdf.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
I. Social and Emotional Development		
Toddlers	**<u>Domain-Specific Handouts & Resources</u>**	2. Establishes and sustains positive relationships.
Establishing at least one ongoing, meaningful attachment relationship with an adult. It also includes understanding that others may have beliefs, intentions, and desires that differ from their own.	• **Sensory Systems (1 PER, 2 PHs)** • **Crying (1 PER, 2 PHs)** • **Attachment (2 PERs, 3 PHs)**	2a. Forms relationships with adults. 3 emerging to 4. Uses trusted adults as a secure base from which to explore the world.
Goal 2: Children will begin to develop personal relationships with peers.	• **Discipline (3 PERs, 7 PHs)** • **Child Stress (2 PERs, 2 PHs)** • **Temperament (1 PER, 2 PHs)**	
Young Infants	• **Supporting Prenatal Attachment (PER)**	
Showing interest in peers, especially in their emotional expressions.	• **Prenatal Attachment (PH)** • **Attachment and Brain Development (PER)**	2. Establishes and sustains positive relationships. 2b. Responds to emotional cues. 2. Reacts to others' emotional expressions.
Older Infants	• **Your Baby's/Child's Social-Emotional Development (8 PHs)**	
Actively demonstrating interest in peers, e.g., offering toys, following, touching, and babbling to them.	• **Understanding Stranger and Separation Anxiety (PH)** • **Nurturing Self-Esteem (PER)**	2. Establishes and sustains positive relationships. 2c. Interacts with peers. 1 emerging to 2. Plays near other children; uses similar materials or actions.
Toddlers	• **Your Child's Developing Self-Esteem (PH)** • **Understanding Negativism (PER)**	
Developing friendships over time; comforting a friend who is unhappy; playing with peers for extended periods of time; carrying on conversations; laughing together; and missing a peer who is absent.	• **When "No" is Your Child's Favorite Word (PH)** • **When Your Child Says "I'm Scared" (PH)** • **The Importance of Pretend Play (PER)**	2. Establishes and sustains positive relationships. 2d. Makes friends. 2. Seeks preferred playmate; shows pleasure when seeing a friend.
Goal 3: Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).	• **Pretend Play With Your Child (PER)** • **The Value of Play (PER)** • **Young Sibling Relationships (PER)**	
Young Infants	• **It's MINE! (PH)**	
Allowing a trusted adult to help them calm with words and touch, along with self-soothing efforts such as finger-sucking or holding a comforting toy.	• **Nurturing Self-Esteem (PER)** • **Your Child's Developing Self-Esteem (PH)**	1. Regulates own emotions and behaviors. 1a. Manages feelings. 2. Uses adult support to calm self.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
I. Social and Emotional Development		
Older Infants	**Domain-Specific Handouts & Resources**	
Sometimes being able to calm with thumb sucking or comforting toy, sometimes with adult's support. As they near 18 months, they begin to lose some control and may tantrum when distressed.	• **Teaching Children to Solve Problems (PER)** • **Helping Your Child Learn to Solve Problems (PH)** • **Using Books to Explore Your Child's Emotions (PH)**	1. Regulates own emotions and behaviors. 1a. Manages feelings. 3 emerging to 4. Comforts self by seeking out special object or person.
Toddlers	• **Parenting Behaviors (PER)**	
Trying to control their actions, perhaps by saying "No, no" as they throw toys. Toddlers may take a blanket to a quiet area and rest when distressed. They will often seek a familiar adult for comfort.	• **Developmental Topics: Transitions/Routines (Toolkit)** • **Developmental Topics: Discipline (Toolkit)**	1. Regulates own emotions and behaviors. 1a. Manages feelings. 4. Comforts self by seeking out special object or person.
Goal 4: Children will begin to learn and internalize rules, routines, and directions.	**Relevant Parent-Child Activity Pages** • **What Do Babies Do? Understanding Reflexes and Responding to Needs**	
Young Infants		
Recognizing and anticipating daily routines, e.g., anticipating eating when an adult brings a bottle out or expecting an adult to come when they cry out after a nap.	• **Infant Massage: Getting in Touch** • **Hush, Little Baby: Holding and Soothing** • **In Sync With Massage: Communicating and Responding**	1. Regulates own emotions and behaviors. 1c. Takes care of own needs appropriately. 2. Indicates needs and wants; participates as adult attends to needs.
Older Infants	• **I Am Special: Stretching and Relaxing** • **Yoga: Stretching, Relaxing, and Connecting**	
Anticipating and participating in home and classroom routines and following rules as directed, such as clearing dishes from the table after meals, walking to the changing table for a diaper change, and brushing teeth after eating.	• **Baby Games: Anticipating, Interacting, and Taking Turns** • **Sensory Box: Filling, Sharing, Pouring, and Exploring** • **Poor Jacob: Imitating and Caring**	1. Regulates own emotions and behaviors. 1b. Follows limits and expectations. 3 emerging to 4. Accepts redirection from adults.
Toddlers	• **Pretend Picnic: Imagining and Showing Understanding**	
Learning and understanding rules but not always having the self-regulation to follow them. It also includes repeating rules to others and trying to learn the rules of their society. Toddlers will often test to see if a rule will be enforced.	• **Train Ride: Pretending and Lining Up** • **Take Care: Imitating and Caring**	8. Listens to and understands increasingly complex language. 8b. Follows directions. 4. Follows simple requests not accompanied by gestures.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
I. Social and Emotional Development		
Goal 5: Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.	<u>**Relevant Parent-Child Activity Pages**</u> • **Pretend Play: Dressing Up and Acting Out Stories** • **Bears With Feelings: Pretending and Talking About Emotions** • **Turn-Taking Tub: Giving and Playing** • **Caregiving Routines: Trusting and Comforting** • **People Pictures: Talking About Feelings and Fears** • **Family Traditions: Communicating, Creating, and Sharing**	
Young Infants		
Showing interest in their bodies and the many different things they are able to do, such as watching and using their hands, moving with purpose, self-feeding finger foods, and manipulating toys and materials effectively.		7. Demonstrates fine-motor strength and coordination. 7a. Uses fingers and hands. 　　2. Reaches for, touches, and holds objects purposefully. 29. Demonstrates knowledge about self.
Older Infants		
Completing their own goal-directed activity and recognizing their own accomplishments while learning the rules and values of their family and culture, such as being purposeful in their use of toys and materials, smiling or laughing as they move from crawling to walking, learning new words, demonstrating interest in other children (e.g., spontaneously hugging another child, calling another child "friend"), and showing care and cooperation (e.g., pat a child who is crying on the back, help put toys away).		3. Participates cooperatively and constructively in group situations. 3a. Balances needs and rights of self and others. 　　2. Responds appropriately to others' expressions of wants. 11. Demonstrates positive approaches to learning. 11a. Attends and engages. 　　2. Pays attention to sights and sounds. 29. Demonstrates knowledge about self.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
I. Social and Emotional Development		
Toddlers		

Showing awareness of their own thoughts, feelings, and preferences as well as those of others (e.g., uses words such as *you, me, I, he, she, mine*); identifying themselves and using their own name when asked; identifying gender and other basic similarities and differences between themselves and others; wanting to take care of themselves; showing completed projects to an adult; seeking help from an adult after trying something new or challenging.		1. Regulates own emotions and behaviors.
		1c. Takes care of own needs appropriately.
		   4. Seeks to do things for self.
		9. Uses language to express thoughts and needs.
		9a. Uses an expanding expressive vocabulary.
		   4. Names familiar people, animals, and objects.
		
		12. Remembers and connects experiences.
		12b. Makes connections.
		   1 emerging to 2. Looks for familiar persons when they are named; relates objects to events.

II. Approaches Toward Learning		
Goal 1: Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.	**General Developmental Information** • **Child Development Chart (PH)** • **Fine SMILE (PH)** • **Looking at Development (7 PERs)**	
Young Infants	• **Differences and Delays in Development (PER)** • **Understanding Differences in Development (PH)**	11. Demonstrates positive approaches to learning. 11a. Attends and engages. 1 emerging to 2. Pays attention to sights and sounds.
Being awake and alert for increasing amounts of time and using different actions and modalities in exploring objects or interacting with people.	**Domain-Specific Handouts & Resources** • **Baby Signs (1 PER, 1 PH)**	
Older Infants	• **Parenting Behaviors (Toolkit)** • **Parenting Behaviors (1 PER, 1 PH)**	12. Remembers and connects experiences. 12b. Makes connections.
Remembering where to find favorite toys or books if they are always kept in the same place; and actively exploring interactions with other people, a variety of materials in the environment, and their own changing physical capacities.	• **Your Baby's Experiments With Cause and Effect (PH)** • **Play (2 PERs, 3 PHs)** • **Making the Most of Toys (PER)**	2. Looks for familiar persons when they are named; relates objects to events.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
II. Approaches Toward Learning		
Toddlers	**Domain-Specific Handouts & Resources**	
Being flexible in trying out different solutions to problems; awareness of change; active exploration; asking questions; and the beginning of symbolic play.	• **Choosing Age-Appropriate Toys for Babies (PH)** • **Choosing Age-Appropriate Toys for Toddlers (PH)** • **Puzzle Play (PH)**	11. Demonstrates positive approaches to learning. 11d. Shows curiosity and motivation. 3 emerging to 4. Explores and investigates ways to make something happen.
Goal 2: Children will demonstrate persistence in learning and discovery.	• **Playing With Blocks (PER)** • **Your Child Loves to Play With Blocks (PH)**	
Young Infants	• **Understanding Temper Tantrums (PER)**	
Regulating and prolonging attention with the support of a responsive adult.	• **Taming a Temper Tantrum (PH)** • **Handling Frustration Before a Tantrum Starts (PH)**	11. Demonstrates positive approaches to learning. 11a. Attends and engages. 1 emerging to 2. Pays attention to sights and sounds.
Older Infants	• **Helping Your Baby Learn to Feed Himself (PH)** • **Outdoors (1 PER, 1 PH)**	
Maintaining interest in interactions or exploration during waking hours, such as sitting on an adult's lap and listening to all of a simple book.	• **Child Stress (2 PERs, 2 PHs)** • **Temperament (1 PER, 2 PHs)** • **What Is Special About This Age? (8 PHs)** • **Your Baby's/Child's Social-Emotional Development (8 PHs)**	11. Demonstrates positive approaches to learning. 11a. Attends and engages. 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments.
Toddlers	• **Nurturing Self-Esteem (PER)**	
Maintaining attention long enough to complete activities and experiences that interest them, such as completing a simple puzzle, listening to an entire story, building a block structure, spending time at a play dough table, and playing pretend games.	• **Your Child's Developing Self-Esteem (PH)** • **Social-Emotional Development (3 PERs)** • **Motor Development (3 PERs)**	11. Demonstrates positive approaches to learning. 11b. Persists. 3 emerging to 4. Practices an activity many times until successful.
	• **Your Baby's/Child's Motor Development (8 PHs)** • **Fine Motor Skills From 8 to 14 Months (PH)** • **Discovering, Understanding, Experimenting, Adjusting (PH)** • **The Role of Small Muscles in Learning (PER)**	

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
**II. Approaches Toward Learning**	
Goal 3: Children will learn and use words to describe what they are thinking and doing.	**Domain-Specific Handouts & Resources** • **The Role of Large Muscles in Learning (PER)** • **Drawing and Writing (PH)**	
Young Infants		
Having ongoing, meaningful relationships with adults who provide a rich language environment.	• **Helping Your Child Learn to Cut (PH)** • **Dressing Games (PH)** • **Problem Solving (PER)** • **Teaching Children to Solve Problems (PER)**	8. Listens to and understands increasingly complex language. 8a. Comprehends language. 1 emerging to 2. Shows an interest in speech of others.
Older Infants	• **Helping Your Child Learn to Solve Problems (PH)**	
Learning the names of objects and actions from an involved adult and beginning to name some objects and actions they are doing.	**Relevant Parent-Child Activity Pages** • **Face to Face Talking: Looking and Communicating** • **Face Pattern: Visual Tracking and Focusing** • **Infant Massage: Getting in Touch and Calming**	8. Listens to and understands increasingly complex language. 8a. Comprehends language. 3 emerging to 4. Identifies familiar people, animals, and objects when prompted.
Toddlers	• **Tracking Toy: Watching and Learning**	
Using language to ask for help, to communicate during play, and to converse with others about what they are doing.	• **Grab It: Using Eyes and Hands Together, Grabbing and Batting** • **Find the Toy: Seeking and Hiding** • **Baby Games: Anticipating, Interacting and Taking Turns**	10. Uses appropriate conversational and other communication skills. 10a. Engages in conversations. 3 emerging to 4. Imitates and attends to brief conversations.
	• **Unwrapping a Toy: Being Curious and Exploring** • **Using Fingers: Picking up and Observing Objects** • **Promoting Walking: Pushing and Cruising** • **Imitation Play: Leading and Following** • **Pretend Picnic: Imagining and Showing Understanding** • **Blocks: Talking about Building**	

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
II. Approaches Toward Learning		
	Relevant Parent-Child Activity Pages • **Dressing Teddy: Putting on Clothes and Pretending**	
III. Language and Literacy Development		
Goal 1: Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s.	**General Developmental Information** • **Child Development Chart (PH)** • **Fine SMILE (PH)** • **Looking at Development (7 PERs)** • **Differences and Delays in Development (PER)** • **Understanding Differences in Development (PH)**	
Young Infants		
Looking at a person who is speaking; enjoying an adult's singing, laughing, and talking; and participating in turn-taking conversations with adults through facial expressions, gestures, cooing, babbling, and signing.	**Domain-Specific Handouts & Resources** • **Baby Signs (1 PER, 1 PH)** • **Books (2 PERs, 7 PHs)** • **Music (1 PER, 2 PHs)**	10. Uses appropriate conversational and other communication skills. 10b. Uses social rules of language. 1 emerging to 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating.
Older Infants	**• Rhymes and Songs (2 PERs, 6 PHs)** **• Hearing (2 PERs, 3 PHs)** **• What Is Special About This Age? all phases (8 PHs)**	
Incorporating an increasing number of non-verbal communications, such as pointing, head turning, hand motions; beginning to use proto words; and making transition to spoken language, using the names of objects, activities, and friends.	**• Your Baby Is Learning to Communicate (PH)** **• Babbling (PH)** **• Language Development During the Middle of the First Year (PER)** **• Language Development: 8 to 14 Months (PER)** **• Language Development in Infants (PER)** **• Language in the Second Year of Life (PER)**	10. Uses appropriate conversational and other communication skills. 10b. Uses social rules of language. 3 emerging to 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
III. Language and Literacy Development		
Toddlers	**Domain-Specific Handouts & Resources**	

A "language explosion," moving from two-word sentences to recounting events.	• **Language in the Third Year of Life: 24 to 36 Months (PER)**
	• **Birth to 1½ Months: Your Baby's Language Development (PH)**
	• **1½ to 3½ Months: Your Baby's Language Development (PH)**
	• **3½ to 5½ Months: Your Baby's Language Development (PH)**
	• **5½ to 8 Months: Your Baby's Language Development (PH)**
	• **8 to 14 Months: Your Baby's Language Development (PH)**
		9. Uses language to express thoughts and needs.
		9c. Uses conventional grammar.
		    3 emerging to 4. Uses three- to four-word sentences; may omit some words or use words incorrectly.
		
		9. Uses language to express thoughts and needs.
		9d. Tells about another time or place.
		    3 emerging to 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end.

Goal 2: Children will understand and begin to use oral language for conversation and communication.	• **What to Expect When Your Baby Talks to You (PH)** • **Different Approaches to Language Learning (PH)**	
Young Infants	• **Words Your Child Understands (PH)**	
Developing reciprocal pattern of conversation by taking turns with an adult who is talking with them.	• **Your Child's First Words (PH)** • **14 to 24 Months: Your Child's Language Development (PH)** • **24 to 36 Months: Your Child's Language Development (PH)**	10. Uses appropriate conversational and other communication skills. 10a. Engages in conversations. 2. Engages in simple back-and-forth exchanges with others.
Older Infants	• **Developing Speech Sounds (PH)**	
Using language or language-like sounds in "conversations" with adults and friends and using one or two words to communicate.	• **Speech Development and Common Problems (PER)** • **Early Identification of Speech-Language Disorders (PH)** • **Bilingualism (2 PERs, 5 PHs)**	9. Uses language to express thoughts and needs. 9c. Uses conventional grammar. 2. Uses one- or two-word sentences or phrases.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
III. Language and Literacy Development		
Toddlers	**Relevant Parent-Child Activity Pages**	
Understanding and following directions, such as "Bring your coat and your hat;" remembering words to songs and fingerplays; conversing with friends; using language to describe an event and to plan or negotiate play; and add *ing* to a verb or *s* to a noun.	• **Book sharing on all Activity Pages** • **Your Baby Can Hear: Listening to the Family** • **Face-to-Face Talking: Communicating and Looking** • **Talk About: Listening and Connecting**	8. Listens to and understands increasingly complex language. 8b. Follows directions. 4. Follows simple requests not accompanied by gestures.
Goal 3: Children will hear and distinguish the sounds and rhythms of language.	• **Hush, Little Baby: Holding and Soothing**	
Young Infants	• **In Sync With Massage: Communicating and Responding**	
Attending to the languages spoken around them as they develop a cognitive map of the sound of these languages.	• **Accordion Book: Communicating and Responding** • **Hearing Games: Listening and Speaking** • **Nursery Rhymes: Listening and Feeling Rhythm**	11. Demonstrates positive approaches to learning. 11a. Attends and engages. 1 emerging to 2. Pays attention to sights and sounds.
Older Infants	• **Hi and Bye: Listening and Learning**	
Enjoying playing with language-like sounds.	• **Baby Games: Anticipating, Interacting, and Taking Turns** • **Caregiving Routines: Talking and Playing** • **Sing a Song: Learning Rhyme, Rhythm, and Movement**	15. Demonstrates phonological awareness. 15b. Notices and discriminates alliteration. 1 emerging to 2. Sings songs and recites rhymes and refrains with repeating initial sounds.
Toddlers	• **Zip-Top Bag Book: Reading Together**	
Making language sound generalizations, such as the "s" sound for plurals and creating words like *mouses*; and enjoying rhymes.	• **Roller Book: Learning Words and Moving** • **Book of Sounds: Relating Sounds to Objects** • **Note Card Book: Using Small Muscles and Telling Stories** • **Parallel Talk and Self Talk: Listening and Learning New Words** • **How Do I Sound? Talking and Taking Turns in Conversation**	15. Demonstrates phonological awareness. 15a. Notices and discriminates rhyme. 1 emerging to 2. Joins in rhyming songs and games.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
III. Language and Literacy Development		
Goal 4: Children will begin to learn and demonstrate how print works.	**Relevant Parent-Child Activity Pages** • **Drawing and Writing: Making Marks and Learning About Language**	
Young Infants	• **Learning Fingerplays: Imitating and Listening**	
Looking at photos as an adult describes them; exploring books by mouthing, chewing, patting, and banging; and holding a book and trying to turn the pages.	• **Word Book: Learning Language and Enjoying Reading Together** • **People Pictures: Talking About Feelings and Fears**	17. Demonstrates knowledge of print and its uses. 17a. Uses and appreciates books. 1 emerging to 2. Shows interest in books.
Older Infants	• **Play Sets: Talking, Creating and Imagining**	
Making sounds when looking at pictures in books; turning pages of a book, sometimes turning more than one at a time; recognizing a favorite book by its cover; scribbling with a crayon; and pretending to read environmental print.	• **Rhyme and Rhythm: Bouncing, Clapping, and Marching** • **Book Walk: Talking About Pictures, Words, and Meanings**	17. Demonstrates knowledge of print and its uses. 17a. Uses and appreciates books. 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers.
Toddlers	• **Motivating Learning: Praising Actions, Boosting Confidence, and Sharing Ideas**	
Using writing instruments; dictating words and watching an adult write them down; and recognizing familiar logos.		7. Demonstrates fine-motor strength and coordination. 7b. Uses writing and drawing tools. 3 emerging to 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks. 19 Demonstrates emergent writing skills. 19b. Writes to convey meaning. 1. Scribbles or marks.
Goal 5: Children will engage with stories and books.		
Young Infants		
Looking at pictures in a book; responding to an adult's excited voice when reading a story; and looking at books every day.		17. Demonstrates knowledge of print and its uses. 17a. Uses and appreciates books. 1 emerging to 2. Shows interest in books.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
III. Language and Literacy Development		
Older Infants		
Pointing to pictures when named by an adult. Older infants may look at books on their own.		17. Demonstrates knowledge of print and its uses. 17a. Uses and appreciates books. 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers.
Toddlers		
"Reading" a familiar story to friends or stuffed animals; handling books; and listening to longer stories and talking about the characters.		18. Comprehends and responds to books and other texts. 18b. Uses emergent reading skills. 1 emerging to 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues.
IV. Cognition and General Knowledge		
Goal 1: Children will learn and begin to use math concepts during daily routines and experiences.	**General Developmental Information** • **Child Development Chart (PH)** • **Fine SMILE (PH)** • **Looking at Development (7 PERs)** • **Differences and Delays in Development (PER)** • **Understanding Differences in Development (PH)** • **Developmental Topics (2 PERs, 2 PHs)**	
Young Infants		
Recognizing the difference in number of small sets of objects, such as being surprised when watching two objects dropped into a box but finding only one object in the box.		20. Uses number concepts and operations. 20b. Quantifies. 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more.
Older Infants	**Domain-Specific Handouts & Resources** • **Books (2 PERs, 7 PHs)** • **Games (1 PER, 5 PHs)** • **Music (1 PER, 2 PHs)** • **Parent-Child Interaction (1 PER, 1 PH)**	
Using shape sorting boxes; using words such as *big, little, more* and *one, two, three*; and noticing the size shape and color of objects.		21. Explores and describes spatial relationships and shapes. 21b. Understands shapes. 1 emerging to 2. Matches two identical shapes.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
IV. Cognition and General Knowledge		
Toddlers	**Domain-Specific Handouts and Resources**	
Sorting the circles separately from the squares, even though each comes in red, blue, and yellow; setting a plate at each chair at meal time; and understanding spatial relationships to solve problems.	• **Parenting Behaviors (1 PER, 1 PH)** • **Play (2 PERs, 3 PHs)** • **Rhymes and Songs (2 PERs, 6 PHs)** • **Toys (2 PERs, 6 PHs)• Sleep (5 PERs, 7 PHs)**	21. Explores and describes spatial relationships and shapes. 21a. Understands spatial relationships. 2. Follows simple directions related to positions (in, on, under, up, down).
Goal 2: Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.	• **Child Stress (2 PERs, 2 PHs)** • **Toilet Learning (1 PER, 2 PHs)** • **24 to 36 Months: What Is Special About This Age? (PH)** • **Intellectual Development: Birth to 8 Months (PH)**	
Young Infants	• **Birth to 1 ½ Months: Your Child's Intellectual Development (PH)**	

Sucking, holding, looking, touching, throwing, dropping, and vigorously moving toward or away from objects and people.	• **1 ½ to 3 ½ Months: Your Child's Intellectual Development (PH)**
	• **3 ½ to 5 ½ Months: Your Child's Intellectual Development (PH)**
	• **5 ½ to 8 Months: Your Child's Intellectual Development (PH)**
	• **8 to 14 Months: Your Child's Intellectual Development (PH)**
		4. Demonstrates traveling skills.
		4a. Walks (optional dimension).
		  2. Rolls from front (stomach) to back and back to front (stomach).
		
		6. Demonstrates gross-motor manipulative skills.
		6a. Throws (optional dimension).
		  1 emerging to 2. Reaches, grasps, and releases balls or other objects.

Older Infants	• **14 to 24 Months: Your Child's Intellectual Development (PH)** • **24 to 36 Months: Your Child's Intellectual Development (PH)**	

Categorizing, matching and ordering some objects such as piling toy animals together; matching socks; putting red blocks together; organizing three objects from small to large with help; and using tools to solve problems.	• **Protecting Your Child From Lead (PH)**
	• **Beginning to Understand Number Concepts (PER)**
	• **Beginning to Count (PH)**
		11. Demonstrates positive approaches to learning.
		11d. Shows curiosity and motivation.
		  2. Uses sense to explore the immediate environment.
		
		13. Uses classification skills.
		  1 emerging to 2. Matches similar objects.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
IV. Cognition and General Knowledge		
Toddlers	**Domain-Specific Handouts and Resources**	
Attending to the properties of things that cannot be seen, such as time, cause, or loved ones who are not present. They use an understanding of spatial relationships to solve problems; remember where to find their jackets or certain toys; and ask questions such as "Why?" "When?" and "Where?"	• **Let's Learn Colors (PH)** • **Thinking Skills: Dynamic Systems of Attention, Memory, and Strategies (PER)** • **Thinking Skills: Matching, Sorting, and Classifying (PH)** • **More Thinking Skills: Learning the Rules (PH)** • **3 Years: What Is Special About This Age? (PH)** • **3 Years: Your Child's Intellectual Development (PH)**	12. Remembers and connects experiences. 12a. Recognizes and recalls. 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view.
Goal 3: Children will begin to develop and demonstrate the ability to remember and connect new and unknown experiences and information.		
Young Infants	• **Brain Development (2 PERs, 3 PHs)** • **Are You Helping Your Child Too Much? (PH)** • **Bilingualism Families: A Special Advantage (PER)**	
Remembering that people and objects exist even when they are out of sight (person or object permanence).	• **Bilingual Toddlers (PH)** • **Your Toddler Knows Two Languages (PH)**	12. Remembers and connects experiences. 12a. Recognizes and recalls. 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen.
Older Infants	• **Bilingualism Support in Early Care and Education Programs (PER)**	
Using understanding of cause and effect to predict events and solve problems, e.g., building a block tower and knocking it down; using a jack-in-the-box; and dropping objects repeatedly off the side of the table.	• **Sexuality Awareness (1 PER, 1 PH)** • **Media (2 PERs, 4 PHs)** • **Teaching Children to Solve Problems (PER)** • **Helping Your Child Learn to Solve Problems (PH)** • **Supporting Parents With Intellectual Disabilities (PER)** • **Talking to Your Child About Your Disability (PH)**	11. Demonstrates positive approaches to learning. 11b. Persists. 2. Repeats actions to obtain similar results.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
IV. Cognition and General Knowledge		
Toddlers	**Relevant Parent-Child Activity Pages**	

Saying what will happen next in a familiar story; knowing the words to songs; remembering a game played the day before; and showing interest in the idea that they were small and are now growing.	• **Face Pattern: Visual tracking and focusing**
	• **Tracking Toy: Tracking and Learning**
	• **Find the Toy: Seeking and Hiding**
	• **Balls in a Bowl: Understanding Cause and Effect and Words**
	• **Flip Flap: Looking and Remembering**
	• **Where's the Block: Looking for Hidden Objects**
	• **Unwrapping a Toy: Being Curious and Exploring**
	• **Chase the Can: Being Curious and Crawling**
	• **Rainmaker: Experimenting and Touching**
	• **Nesting Cans: Planning, Experimenting, Learning**
	• **Puzzle Box: Gaining Self-confidence and Solving Problems**
	• **Shape Sorter Box: Using Small Muscles and Trying Again**
	• **Tennis Ball Puzzle: Dumping, Matching and Thinking**
	• **Sorting: Noticing Differences and Pretending**
	• **Counting: Learning Numbers and Understanding Small Quantities**
	• **Finding Colors: Learning Words and Matching**
	• **Two Halves Make a Whole: Matching and Solving Problems**
	• **Make Your Own Snacks: Measuring, Stirring, Talking and Tasting**
		12. Remembers and connects experiences.
		12a. Recognizes and recalls.
		    3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view.
		
		18. Comprehends and responds to books and other text.
		18c. Retells stories.
		    2. Retells some events from a familiar story with close adult prompting.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
V. Physical Well-Being and Motor Development		
Goal 1: Children will develop control of large muscles for movement, navigation, and balance.	**General Developmental Information** • **Child Development Chart (PH)** • **Fine SMILE (PH)** • **Looking at Development (7 PERs)**	
Young Infants	• **Differences and Delays in Development (PER)** • **Understanding Differences in Development (PH)**	4. Demonstrates traveling skills. 4a. Walks *(optional dimension)*.
Raising the head and body against gravity; balancing during sitting and crawling; practicing many movements with "body babbling"; and rolling, rocking, and crawling to move from place to place.	**Domain-Specific Handouts & Resources** • **Developmental Topics: Health (Toolkit)** • **Developmental Topics: Nutrition (Toolkit)** • **Developmental Topics: Safety (Toolkit)** • **Developmental Topics: Sleep (Toolkit)**	2. Rolls from front (stomach) to back and back to front. 5. Demonstrates balancing skills. 5a. Sits and stands *(optional dimension)*. 1 emerging to 2. Sits unsupported; pulls to a standing position.
Older Infants	• **Developmental Topics: Promoting Healthy Births (Toolkit)**	
Moving in a variety of ways, such as cruising, walking, and toddling; and climbing and moving from one position to another while maintaining balance and coordinating body movements.	• **Medical Home (2 PERs, 8 PHs)** • **Physical Fitness (1 PER, 2 PHs)** • **Vision (2 PERs, 3 PHs)** • **Dental (1 PER, 2 PHs)**	4. Demonstrates traveling skills. 4a. Walks (optional dimension). 4. Crawls and/or begins to cruise.
Toddlers	• **Head Shape (1 PER, 1 PH)**	
Moving with more confidence and coordinating body movements for a purpose.	• **Breastfeeding (3 PERs, 10 PHs)** • **Nutrition (1 PER, 6 PHs)** • **Home Environment (3 PERs, 11 PHs)** • **Outdoors (1 PER, 1 PH)** • **Safe Sleep for Babies (PER)** • **Safe Sleep for Your Baby (PH)** • **Sleep and Development (PER)**	4. Demonstrates traveling skills. 4a. Walks *(optional dimension)*. 5 emerging to 6. Walk steadily without support.

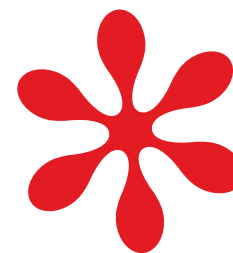| EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
V. Physical Well-Being and Motor Development		
Goal 2: Children will develop control of small muscles for manipulation and exploration.	**Domain-Specific Handouts & Resources** • **Sleep and Your Baby's Development (PH)** • **Prenatal Nutrition (PER)**	
Young Infants	• **Neurotoxins: Substances That Can Harm Your Unborn Baby (PH)**	
Shaking objects; reaching, holding, and transferring objects from hand to hand; picking up and releasing objects; and sitting and using hands.	• **What Is Special About This Age? (8 PHs)** • **Your Baby's/Child's Motor Development (8 PHs)** • **Supporting Motor Development in Babies (PH)**	7. Demonstrates fine-motor strength and coordination. 7a. Uses fingers and hands. 2. Reaches for, touches, and hold objects purposefully.
Older Infants	• **Tummy Time (PH)**	
Using hands to play with toys and tools and coordinating hand and body movements.	• **Movement's Role in Learning: Perceptual Development (PER)** • **Learning Through Movement (PH)** • **Your Capable Baby (PH)** • **Fine Motor Skills From 8 to 14 Months (PH)**	7. Demonstrates fine-motor strength and coordination. 7a. Uses fingers and hands. 4. Uses fingers and whole-arm movements to manipulate and explore objects.
Toddlers	• **Helping Your Baby Crawl Around (PH)**	
Using markers; building with blocks; brushing teeth with adult help; dressing dolls; and putting a four-piece puzzle together.	• **The Role of Large Muscles in Learning (PER)** • **The Role of Small Muscles in Learning (PER)** • **Drawing and Writing (PH)** • **Motor Development: 24 to 36 Months (PER)**	7. Demonstrates fine-motor strength and coordination. 7a. Uses fingers and hands. 5 emerging to 6. Uses refined wrist and finger movements.
Goal 3: Infants and toddlers will learn and begin to demonstrate healthy and safe habits.	• **Helping Your Child Learn to Cut (PH)** • **Dressing Games (PH)**	
Young Infants		
The responsibility belongs to parents and other caretaking adults.		30. Shows basic understanding of people and how they live.

EHS School Readiness Goals Established by Programs	PAT Foundational Curriculum and Approach	Teaching Strategies GOLD Objectives, Dimensions, and Indicators
V. Physical Well-Being and Motor Development		
Older Infants	**Selected Parent-Child Activity Pages**	
May include anticipating washing hands before and after eating and brushing teeth.	• **Tummy Time Cloth: Exercising and Seeing** • **Infant Massage: Getting in Touch and Calming** • **Tummy Time: Watching and Building Muscles** • **Let's Roll: Reaching and Pushing** • **Yoga: Stretching, Relaxing and Connecting** • **Grasping & Controlling Arm and Shoulder Movements**	1. Regulates own emotions and behaviors. 1c. Takes care of own needs appropriately. 3 emerging to 4. Seeks to do things for self. 29. Demonstrates knowledge about self. 30. Shows basic understanding of people and how they live.
Toddlers	• **Shake Rattle Roll & Crawl: Building Small Muscles**	
Dressing and undressing themselves; brushing their teeth; washing hands independently; getting a tissue for a runny nose; drinking from an open cup; learning to use the toilet; choosing foods to eat when given several nutritious choices; and trying new foods when offered.	• **Down the Chute: Experimenting and Coordinating Movement** • **Obstacle Course: Crawling Over and Around** • **Push-Pull Toy: Walking Backwards, Pulling and Pushing** • **Drumming Up Fun: Controlling Muscles and Emotions** • **Yarn Ball Fun: Catching, Tossing and Rolling** • **Bowling: Rolling, Aiming and Making Rules** • **Sticky Paper Collage: Creating and Working on Eye-Hand Coordination** • **Learning to Cut: Snipping and Strengthening**	1. Regulates own emotions and behaviors. 1c. Takes care of own needs appropriately. 5 emerging to 6. Demonstrates confidence in meeting own needs. 29. Demonstrates knowledge about self.

Note: PH = Parent Handout; PER = Parent Educator Resource

IV. PAT Parent and Family Engagement Survey

About the Parent and Family Engagement Survey

The *Parent and Family Engagement Survey* has been created for programs that utilize the Office of Head Start's Parent, Family, and Community Engagement (PFCE) Framework to guide their work in building relationships with families. The PFCE framework supports work that fosters family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.[1] Each item in the Parent and Family Engagement Survey has been created to align with one of the seven family engagement outcomes specified by the PFCE framework. The items in the survey that correspond to each of the seven outcome areas are listed below:

Office of Head Start's Parent, Family, and Community Engagement Outcome Areas	Parent and Family Engagement Survey Items
Family Well Being	1-3
Parent Child Relationships	4-6
Families as Lifelong Educators	7-8
Families as Learners	9
Family Engagement in Transitions	10-11
Connections to Peers and Community	12-13
Families as Advocates and Leaders	14-15

The *Parent and Family Engagement Survey* asks respondents to think NOW about their parenting and family life and to reflect BACK on their parenting and family life before participating in Parents as Teachers. This format is designed to collect information about and understand how the program impacts parent and family engagement outcomes; that is, how the seven outcomes identified in the PFCE have changed since being served by your program.

The following guidelines can be used as a checklist when developing a plan for collecting survey data from the parents in your program.

Before sending the survey:

☐ Think about when you will survey parents:
- We recommend sending the *Parent and Family Engagement Survey* to families at the end of the program year.

☐ Decide how many parents to survey:
- Aim for having all of the families who participating in the program complete the *Parent and Family Engagement Survey*.

☐ Think about how you will distribute the survey. If you are mailing the survey, provide families with a self-addressed, stamped envelope in which they can seal and return their completed survey. Assure their confidentiality by explaining that individual responses will be kept private.

☐ We have provided a sample cover letter to introduce the survey to parents. The letter can be sent with the survey in the mail, or the text can be used in an email.

☐ Decide if an incentive will be offered to families who complete the survey. For example, each family with a completed survey could be entered into a drawing to receive a book, gift certificate, or other small token of appreciation.

After sending the survey:

☐ Develop a plan for following-up on those who have not completed the survey. An email or brightly colored postcard can be sent to all families two weeks after they received the survey. In the note you send, you can include a general statement of thanks for all parents who have completed/returned the questionnaire and a reminder for those who haven't.

[1] Office of Head Start (2011). The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness From Prenatal to Age 8. Retrieved May 24, 2013 on http://eclkc.ohs.acf.hhs.gov/hslc/standards/ims/2011/pfce-framework.pdf.

☐ Gather the surveys returned to you and calculate the scores:

- For each completed survey, add up the responses to the "Now" questions and divide by 15 (the number of items) to obtain the score that represents "Now". Follow the same process for the "Before" questions. Compare the two scores to see if there is improvement (i.e., higher "Now" scores than "Before" scores). By observing the change between these scores, parent educators can gain a better understanding of individual parents' growth, including their strengths and weaknesses.

- Programs can also aggregate scores across surveys to track improvement at the program-level. After scoring each individual survey, add the "Now" scores and the "Before" scores and then divide each score by the total number of surveys. Compare the average "Now" score and the average "Before" score to see if there is improvement at the program-level. You can also look to see if scores were different depending on how many months of service families received.

Using the results of the survey:

Survey results should be used in your program's continuous quality improvement processes. Share summarized data with staff and other stakeholders, including advisory committee members. Pay particular attention to areas of service delivery that may need improvement based on parents' responses; discuss and make specific plans for improving service delivery in those identified areas. Review survey results at least annually to examine progress toward program improvement.

Parent and Family Engagement Survey

Parents as Teachers ™

This is a survey about how you feel your experiences in Parents as Teachers have changed the knowledge and skills you have as a parent. Your answers will help us know how our program is working. Your participation is voluntary. *This survey is private. Your individual answers will not be shared with anyone. They will be joined with answers of other parents. Reports of the survey will not identify you in any way. Thank you!*

Your name: _____

Please indicate the number of months you/your child have participated in this program: _____

NOW Think about your parenting and family life NOW. Select a number for each question below based on your current experiences.

THEN Think about your parenting and family life BEFORE your program participation. Select a number for each question below based on your experiences THEN.

Ratings go from left to right, lowest to highest	Strongly disagree	Disagree	Somewhat	Agree	Strongly agree
1. I am able to set and achieve goals.	1	2	3	4	5
2. I am confident I can address the needs of my family (e.g., employment, finances, safety, etc.).	1	2	3	4	5
3. I am able to deal with the stresses of parenting and life in general.	1	2	3	4	5
4. I have a warm relationship with my child.	1	2	3	4	5
5. I use positive discipline with my child.	1	2	3	4	5
6. I make my home safe for my child.	1	2	3	4	5
7. I know what to expect next in my child's development.	1	2	3	4	5
8. I support my child's learning and development through play, reading and shared time together.	1	2	3	4	5
9. I know about opportunities in my community that relate to my interests.	1	2	3	4	5

Ratings go from left to right, lowest to highest	Strongly disagree	Disagree	Somewhat	Agree	Strongly agree
1. I am able to set and achieve goals.	1	2	3	4	5
2. I am confident I can address the needs of my family (e.g., employment, finances, safety, etc.).	1	2	3	4	5
3. I am able to deal with the stresses of parenting and life in general.	1	2	3	4	5
4. I have a warm relationship with my child.	1	2	3	4	5
5. I use positive discipline with my child.	1	2	3	4	5
6. I make my home safe for my child.	1	2	3	4	5
7. I know what to expect next in my child's development.	1	2	3	4	5
8. I support my child's learning and development through play, reading and shared time together.	1	2	3	4	5
9. I know about opportunities in my community that relate to my interests.	1	2	3	4	5

NOW Think about your parenting and family life NOW. Select a number for each question below based on your current experiences.
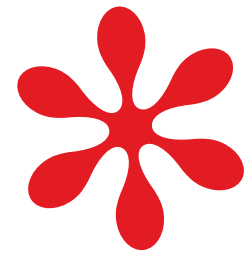
THEN Think about your parenting and family life BEFORE your program participation. Select a number for each question below based on your experiences THEN.

Ratings go from left to right, lowest to highest	Strongly disagree	Disagree	Somewhat	Agree	Strongly agree
10. I am able to support my child when he/she moves to new learning environments (e.g., to a child care or preschool setting or kindergarten).	1	2	3	4	5
11. I understand the social and emotional impacts of transitions on children.	1	2	3	4	5
12. I build relationships with other families.	1	2	3	4	5
13. I know where to find useful resources in my community.	1	2	3	4	5
14. I engage in leadership and/or advocacy activities (e.g., child care center advisory board, parent-teacher council, etc.).	1	2	3	4	5
15. I have the skills to help others in my community.	1	2	3	4	5

Ratings go from left to right, lowest to highest	Strongly disagree	Disagree	Somewhat	Agree	Strongly agree
10. I am able to support my child when he/she moves to new learning environments (e.g., to a child care or preschool setting or kindergarten).	1	2	3	4	5
11. I understand the social and emotional impacts of transitions on children.	1	2	3	4	5
12. I build relationships with other families.	1	2	3	4	5
13. I know where to find useful resources in my community.	1	2	3	4	5
14. I engage in leadership and/or advocacy activities (e.g., child care center advisory board, parent-teacher council, etc.).	1	2	3	4	5
15. I have the skills to help others in my community.	1	2	3	4	5

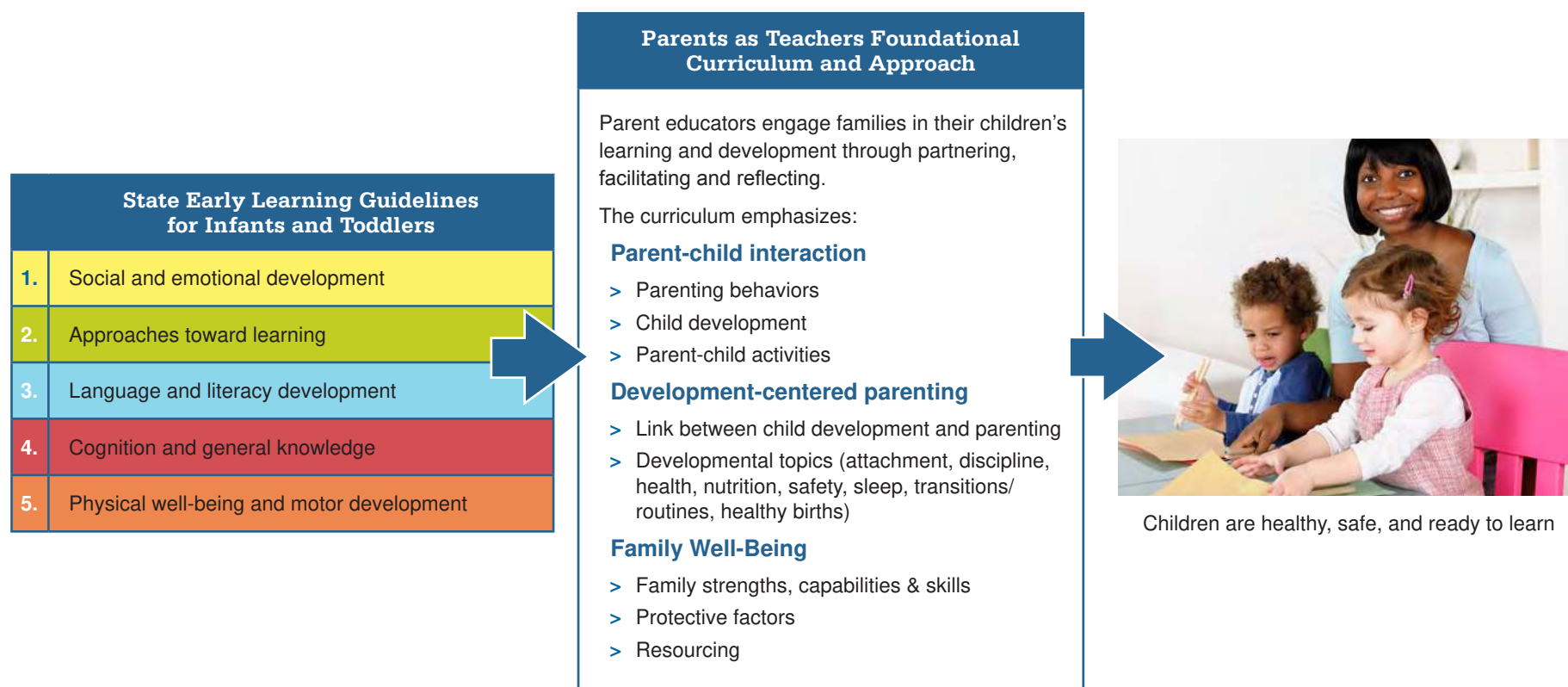# V. Alignment With State Early Learning Standards

Parents as Teachers is Aligned with State Early Learning Standards

Parents as Teachers™

As states develop and implement their standards, it is important they are demonstrated to be aligned with other materials used in early care and educational settings, such as curricula[1]. Early learning standards typically address all areas of early childhood development, but the labels used to articulate the areas of development vary by state. In the diagram below, five developmental domains commonly used in states' early learning standards are listed along with how they align with the PAT *Foundational Curriculum* in order to achieve positive outcomes for children. From the *Foundational Curriculum*, PAT parent educators select Parent Educator Resources, Parent Handouts and Parent-Child Activities to promote development across these domains.

State Early Learning Guidelines for Infants and Toddlers

1. Social and emotional development
2. Approaches toward learning
3. Language and literacy development
4. Cognition and general knowledge
5. Physical well-being and motor development

Parents as Teachers Foundational Curriculum and Approach

Parent educators engage families in their children's learning and development through partnering, facilitating and reflecting.

The curriculum emphasizes:

Parent-child interaction
> Parenting behaviors
> Child development
> Parent-child activities

Development-centered parenting
> Link between child development and parenting
> Developmental topics (attachment, discipline, health, nutrition, safety, sleep, transitions/routines, healthy births)

Family Well-Being
> Family strengths, capabilities & skills
> Protective factors
> Resourcing

Children are healthy, safe, and ready to learn

[1] Retrieved October 14, 2013 from www.earlylearningguidelines-standards.org/issue.php?iid=8.