

e-DECA Preschool Strategy Alignment with Head Start Outcomes Framework

Protective Factor Area: **ATTACHMENT/RELATIONSHIPS**

e-DECA Strategy: **(F) Model Play Skills**. While engaging in play with a child use the opportunity to practice positive play skills such as sharing, saying thank you and engaging in conversation. "Kara, thank you for sharing the scissors with me while I cut the red paper. Tell me about your project."

APPROACHES TO LEARNING

- Goal P-ATL1. Child manages emotions with increasing independence.
- Goal P-ATL2. Child follows classroom rules and routines with increasing independence.
- Goal P-ATL3. Child appropriately handles and takes care of classroom materials.
- Goal P-ATL4. Child manages actions, words, and behavior with increasing independence.
- Goal P-ATL5. Child demonstrates an increasing ability to control impulses.
- Goal P-ATL6. Child maintains focus and sustains attention with minimal adult support.
- Goal P-ATL7. Child persists in tasks.
- Goal P-ATL8. Child holds information in mind and manipulates it to perform tasks.
- Goal P-ATL9. Child demonstrates flexibility in thinking and behavior
- Goal P-ATL10. Child demonstrates initiative and independence.

SOCIAL-EMOTIONAL

- Goal P-SE1. Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE2. Child engages in pro-social and cooperative behavior with adults.
- Goal P-SE3. Child engages in and maintains positive interactions and relationships with other children.
- Goal P-SE4. Child engages in cooperative play with other children.
- Goal P-SE5. Child uses basic problem-solving skills to resolve conflicts with other children.
- Goal P-SE6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
- Goal P-SE7. Child expresses care and concern toward others.
- Goal P-SE8. Child manages emotions with increasing independence.
- Goal P-SE9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- Goal P-SE10. Child expresses confidence in own skills and positive feelings about self.
- Goal P-SE11. Child has sense of belonging to family, community, and other groups.

LANGUAGE AND COMMUNICATION

- Goal P-LC1. Child attends to communication and language from others.
- Goal P-LC2. Child understands and responds to increasingly complex communication and language from others.
- Goal P-LC3. Child varies the amount of information provided to meet the demands of the situation.
- Goal P-LC4. Child understands, follows, and uses appropriate social and conversational rules.
- Goal P-LC5. Child expresses self in increasingly long, detailed, and sophisticated ways.
- Goal P-LC6. Child understands and uses a wide variety of words for a variety of purposes.
- Goal P-LC7. Child shows understanding of word categories and relationships among words.

LITERACY

- **Please see note

MATHMATICS DEVELOPMENT

- **Please see note

SCIENTIFIC REASONING

- Goal P-SCI6. Child analyzes results, draws conclusions, and communicates results.

PERCEPTUAL MOTOR and PHYSICAL DEVELOPMENT

- **Please see note

*** The Devereux Center for Resilient Children's position is that children's protective factors (initiative, self-regulation and attachment/relationships) can and should be promoted when Head Start teachers are working on any of the goals under any of the Head Start Learning Outcomes Domains. For this document, an alignment between an e-DECA strategy and a Head Start Learning*

Outcome goal was only made when the team could identify at least three examples of how an e-DECA strategy could support a specific goal. To learn more about our approach to promoting children's protective factors, [visit this page](#).