

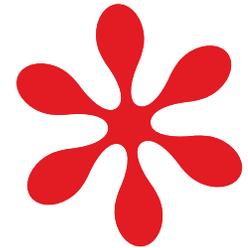
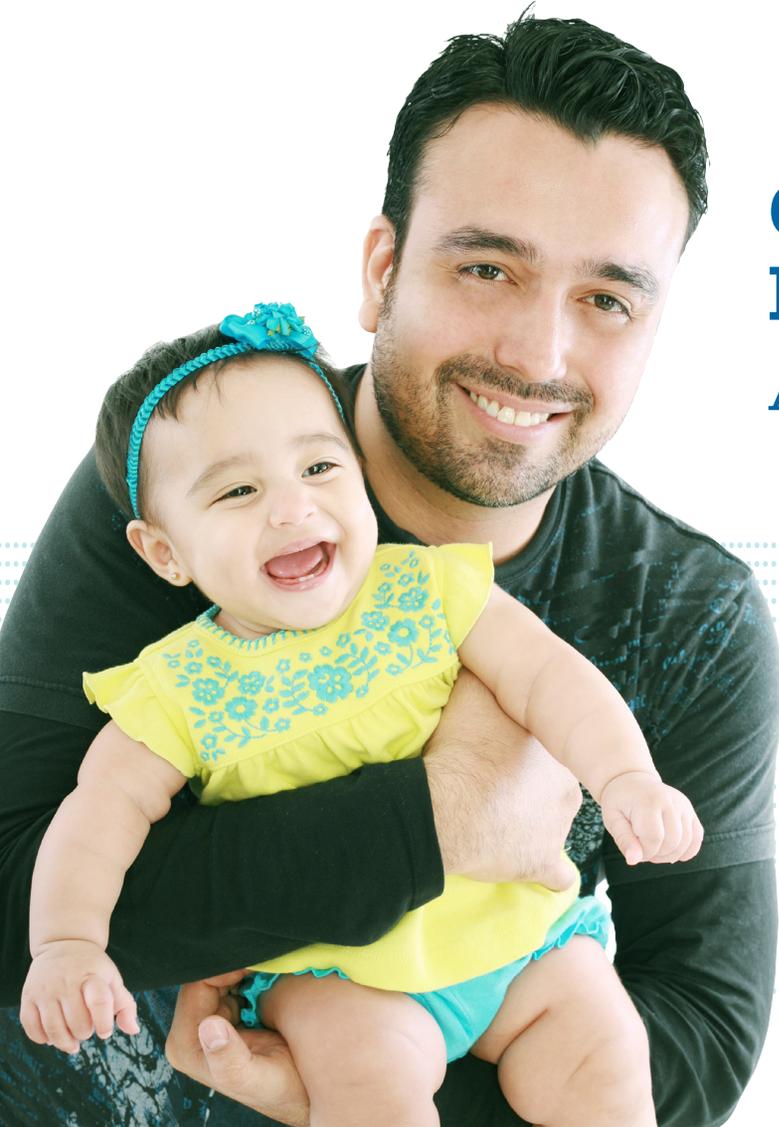


Parents as Teachers®



Child Development and Family Engagement Alignment:

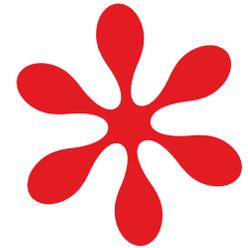
A Resource Handbook



May 2016



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I. Overview

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



To support the use of the Parents as Teachers *Foundational Curriculum* in Early Head Start (EHS) programs, the *PAT Alignment* provides materials that illustrate the connection between the PAT *Foundational Curriculum* and Office of Head Start requirements, including:

- > Alignment with the five Head Start central domains within the Early Learning Outcomes Framework (approaches to learning; social and emotional development; language and literacy; cognition; perceptual, motor, and physical development).
- > Alignment with the Office of Head Start's Parent, Family, and Community Engagement (PFCE) Framework.

- > Guidance on using the PAT *Milestones by School Readiness Domain* form for ongoing child assessment.
- > Information about family engagement surveys to assist programs with assessing family engagement outcomes that align with the PFCE framework.

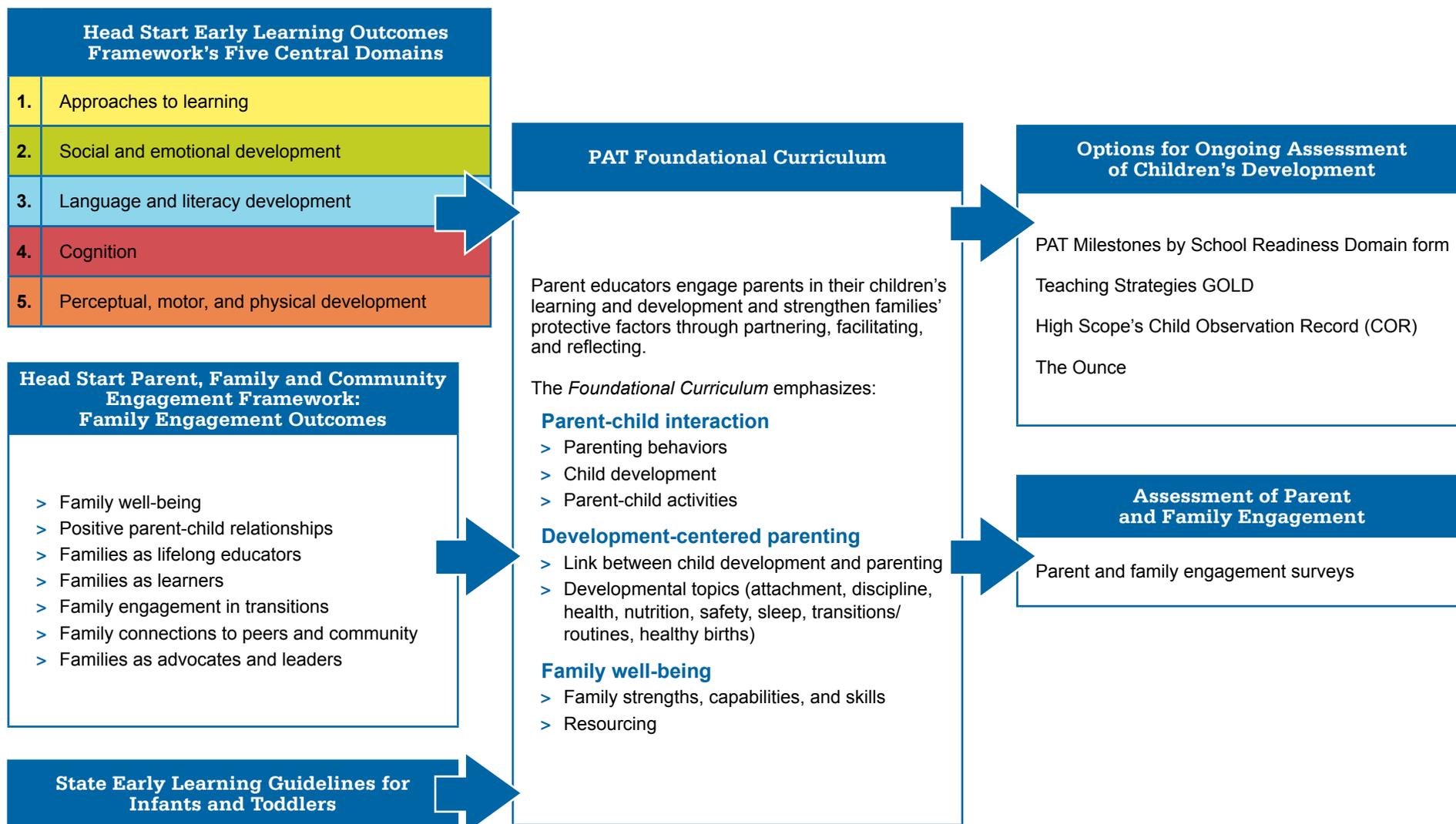
The *PAT Alignment* can also be more broadly beneficial – for example, to states seeking to understand PAT's alignment with early learning standards, or to any program interested in assessing child progress and family engagement for planning services and showing improvement in outcomes as required by 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 Milestones by School Readines Domains	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 <i>Milestones by School Readiness Domains</i> form can be used 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 available as a parent educator resource to all users of the <i>Foundational Curriculum</i> .
III.	PAT Alignment With the Head Start Early Learning Outcomes Framework	Illustrates the alignments among Head Start's five central domains and PAT's <i>Foundational Curriculum</i> .
IV.	Parent and Family Engagement Surveys	Information about parent and eamily engagement surveys is provided to assist EHS programs with measuring outcomes that align with the PFCE framework.
V.	PAT Alignment With State Early Learning Standards	Illustrates the alignment between the <i>Foundational Curriculum</i> and state early learning standards.

For additional information, please contact Daryl Rothman at Daryl.Rothman@parentsasteachers.org.



Overview of The PAT Alignment



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 Foundational 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.

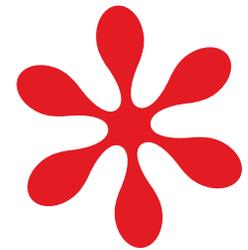
- > Training builds relationship-based competencies for working with families in their homes.
- > Focus is placed on strengthening protective factors to improve parenting and maximize child outcomes.
- > Training is facilitated by expert trainers who emphasize reflective practice and hands-on learning.

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.	<ul style="list-style-type: none"> > 280+ 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.	<ul style="list-style-type: none"> > 280+ individualized activity pages 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.	<ul style="list-style-type: none"> > Parent educator resources and parent handouts help parents understand what comes next in their child’s development so they can provide support for development and learning. > A child development section covers brain development, starting prenatally, as well as the five Head Start central child development domains. > A <i>Milestones by School Readiness Domain</i> form can be used to assess children’s development across time. Results also can be aggregated at the program level.
Programs foster family engagement outcomes.	<ul style="list-style-type: none"> > Parent educator resources, parent handouts, and activity pages strengthen parenting behaviors and parent-child relationships, as well as covering a wide range of family well-being topics such as maternal depression, substance abuse, parenting stress, and intimate partner violence.

For more information about Parents as Teachers, please visit www.parentsasteachers.org.



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II. PAT Milestones by School Readiness Domain

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 central domains in the Head Start Early Learning Outcomes Framework (HSELOF):

1. Language and literacy
2. Cognitive
3. Social and emotional development
4. Perceptual, motor, and physical development
5. Approaches to learning

Subheads are consistent with the Milestones by Age form (similar to the way PAT milestones have been presented in the past):

1. Language
2. Cognitive
3. Social-emotional
4. Motor
5. Approaches to 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).

How to use

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 that there is no current evidence that the behavior or skill has started to emerge or has been achieved. 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.)
- > If a particular developmentally appropriate milestone has not been observed yet for the child, parent educators should plan an activity that 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, 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 that the most up-to-date information on the children being visited is recorded.
- > 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 that 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 that 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.

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 these guidelines 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 on a quarterly basis 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 that staff should use when making observations of children's development.

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.

Approaches to learning

A fifth area called approaches to learning has been included on the *Milestones by School Readiness Domain* form. Approaches to learning refer to learning styles, habits, motivation, and attitudes that reflect how children develop new skills and concepts. It encompasses emotional and behavioral self-regulation, executive functioning, initiative and curiosity, creativity (U.S. Department of Health and Human Services, 2015), and is highly intertwined with milestones across language, cognitive, social-emotional and motor development.

To complete the approaches to learning milestones, mark the “emerging” or “achieved” columns with the same date(s) that 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.
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- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2015). *Head Start early learnings outcomes framework: Ages birth to 5*. Retrieved May 3, 2016, from <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>.



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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.		
	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.		
24 to 36 months	37. I can name three pictures in a book.		
	38. I can point to six body parts.		
	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."		

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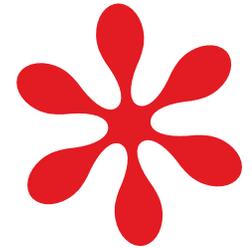
Domain II: Cognitive and general knowledge

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.		



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III. Alignment With Head Start Early Learning Outcomes Framework

The Parents as Teachers Connection: Alignment with Early Head Start's Early Learning Outcomes Framework's Five Central Domains



To help Early Head Start programs ensure that 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 central domains of the Head Start Early Learning Outcomes Framework (HSELOF) for ages birth - 36 months, and Parents as Teachers's *Foundational Curriculum*. These outcomes also complement the Teaching Strategies GOLD (TSG) objectives. The first column of the table lists sample Early Learning Outcomes provided by the Office of

Head Start, and the second column represents sample domain-specific parent educator resources and parent handouts from the PAT *Foundational Curriculum*, designed to promote children's learning and development. Systematic, ongoing child assessment across all Head Start Early Learning Outcomes Framework domains, as required by § 45 CFR 1304.2 for EHS programs, provides valuable information on children's progress, helps inform home visit planning, and is consistent with the PAT Approach.

Head Start Early Learning Outcomes Framework: Birth to 36 Months	PAT Foundational Curriculum and Approach
I. Social and Emotional Development	
Goal IT-SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE (PH) • Looking at Development (7 PERs) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) <p><u>Domain-Specific Handouts & Resources</u></p> <ul style="list-style-type: none"> • Social-Emotional Development, through 36 months (7 PERs, 7 PHs) • Parenting Behaviors (PER) • Parenting Makes a Difference (PH) • Helping Your Child Learn to Solve Problems (PH) • The Importance of Parent-Child Interaction (PER) • Interacting With Your Child (PH)
Birth to 9 Months	
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	
8 to 18 Months	
Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	
16 to 36 Months	
Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed and tired.	

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

eclicc.obs.acf.hhs.gov/hslc/hs/sr/approach/elof1



I. Social and Emotional Development

<p>Goal IT-SE 4: Child shows interest in, interacts with, and develops personal relationships with other children.</p>	<ul style="list-style-type: none"> • Helping Your Baby Learn About Limits (PH) • Parenting Around Development (PH) • Positive Discipline (PH) • How Am I Feeling? (PH) • Understanding Your Child’s Temperament (PH) • Supporting Your Child’s Temperament (PH) • Crying (1 PER, 2 PHs) • Help Your Child Handle Stress (PH) • Attachment and Brain Development (PER) • Understanding Stranger and Separation Anxiety (PH) • Understanding Self-Concept and Nurturing Self-Esteem (PER) • Your Child’s Developing Self-Esteem (PH) • Understanding Negativism (PER) • When “No” is Your Child’s Favorite Word (PH) • When Your Child Says “I’m Scared” (PH) • The Importance of Pretend Play (PER) • Pretend Play With Your Child (PH) • The Value of Play (PER) • Young Sibling Relationships (PER) • It’s MINE! (PH)
<p>Birth to 9 Months</p>	
<p>Looks at attentively, touches or explores another child’s face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.</p>	
<p>8 to 18 Months</p>	
<p>Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.</p>	
<p>16 to 36 Months</p>	
<p>Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.</p>	
<p>Goal IT-SE 10: Child shows awareness about self and how to connect with others.</p>	
<p>Birth to 9 Months</p>	
<p>Learns about self by exploring hands, feet, body, and movement.</p>	



Head Start Early Learning Outcomes Framework: Birth to 36 Months	PAT Foundational Curriculum and Approach
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I. Social and Emotional Development

8 to 18 Months	<ul style="list-style-type: none"> • Teaching Children to Solve Problems (PER) • Using Books to Explore Your Child’s Emotions (PH) <p><u>Parent-Child Activity Pages</u></p> <ul style="list-style-type: none"> • Hush, Little Baby: Holding and Soothing • Infant Massage: Getting in Touch and Calming • Yoga: Stretching, Relaxing, and Connecting • Baby Games: Anticipating, Interacting, and Taking Turns • Pretend Picnic: Imagining and Showing Understanding • Train Ride: Pretending and Lining Up • Take Care: Imitating and Caring
Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	
16 to 36 Months	
Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months PAT Foundational Curriculum and Approach	
II. Approaches to Learning	
<p>Goal IT-ATL 7: Child shows interest in and curiosity about objects, materials, or events.</p>	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE (PH) • Looking at Development (7 PERs) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) <p><u>Domain-Specific Handouts & Resources</u></p> <ul style="list-style-type: none"> • How Young Children Approach Learning (PER) • Approaches to Learning in the Early Years (PH) • Baby Signs (PER) • Your Baby Is Telling You Something (PH) • Parenting Behaviors (PER) • Your Baby's Experiments With Cause and Effect (PH) • Play (2 PERs, 3 PHs) • Making the Most of Toys (PER)
<p>Birth to 9 Months</p>	
<p>Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.</p>	
<p>8 to 18 Months</p>	
<p>Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.</p>	
<p>16 to 36 Months</p>	
<p>Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.</p>	



Head Start Early Learning Outcomes Framework: Birth to 36 Months	PAT Foundational Curriculum and Approach
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II. Approaches to Learning

Goal IT-ATL 3: Child maintains focus and sustains attention with support.	<ul style="list-style-type: none"> • Choosing Age-Appropriate Toys for Babies (PH) • Choosing Age-Appropriate Toys for Toddlers (PH) • Puzzle Play (PH) • Playing With Blocks (PER) • Your Child Loves to Play With Blocks (PH) • Understanding Temper Tantrums (PER) • Handling Frustration Before a Tantrum Starts (PH) • Helping Your Baby Learn to Feed Himself (PH) • Motor Development (3 PERs) • Your Baby's/Child's Motor Development (8 PHs) • Discovering, Understanding, Experimenting, Adjusting (PH) • The Role of Small Muscles in Learning (PER)
Birth to 9 Months	
Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	
8 to 18 Months	
Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	
16 to 36 Months	
Participates in activities and experiences with people, objects, or materials that require attention and common focus.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months	PAT Foundational Curriculum and Approach
II. Approaches To Learning	
Goal IT-ATL 8: Child uses creativity to increase understanding and learning.	<ul style="list-style-type: none"> • Helping Your Child Learn to Cut (PH) • Dressing Games (PH) • Problem Solving (PER) • Teaching Children to Solve Problems (PER) • Helping Your Child Learn to Solve Problems (PH) <p><u>Parent-Child Activity Pages</u></p> <ul style="list-style-type: none"> • Face to Face Talking: Communicating and Looking • Face Pattern: Visual Tracking and Focusing • Tracking Toy: Watching and Learning • Grab It: Using Eyes and Hands Together, Grabbing, and Batting • Find the Toy: Seeking and Hiding • Baby Games: Anticipating, Interacting and Taking Turns • Unwrapping a Toy: Being Curious and Exploring • Using Fingers: Picking up and Observing Objects • Imitation Play: Leading and Following • Pretend Picnic: Imagining and Showing Understanding • Blocks: Talking about Building • Dressing Teddy: Putting on Clothes and Pretending
Birth to 9 Months	
Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	
8 to 18 Months	
Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	
16 to 36 Months	
Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months PAT Foundational Curriculum and Approach	
III. Language and Literacy	
Goal IT-LC 1: Child attends to, understands, and responds to communication and language from others.	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE (PH) • Looking at Development (7 PERs) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) <p><u>Domain-Specific Handouts & Resources</u></p> <ul style="list-style-type: none"> • Baby Signs (1 PER, 1 PH) • Books (2 PERs, 7 PHs) • Music (1 PER, 2 PHs) • Rhymes and Songs (2 PERs, 6 PHs) • Hearing (2 PERs, 3 PHs) • What Is Special About This Age?, birth through 36 months (4 PHs) • 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)
Birth to 9 Months	
Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	
8 to 18 Months	
Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	
16 to 36 Months	
Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months PAT Foundational Curriculum and Approach	
III. Language and Literacy	
Goal IT-LC 3: Child communicates needs and wants non-verbally and by using language.	<ul style="list-style-type: none"> • 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) • What to Expect When Your Baby Talks to You (PH) • Different Approaches to Language Learning (PH) • Words Your Child Understands (PH) • 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) • Developing Speech Sounds (PH) • Speech Development and Common Problems (PER) • Early Identification of Speech-Language Disorders (PH) • Bilingualism (2 PERs, 5 PHs)
Birth to 9 Months	
Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	
8 to 18 Months	
Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “More” when eating.	
16 to 36 Months	
Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months	PAT Foundational Curriculum and Approach
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III. Language and Literacy

Goal IT-LC 8: Child uses an increasing number of words in communication and conversation with others.	<p><u>Parent-Child Activity Pages</u></p> <ul style="list-style-type: none"> • Drawing and Writing: Making Marks and Learning About Language • Learning Fingerplays: Imitating and Listening • Word Book: Learning Language and Enjoying Reading Together • People Pictures: Talking About Feelings and Fears • Play Sets: Talking, Creating, and Imagining • Rhyme and Rhythm: Bouncing, Clapping, and Marching • Book Walk: Talking About Pictures, Words, and Meanings • Motivating Learning: Praising Actions, Boosting Confidence, and Sharing Ideas
Birth to 9 Months	
May use signs or verbalizations for familiar people or objects.	
8 to 18 Months	
Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	
16 to 36 Months	
Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are Dual Language Learners (DLLs) may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months	PAT Foundational Curriculum and Approach
IV. Cognition	
Goal IT-C 2: Child uses understanding of causal relationships to act on social and physical environments.	<p>General Developmental Information</p> <ul style="list-style-type: none"> • 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) <p>Domain-Specific Handouts & Resources</p> <ul style="list-style-type: none"> • Books (2 PERs, 7 PHs) • Games (1 PER, 5 PHs) • Music (1 PER, 2 PHs) • Parent-Child Interaction (1 PER, 1 PH) • 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) • Child Stress (2 PERs, 2 PHs) • Toilet Learning (1 PER, 2 PHs)
Birth to 9 Months	
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	
8 to 18 Months	
Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	
16 to 36 Months	
Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months	PAT Foundational Curriculum and Approach
IV. Cognition	
Goal IT-C 7: Child uses reasoning and planning ahead to solve problems.	<ul style="list-style-type: none"> • 24 to 36 Months: What Is Special About This Age? (PH) • Cognitive Development: Birth to 8 Months (PH) • Birth to 1 ½ Months: Your Child’s Cognitive Development (PH) • 1 ½ to 3 ½ Months: Your Child’s Cognitive Development (PH) • 3 ½ to 5 ½ Months: Your Child’s Cognitive Development (PH) • 5 ½ to 8 Months: Your Child’s Cognitive Development (PH) • 8 to 14 Months: Your Child’s Cognitive Development (PH) • 14 to 24 Months: Your Child’s Cognitive Development (PH) • 24 to 36 Months: Your Child’s Cognitive Development (PH) • Beginning to Understand Number Concepts (PER) • Beginning to Count (PH) • 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) • Brain Development (2 PERs, 3 PHs) • Are You Helping Your Child Too Much? (PH) • Bilingualism Families: A Special Advantage (PER) • Bilingual Toddlers (PH) • Bilingualism Support in Early Care and Education Programs (PER) • Teaching Children to Solve Problems (PER) • Helping Your Child Learn to Solve Problems (PH)
Birth to 9 Months	
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	
8 to 18 Months	
Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	
16 to 36 Months	
Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months PAT Foundational Curriculum and Approach	
IV. Cognition	
<p>Goal IT-C 13: Child uses pretend play to increase understanding of culture, environment, and experiences.</p>	<p><u>Parent-Child Activity Pages</u></p> <ul style="list-style-type: none"> • Face Pattern: Visual tracking and Focusing • Tracking Toy: Watching 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
Birth to 9 Months	
Emerging	
8 to 18 Months	
Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	
16 to 36 Months	
Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	



Head Start Early Learning Outcomes Framework: Birth to 36 Months PAT Foundational Curriculum and Approach	
V. Perceptual, Motor, and Physical Development	
<p>Goal IT-PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position.</p>	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE (PH) • Looking at Development (7 PERs) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) <p><u>Domain-Specific Handouts & Resources</u></p> <ul style="list-style-type: none"> • Medical Home (2 PERs, 8 PHs) • Physical Fitness (1 PER, 2 PHs) • Vision (2 PERs, 3 PHs) • Dental (1 PER, 2 PHs) • Head Shape (1 PER, 1 PH) • 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)
<p>Birth to 9 Months</p> <p>Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.</p>	
<p>8 to 18 Months</p> <p>Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.</p>	
<p>16 to 36 Months</p> <p>Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.</p>	



Head Start Early Learning Outcomes Framework: Birth to 36 Months		PAT Foundational Curriculum and Approach
V. Perceptual, Motor, and Physical Development		
Goal IT-PMP 6: Child coordinates hand and eye movements to perform actions.	<ul style="list-style-type: none"> • Prenatal Nutrition (PER) • Neurotoxins: Substances That Can Harm Your Unborn Baby (PH) • What Is Special About This Age? (8 PHs) • Your Baby's/Child's Motor Development (8 PHs) • Supporting Motor Development in Babies (PH) • Tummy Time (PH) • 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) • Helping Your Baby Crawl Around (PH) • 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) • Helping Your Child Learn to Cut (PH) • Dressing Games (PH) 	
Birth to 9 Months		
Coordinates hands and eyes when reaching for and holding stable or moving objects.		
8 to 18 Months		
Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.		
16 to 36 Months		
Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.		
Goal IT-PMP 9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.		
Birth to 9 Months		
Emerging		



V. Perceptual, Motor, and Physical Development

8 to 18 Months

Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.

16 to 36 Months

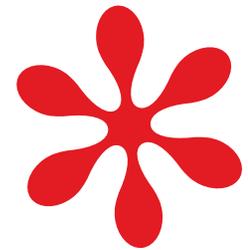
Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.

Parent-Child Activity Pages

- **Tummy Time Cloth: Exercising and Seeing**
- **Infant Massage: Getting in Touch and Calming**
- **Tummy Time: Watching and Building Muscles**
- **Yoga: Stretching, Relaxing, and Connecting**
- **Shake, Rattle, Roll, and Crawl: Building Muscles and Moving Independently**
- **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**
- **Blowing in the Wind: Developing Small Muscles and Experimenting**
- **Sticky Paper Collage: Creating and Working on Eye-Hand Coordination**
- **Outdoor Exploration: Discovering and Observing**



Parents as Teachers®



IV. Parent and Family Engagement Surveys



About Parent and Family Engagement Surveys

The Office of Head Start’s Parent, Family, and Community Engagement (PFCE) Framework is intended to guide programs 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 It specifies seven family engagement outcomes, reflected in the chart below.

To help programs choose a tool to assess their work, the National Center on Parent, Family, and Community Engagement has developed a resource titled *Tracking Progress in Early Care and Education: Program, Staff, and Family Measurement Tools*.

Office of Head Start’s Parent, Family, and Community Engagement Outcome Areas
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

When selecting a survey to use with families participating in Parents as Teachers, look for surveys that ask 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 will collect information that assists programs in understanding how their work impacts parent and family engagement

outcomes; that is, it will give them insights into how the seven outcomes identified in the PFCE have changed since the families have been served by the PAT program.

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

Before sending the survey:

- Think about when parents will be surveyed:
 - > We recommend sending the surveys to families at the end of the program year.
- Decide how many parents to survey:
 - > Aim for having all of the families who participate in the program complete the survey.
- Think about how the survey will be distributed. If it will be mailed 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.
- Provide 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 e-mail.
- 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 e-mail or brightly colored postcard can be sent to all families two weeks after they received the

¹U.S. Department of Health and Human Services, Administration for Children and Families, 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 3, 2016, from <http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf>.



survey. In the note, include a general statement of thanks for all parents who have completed/returned the questionnaire and a reminder for those who haven't.

- Gather the surveys after they are returned and calculate the scores using the guidance provided by the measurement tool.

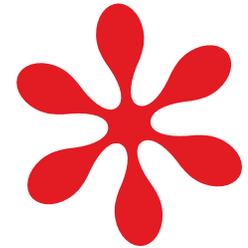
Using the results of the survey:

Survey results should be used in programs' 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.



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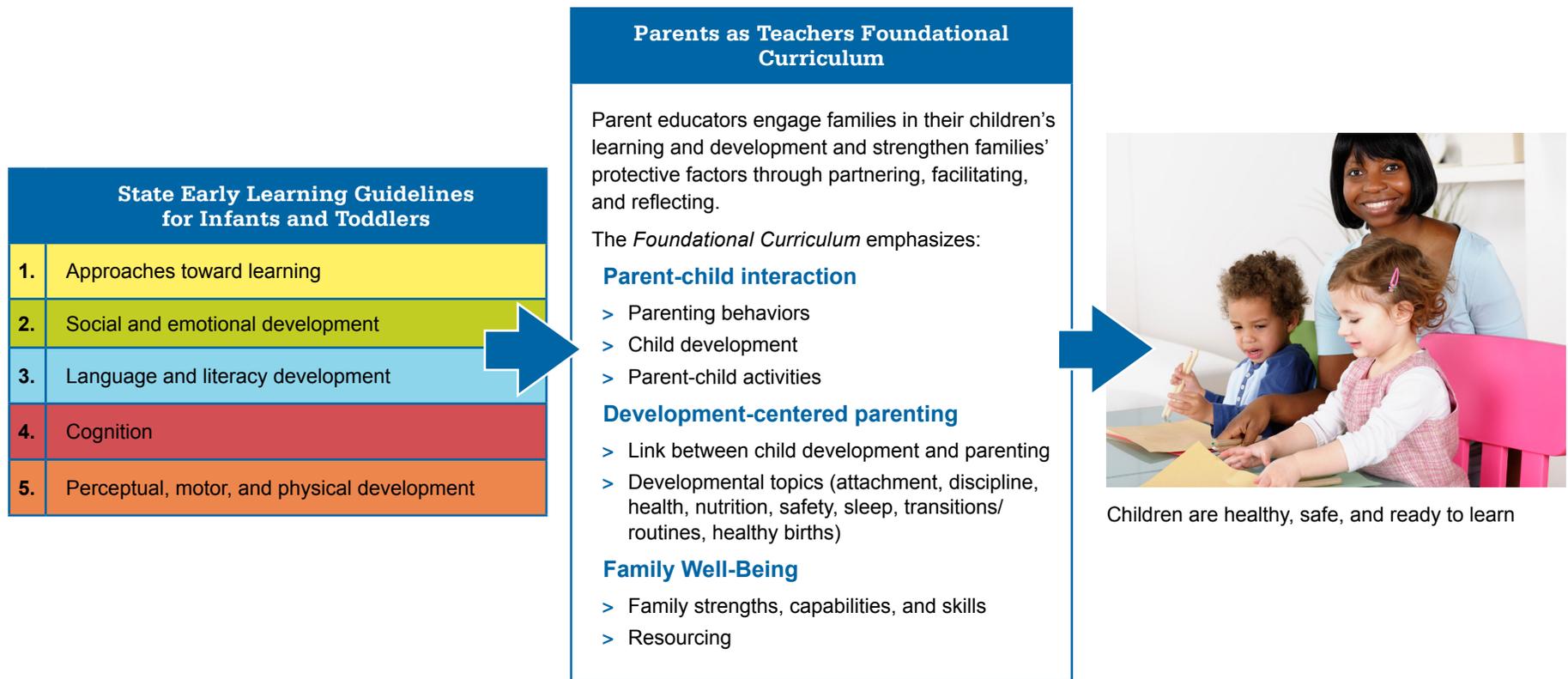
V. Alignment With State Early Learning Standards

Parents as Teachers Alignment with State Early Learning Standards



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. 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 activity pages to promote development across these domains.



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