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| **Domain** | **Goal** | **Developmental Growth (36-60 mths.)** | **Common skills or behaviors addressed in IEP goals** |
| **Approaches to Learning and Cognition** | Goal 1: Children show curiosity and interest in learning and experimenting. | Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding. |  |
|  | Goal 2: Children are able to generate new ideas, approaches, and activities in daily routines. | Expand personal expression through inventive language and play |  |
|  | Goal 3: Children are confident to initiate and complete activities using a variety of approaches. | Display initiative and confidence interacting in a variety of social and physical settings |  |
|  | Goal 4: Children sustain attention to tasks even when faced with challenges and frustration. | Use trial and error skills and attention for more complex tasks |  |
|  | Goal 5: Children demonstrate an expanding ability to develop and carry out plans. | Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies |  |
|  | Goal 6. Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations. | Take more risks by extending previous learning to the exploration of new settings, people, and objects. |  |
|  | Goal 7. Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world. | Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance. |  |
|  | Goal 8: Children demonstrate awareness of cause and effect relationships. | Are aware of and interested in simple causal relationships. Uses magical thinking. |  |
|  | Goal 9: Children use prior relationships, experiences, and knowledge to expand understanding. | Connect current behavior and past experience to new situations, relationships, and problem solving |  |
|  | Goal 10: Children show emerging ability to imitate behaviors that they have observed. | Use imitation as a foundation for symbolic play and sequencing. |  |
|  | Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error. | Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective- taking experiments. |  |

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| **Domain** | **Goal** | **Developmental Growth (36-60 mths.)** | **Common skills or behaviors addressed in IEP goals** |
|  | Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing. | Testing ideas about how things work in a variety of social and physical settings. |  |
|  | Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge. | Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations. |  |
|  | Goal 14. Children participate in exploratory play. | Explore materials and actions. |  |
|  | Goal 15: Children participate in pretend or symbolic play. | Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy. |  |
|  | Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. | Use symbolic expression in arts, communication, and quantity. |  |
| **Physical, Health, Well-Being & Motor** | Goal 17: Children demonstrate strength and coordination of large motor muscles. | Coordinate whole body to move in complex ways with strength, agility, and balance. |  |
|  | Goal 18: Children demonstrate strength and coordination of small motor muscles. | Use fingers and hands for purposeful tasks. |  |
|  | Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions. | Coordinate motor activities based on sensory input. |  |
|  | Goal 20: Children demonstrate the stamina and energy to participate in daily activities. | Sustain strength for increased periods of time. |  |
|  | Goal 21: Children engage in a variety of physical activities. | Participate in a variety of age appropriate movement and physical daily activities. |  |
|  | Goal 22: Children practice basic personal care routines. | Initiate and carry out personal care routines, with and without assistance. |  |
|  | Goal 23: Children demonstrate personal health and hygiene skills. | Demonstrate independence in personal hygiene skills. |  |
|  | Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations. | Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance. |  |

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| **Domain** | **Goal** | **Developmental Growth (36-60 mths.)** | **Common skills or behaviors addressed in IEP goals** |
|  | Goal 26: Children demonstrate awareness and understanding of safety rules. | Follow safety rules, with and without assistance. |  |
| **Social & Emotional** | Goal 27: Children trust, interact with, and seek assistance from adults. | Show confidence in seeking assistance from familiar adults |  |
|  | Goal 28: Children develop friendships with peers. | Engage in mutual social play that involves cooperation and shared purpose. |  |
|  | Goal 29: Children demonstrate positive negotiation skills. | Solve problems and communicate ideas with a peer, with adult supervision. |  |
|  | Goal 30: Children demonstrate awareness of behavior and its effects on others. | Anticipate the impact of behaviors on others. |  |
|  | Goal 31: Children participate positively in group activities. | Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children. |  |
|  | Goal 32: Children demonstrate sympathy and empathy. | Recognize and respond to another’s emotions and situation. |  |
|  | Goal 33: Children develop a sense of humor. | Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes. |  |
|  | Goal 34: Children adapt to diverse settings. | Adjust/transition to new settings and people, with and without adult assistance. |  |
|  | Goal 35: Children recognize, appreciate, and respect similarities and differences in people. | Are curious about why they are different or similar to others. |  |
|  | Goal 36: Children perceive themselves as unique individuals. | Use strategies to differentiate themselves from others, and to get their needs met. |  |
|  | Goal 37: Children demonstrate belief in their abilities. | Develop sense of competence. |  |
|  | Goal 38: Children regulate their feelings and impulses. | Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance. |  |

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| **Domain** | **Goal** | **Developmental Growth**  **(36-60 mths.)** | **Common skills or behaviors addressed in IEP goals** |
| **General Knowledge** | Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems. | Use number words and concepts to explore and manipulate quantity, size, and relationships. |  |
|  | Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). | Use geometric modeling and spatial reasoning according to different dimensions. |  |
|  | Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving. | Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape. |  |
|  | Goal 42: Children observe, describe, and collect information by exploring the world around them. | Call attention to, describe, discuss, and explain observable similarities and differences among objects or events. |  |
|  | Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations. | Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance. |  |
|  | Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. | Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines. |  |
|  | Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship). | Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events. |  |
|  | Goal 47: Children demonstrate understanding and appreciation of creative arts. | Respond to and create symbolic and representation art, music, dance, and dramatic themes. |  |
| **Communication, Language and Literacy** | Goal 48: Children demonstrate the meaning of language by listening. | Understand messages in conversations, directions, music, and stories. |  |

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| **Domain** | **Goal** | **Developmental Growth**  **(36-60 mths.)** | **Common skills or behaviors addaddressed in IEP GoalsIEP goals** |
|  | Goal 49: Children communicate effectively. | Use communication with purpose to convey a message |  |
|  | Goal 50: Children comprehend and use conventions of social communication. | Actively seek and engage in social interactions. |  |
|  | Goal 51: Children use receptive vocabulary. | Use responses that demonstrate an increased knowledge of specific concepts. |  |
|  | Goal 52: Children use expressive vocabulary. | Use phrases and sentences with functional and descriptive vocabulary. |  |
|  | Goal 53: Children demonstrate progression in grammar and syntax. | Use basic conventions of grammar and syntax. |  |
|  | Goal 54: Children demonstrate comprehension and meaning in language. | Respond verbally and non-verbally to verbal and gestural communication. |  |
|  | Goal 55: Children use language for a variety of purposes. | Follow social conventions to access, gain, and share information. |  |
|  | Goal 56: Children develop phonological awareness. | Manipulate phonemes to make new words and to rhyme. |  |
|  | Goal 57: Children demonstrate awareness of letters and symbols. | Recognize letters as special symbols to represent spoken language. |  |
|  | Goal 58: Children demonstrate awareness of print concepts. | Know that languages and words can be in written form. |  |
|  | Goal 59: Children demonstrate comprehension of printed materials and oral stories. | Understand information from oral stories, reading books, and pictures. |  |
|  | Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes. | Use books and written materials to gain information and enjoyment. |  |

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| **Goal** | **Developmental Growth**  **(36-60 mths.)** | **What might a child do that demonstrates this**  **developmental growth?** | **What outcome(s) might**  **this Goal address?** |
| Goal 61: Children demonstrate knowledge and use of letters and symbols. | Begin to write and draw to communicate language. |  |  |
| Goal 63: Children use writing for a variety of purposes. | Make scribbles, pictures, and symbols with meaning. |  |  |
| Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English. This goal statement only applies to children whose home language is not English. Children must continue to grow and progress in their home language while learning another language.  Language in this goal statement only refers to the “spoken word” or oral language and communication. It does not refer to the “written word;” such as reading, writing, or other literacy abilities. | Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language. |  |  |