



Head Start Early Learning Outcomes Framework: Ages Birth to Five

Correlated to

BRIGANCE[®] Early Head Start Screen III

February 2017

Curriculum Associates[®]

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Head Start Early Learning Outcomes Framework	Early Head Start Screen III Assessments/Resources
Domain: Approaches to Learning	
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	
Birth to 9 Month Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	6A Social and Emotional Skills
8 to 18 Months Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	11B Social and Emotional Skills
16 to 36 Months Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	Self-help and Social-Emotional Scales
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	
Birth to 9 Months Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	6A Social and Emotional Skills
8 to 18 Months Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	11B Social and Emotional Skills
16 to 36 Months Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Let’s the adult know when they are hungry or tired.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Goal IT-ATL 3. Child maintains focus and sustains attention with support.	
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.	3A Receptive Language Skills
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.	1B Receptive Language Skills—General
16 to 36 Months Participates in activities and experiences with people, objects, or materials that require attention and common focus.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	

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Birth to 9 Months Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	6A Social and Emotional Skills
8 to 18 Months Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	11B Social and Emotional Skills
16 to 36 Months Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	
Birth to 9 Months Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	6A Social and Emotional Skills
8 to 18 Months Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	11B Social and Emotional Skills
16 to 36 Months Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	Self-help and Social-Emotional Scales
SUB-DOMAIN: INITIATIVE AND CURIOSITY	
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	
Birth to 9 Months Initiates interactions with familiar adults through expressions, actions, or behaviors.	6A Social and Emotional Skills
8 to 18 Months Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	7B Expressive Language Skills—General 11B Social and Emotional Skill
16 to 36 Months Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	Self-help and Social-Emotional Scales
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	
Birth to 9 Months Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	6A Social and Emotional Skills
8 to 18 Months 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.	11B Social and Emotional Skills
16 to 36 Months Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	Parent/Teacher Feedback Form—Two-Year-Old Child

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	Self-help and Social-Emotional Scales
SUB-DOMAIN: CREATIVITY	
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	
Birth to 9 Months Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	3A Receptive Language Skills 6A Social and Emotional Skills
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.	11B Social and Emotional Skills
16 to 36 Months Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	Self-help and Social-Emotional Scales
Goal IT-ATL 9. Child shows imagination in play and interactions with others.	
Birth to 9 Months Emerging	
8 to 18 Months Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	7B Expressive Language Skills—General 11B Social and Emotional Skills
16 to 36 Months Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Domain: Social and Emotional Development	
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS	
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
Birth to 9 Months Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	6A Social and Emotional Skills
8 to 18 Months Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	11B Social and Emotional Skills
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 or tired.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
Birth to 9 Months Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	6A Social and Emotional Skills

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8 to 18 Months Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	11B Social and Emotional Skills
16 to 36 Months Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.	
Birth to 9 Months Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	3A Receptive Language Skills 4A Expressive Language Skills 5A Self-help Skills 6A Social and Emotional Skills
8 to 18 Months Looks to or seeks help from a familiar adults, such as taking the adult’s hand and leading them to something the child wants or needs.	11B Social and Emotional Skills
16 to 36 Months Asks familiar adult for help or assistance when encountering difficult tasks or situations.	Self-help and Social-Emotional Scales
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN	
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	
Birth to 9 Months 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.	3A Receptive Language Skills 6A Social and Emotional Skills
8 to 18 Months 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.	11B Social and Emotional Skills
16 to 36 Months Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-SE 5. Child imitates and engages in play with other children.	
Birth to 9 Months Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	6A Social and Emotional Skills
8 to 18 Months Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	11B Social and Emotional Skills

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16 to 36 Months Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: EMOTIONAL FUNCTIONING	
Goal IT-SE 6. Child learns to express a range of emotions.	
Birth to 9 Months Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	4A Expressive Language Skills 5A Self-help Skills 6A Social and Emotional Skills
8 to 18 Months Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child’s cultural background.	11B Social and Emotional Skills
16 to 36 Months Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	
Birth to 9 Months Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	3A Receptive Language Skills 6A Social and Emotional Skills
8 to 18 Months Responds to others’ emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	11B Social and Emotional Skills
16 to 36 Months Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-SE 8. Child expresses care and concern towards others.	
Birth to 9 Months May cry when another child cries.	6A Social and Emotional Skills
8 to 18 Months Looks sad or concerned when another child is crying or upset. May seek adult’s help or offer something, such as a blanket, food, or a soft toy.	11B Social and Emotional Skills
16 to 36 Months Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	Self-help and Social-Emotional Scales
Goal IT-SE 9. Child manages emotions with the support of familiar adults.	

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Birth to 9 Months Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	
8 to 18 Months Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	11B Social and Emotional Skills
16 to 36 Months Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	Self-help and Social-Emotional Scales
SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING	
Goal IT-SE 10. Child shows awareness about self and how to connect with others.	
Birth to 9 Months Learns about self by exploring hands, feet, body, and movement.	1A Gross Motor Skills 2A Fine Motor Skills 5A Self-help Skills 6A Social and Emotional Skills
8 to 18 Months Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	5B Gross Motor Skills 6B Fine Motor Skills 11B Social and Emotional Skills
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.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-SE 11. Child understands some characteristics of self and others.	
Birth to 9 Months Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.	3A Receptive Language Skills 6A Social and Emotional Skills
8 to 18 Months Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	11B Social and Emotional Skills
16 to 36 Months Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.	
Birth to 9 Months Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	3A Receptive Language Skills 4A Expressive Language Skills

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	6A Social and Emotional Skills
8 to 18 Months Expresses desires and preferences. Seeks to draw adult’s attention to objects of interest or new physical skills and attends to adult’s responses.	7B Expressive Language Skills—General
16 to 36 Months Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	
Birth to 9 Months Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	3A Receptive Language Skills 5A Self-help Skills 6A Social and Emotional Skills
8 to 18 Months Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	10B Self-help Skills
16 to 36 Months Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	
Language and Literacy	
Domain: Language and Communication	
SUB-DOMAIN: ATTENDING AND UNDERSTANDING	
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	
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.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
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.	1B Receptive Language Skills—General 2B Receptive Language Skills—Identifies Parts of the Body 3B Receptive Language Skills—Identifies Pictures 4B Receptive Language Skills—Knows Sounds Animals Make 7B Expressive Language Skills—General

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	8B Expressive Language Skills—Names Objects 9B Expressive Language Skills—Uses Phrases
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.	1C Identifies Parts of the Body 2C Identifies Pictures by Naming 3C Knows Uses of Objects 4C Repeats Sentences 1S Knows Personal Information 2S Responds to Picture 3S Follows Verbal Directions Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-LC 2. Child learns from communication and language experiences with others.	
Birth to 9 Months Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
8 to 18 Months Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	7B Expressive Language Skills—General
16 to 36 Months Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects’ functions and uses, or when joining in games, songs, rhymes, or stories.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: COMMUNICATING AND SPEAKING	
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	
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.	4A Expressive Language Skills 6A Social and Emotional Skills
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.	7B Expressive Language Skills—General 10B Self-help Skills

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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.”	10C Verbal Fluency and Articulation Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	
Birth to 9 Months Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
8 to 18 Months Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention.	9B Expressive Language Skills—Uses Phrases 11B Social and Emotional Skills
16 to 36 Months Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	10C Verbal Fluency and Articulation 2S Responds to Picture Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	
Birth to 9 Months Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	4A Expressive Language Skills
8 to 18 Months Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	1B Receptive Language Skills—General 2B Receptive Language Skills—Identifies Parts of the Body 3B Receptive Language Skills—Identifies Pictures 4B Receptive Language Skills—Knows Sounds Animals Make 7B Expressive Language Skills—General 8B Expressive Language Skills—Names Objects 9B Expressive Language Skills—Uses Phrases
16 to 36 Months Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.	10C Verbal Fluency and Articulation Parent/Teacher Feedback Form—Two-Year-Old Child

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	Self-help and Social-Emotional Scales
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	
Birth to 9 Months Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	4A Expressive Language Skills
8 to 18 Months Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	7B Expressive Language Skills—General
16 to 36 Months Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	10C Verbal Fluency and Articulation Parent/Teacher Feedback Form—Two-Year-Old Child
SUB-DOMAIN: VOCABULARY	
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	
Birth to 9 Months Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	3A Receptive Language Skills
8 to 18 Months Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	1B Receptive Language Skills—General 2B Receptive Language Skills—Identifies Parts of the Body 3B Receptive Language Skills—Identifies Pictures
16 to 36 Months Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	1C Identifies Parts of the Body 2C Identifies Pictures by Naming 3C Knows Uses of Objects 4C Repeats Sentences 6C Understands Concepts of Number and Size 9C Matches Colors 10C Verbal Fluency and Articulation
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	
Birth to 9 Months May use signs or verbalizations for familiar people or objects.	4A Expressive Language Skills
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.	7B Expressive Language Skills—General 8B Expressive Language Skills—Names

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	Objects 9B Expressive Language Skills—Uses Phrases
16 to 36 Months Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly	1C Identifies Parts of the Body 2C Identifies Pictures by Naming 3C Knows Uses of Objects 4C Repeats Sentences 6C Understands Concepts of Number and Size 9C Matches Colors 10C Verbal Fluency and Articulation 2S Responds to Picture Parent/Teacher Feedback Form—Two-Year-Old Child
SUB-DOMAIN: EMERGENT LITERACY	
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	
Birth to 9 Months Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	4A Expressive Language Skills
8 to 18 Months Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	9B Expressive Language Skills—Uses Phrases
16 to 36 Months Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	4C Repeats Sentences
Goal IT-LC 10. Child handles books and relates them to their stories or information.	
Birth to 9 Months Explores a book by touching it, patting it, or putting it in mouth.	2A Fine Motor Skills
8 to 18 Months Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.	
16 to 36 Months Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	
Birth to 9 Months Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	3A Receptive Language Skills

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8 to 18 Months Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	3B Receptive Language Skills—Identifies Pictures
16 to 36 Months Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.	Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-LC 12. Child comprehends meaning from pictures and stories.	
Birth to 9 Months Looks at picture books and listens to an adult talk about pictures in a book.	
8 to 18 Months Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	3B Receptive Language Skills—Identifies Pictures
16 to 36 Months Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	
Birth to 9 Months Emerging	
8 to 18 Months Makes marks on a paper with a large crayon or marker to explore writing materials.	6B Fine Motor Skills
16 to 36 Months Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	7C Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form—Two-Year-Old Child
Domain: Cognition	
SUB-DOMAIN: EXPLORATION AND DISCOVERY	
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	
Birth to 9 Months Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	2A Fine Motor Skills 6A Social and Emotional Skills
8 to 18 Months Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	6B Fine Motor Skills 11B Social and Emotional Skills
16 to 36 Months Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	

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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.	6A Social and Emotional Skills
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.	11B Social and Emotional Skills
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.	2S Responds to Picture
SUB-DOMAIN: MEMORY	
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
Birth to 9 Months Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	6A Social and Emotional Skills
8 to 18 Months Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment	10B Self-help Skills 11B Social and Emotional Skills
16 to 36 Months Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	
Birth to 9 Months Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	
8 to 18 Months Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	
16 to 36 Months Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	
Birth to 9 Months Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	3A Receptive Language Skills 6A Social and Emotional Skills
8 to 18 Months Remembers how to use objects or materials from previous experience. Anticipates	10B Self-help Skills

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routines or events by taking action, such as going to the table when it is time to eat.	
16 to 36 Months Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	Self-help and Social-Emotional Scales
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING	
Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	
Birth to 9 Months Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	2A Fine Motor Skills
8 to 18 Months Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	6B Fine Motor Skills
16 to 36 Months Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	
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.	6A Social and Emotional Skills
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.	11B Social and Emotional Skills
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.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING	
Goal IT-C 8. Child develops sense of number and quantity.	
Birth to 9 Months Attends to quantity in play with objects, such as reaching or looking for more than one object.	
8 to 18 Months Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.	
16 to 36 Months Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	6C Understands Concepts of Number and Size Parent/Teacher Feedback Form—Two-Year-Old Child

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Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	
Birth to 9 Months Explores or examines objects and watches objects when they move.	2A Fine Motor Skills 6A Social and Emotional Skills
8 to 18 Months Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	5B Gross Motor Skills 6B Fine Motor Skills 11B Social and Emotional Skills
16 to 36 Months Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	
Birth to 9 Months Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	2A Fine Motor Skills
8 to 18 Months Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	
16 to 36 Months Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	Parent/Teacher Feedback Form—Two-Year-Old Child
SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY	
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	
Birth to 9 Months Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	1A Gross Motor Skills 6A Social and Emotional Skills
8 to 18 Months Imitates what other people did earlier, such as wiping up a spill or closing a door.	11B Social and Emotional Skills
16 to 36 Months Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-C 12. Child uses objects or symbols to represent something else.	
Birth to 9 Months Emerging	
8 to 18 Months Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	
16 to 36 Months Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	

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Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	
Birth to 9 Months Emerging	
8 to 18 Months Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	11B Social and Emotional Skills
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.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Domain: Perceptual, Motor, and Physical Development	
SUB-DOMAIN: PERCEPTION	
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	
Birth to 9 Months Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	2A Fine Motor Skills
8 to 18 Months Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	2B Receptive Language Skills—Identifies Parts of the Body 3B Receptive Language Skills—Identifies Pictures 4B Receptive Language Skills—Knows Sounds Animals Make 6B Fine Motor Skills
16 to 36 Months Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	Self-help and Social-Emotional Scales
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	
Birth to 9 Months Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	1A Gross Motor Skills
8 to 18 Months Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	5B Gross Motor Skills
16 to 36 Months Coordinates perceptual information and motor actions to participate in play and	Self-help and Social-Emotional Scales

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daily routines, such as singing songs with hand motions or practicing self-care skills.	
SUB-DOMAIN: GROSS MOTOR	
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	
Birth to 9 Months Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	1A Gross Motor Skills
8 to 18 Months Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	5B Gross Motor Skills
16 to 36 Months Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	5C Gross Motor Skills 4S Gross Motor Skills Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	
Birth to 9 Months Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	1A Gross Motor Skills
8 to 18 Months Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	5B Gross Motor Skills
16 to 36 Months Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	5C Gross Motor Skills 4S Gross Motor Skills Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	
Birth to 9 Months Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	3A Receptive Language Skills 6A Social and Emotional Skills
8 to 18 Months Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	
16 to 36 Months Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	6C Understands Concepts of Number and Size Parent/Teacher Feedback Form—Two-Year-Old Child

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Head Start Early Learning Outcomes Framework	Early Head Start Screen III Assessments/Resources
SUB-DOMAIN: FINE MOTOR	
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	
Birth to 9 Months Coordinates hands and eyes when reaching for and holding stable or moving objects.	2A Fine Motor Skills
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.	6B Fine Motor Skills
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.	7C Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	
Birth to 9 Months Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	2A Fine Motor Skills
8 to 18 Months Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	6B Fine Motor Skills Self-help and Social-Emotional Scales
16 to 36 Months Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	
Birth to 9 Months Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	2A Fine Motor Skills 5A Self-help Skills
8 to 18 Months Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	11B Social and Emotional Skills
16 to 36 Months Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	Parent/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales

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SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION	
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	
Birth to 9 Months Emerging	
8 to 18 Months Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	10B Self-help Skills
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/Teacher Feedback Form—Two-Year-Old Child Self-help and Social-Emotional Scales
Goal IT-PMP 10. Child uses safe behaviors with support from adults.	
Birth to 9 Months Emerging	
8 to 18 Months Emerging	
16 to 36 Months Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	Parent/Teacher Feedback Form—Two-Year-Old Child
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	
Birth to 9 Months Emerging	
8 to 18 Months Shows interest in new foods that are offered.	
16 to 36 Months Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	