

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
27	Children trust, interacting with and seek assistance from adults.	Shows secure primary attachments.	Shows sense of self in relation to familiar adults.	Shows a desire for autonomy and self-action when with familiar adults.	Shows confidence in seeking assistance from familiar adults.	Uses strategies to interact with familiar adults across a variety of situations.	Interacts with familiar and less familiar adults across a variety of settings.
28	Children develop friendships with peers.	Shows interest in other babies and children.	Shows interest in interacting with peers.	Engages in play with peers.	Engages in mutual social play that involves cooperation and shared purpose.	Engages in cooperative interactions with peers.	Initiates and sustains relationships with other children/peers.
29	Children demonstrate positive negotiation skills.	Initiates interactions with caregivers and responds to caregiver's interactions.	Gives cues to initiate interactions with caregiver and peers.	Engages with caregivers and peers to solve problems or communicate solutions.	Solves problems and communicate ideas with a peer, with adult supervision.	Communicates with peers to solve conflicts, negotiate solutions, and share ideas.	Negotiates and solves conflicts using reasoning, judgment, critical thinking, and a wide-ranging vocabulary.
30	Children demonstrate awareness of their behavior and its effects on others.	Becomes aware that their actions may be linked to another's response.	Anticipates reactions to their actions.	Modifies self behavior to solicit others' actions or responses.	Anticipates the impact of self actions on others.	Recognizes certain behaviors bring positive consequences and others bring negative consequences.	Uses self actions that are adaptable across most social settings and relationships.
31	Children participate positively in group activities.	Shows awareness of self and others.	Makes connections and associations with people, places, and regular routines.	Uses most behaviors that are socially acceptable within a defined social environment.	Participate cooperatively in group activities.	Invents, leads, and follows in group activities, games, and cooperative play with peers.	Sustains group participation and works toward common goals with informal and formal peer groups.
32	Children demonstrate sympathy and empathy.	Gazes at others and responds to variation in non-verbal and verbal sounds of others.	Reacts to emotions and actions of familiar children and adults.	Gains simple vocabulary to accurately describe own and others' emotions.	Recognizes and responds to another's emotions and situation.	Adjusts plans in consideration of others' emotions and needs.	Shows sympathy and empathy for children and adults across settings.
33	Children develop a sense of humor.	Smiles and laughs with pleasure, often in response to primary caregiver.	Initiates and responds to caregiver with smiles and laughter. Responds to absurdity.	Uses language and body to initiate social humor.	Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social	Uses humor to consolidate understanding of concepts and language use. Uses some abstract thinking and humor as a social skill.	Uses multiple meaning for words and situations. Follows sequences in stories to humorous conclusions.

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					purposes.		
34	Children adapt to diverse settings.	Reacts differentially to people, events, and settings.	Shows awareness of safe relationships and environments.	Adapts to new settings and people with some assistance.	Adjusts to unfamiliar settings and people, with minimal adult assistance.	Anticipates what to expect in unfamiliar settings.	Uses a variety of strategies for addressing diverse and unexpected experiences and activities.
35	Children recognize, appreciate and respect similarities and differences in people.	Shows habituation to sameness in sounds, voices, and environmental conditions, and reacts to changes when differences occur.	Chooses primary caregivers and familiar people, but shows interest in unfamiliar people.	Become aware of simple similarities and differences between self and others.	Shows curiosity about differences and similarities between self and others.	Recognizes and is curious about differences and similarities in people.	Respects similarities and differences among people’s characteristics, and creates simple solutions for addressing issues of bias that arise in their daily lives.
36	Children perceive themselves as unique individuals.	Shows attachment with primary caregivers.	Show awareness of self as separate from primary caregiver.	Acts to show personal characteristics and preferences.	Uses strategies to differentiate themselves from others, and to get their needs met.	Describes own personal characteristics, preferences, and abilities.	Uses personal interests and skills, and family and cultural identity to successfully work alone, and with others.
37	Children demonstrate belief in their personal abilities.	Calms self for brief periods.	Views self as capable of influencing the near environment.	Views self as capable of attempting everyday tasks.	Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance.	Views self as capable of influencing the nearby environment and people.	Views self as capable in the society of family, peer, and school, and complies with most of the rules of these settings.
38	Children regulate their feelings and impulses.	Calms and soothes self for brief periods of time.	Recognizes and responds to emotional cues of others.	Accepts some limits and boundaries, with adult support.	With adult assistance and guidance, controls aggressive actions, words, and emotions.	Manages, regulates, and expresses feelings in social acceptable ways, most of the time.	Manages and expresses feelings appropriately, and inhibits inappropriate words, actions, and emotions most of the time, with little adult supervision.