2022 Texas Prekindergarten Guidelines
Webinar 1/18/23
PK3

Objectives

Objectives

- Understand the intended use of the Texas Prekindergarten Guidelines

- Review **overall revisions** from the 2015 to the 2022 Texas Prekindergarten Guidelines, including **accessibility, usability, length of document, and content** updates

- Review **format updates**, including **design elements, domain/skills revisions, outcome tables, and revisions to child behaviors**

- Discuss **key updates per domain**, including interpretation that will assist with implementation in the classroom **[PK3 outcomes only]**

- Review available supportive documents
  - **Translated- Spanish and Vietnamese**
  - **Streamlined versions**
  - **Side-by-side documents**

Intended Use of the Guidelines

The Texas PK Guidelines provide guidance for planning quality learning experiences for children three to five years of age

The Texas Prekindergarten Guidelines are:

- *designed to help educators identify the types of knowledge and skills that are typical of PK aged children*

- *to be used noting that there is considerable variability in development among children*

- *intended to help with implementing effective instructional practices and learning experiences*

- *designed as a resource to inform decisions that pertain to curriculum and instruction*

Statements taken from the 2022 TPG Introduction section

The TPGs are meant to serve as a resource for families, educators, and administrators

*"Ultimately, the Texas Prekindergarten Guidelines are **not intended to be used as a curriculum, assessment tool or checklist**. They are not meant to be used in isolation, or to stifle the creativity of caregivers and educators. Rather, they are meant to serve as a resource for families, educators, and administrators to provide developmentally appropriate guidance and practices around young children's development and learning in the prekindergarten environment."*

2022 Texas Prekindergarten Guidelines Introduction

Four domains do not include outcomes for PK3

Domains	PK3	PK4
Social and Emotional Development	🟩	🟩
Emergent Literacy: Language and Communication	🟩	🟩
Emergent Literacy: Reading	🟩	🟩
Emergent Literacy: Writing	🟩	🟩
Mathematics	🟩	🟩
Science	🟥	🟩
Social Studies	🟥	🟩
Fine Arts	🟥	🟩
Physical Development	🟩	🟩
Technology	🟥	🟩

"This does not mean that children of this age group should not participate in the experiences related to the learning outcomes, but rather, the focus should be on engaging three-year-olds in the beginning stages of exploration of these concepts. This exposure will support children to develop a solid foundation of understanding, which will allow them to build and deepen their knowledge as they continue to learn and grow."
-2022 Texas Prekindergarten Guidelines

Revision Overview

Revision Overview

Accessibility

- Format updated to meet 508 compliance

Usability

Condensed introduction with focus on:

- Guiding Principles and Inclusive Practices
- Parts of the introductory section of the 2015 PK Guidelines were removed and will be available in a similar digital format, tentatively scheduled to publish in early Spring

Length

- 139 pages to 87 pages

Content

- Inclusive language for multilingual learners and special populations
- Alignment to Kindergarten TEKS
- Improved clarity and specificity; edited errors and eliminated repetition
- The domains have not changed except for adding Emergent Literacy to Language and Communication.

Format Updates

Format Update

2022 Texas Prekindergarten Guidelines
PK3 and PK4 Comprehensive Guide

I. Social and Emotional Development Domain

II. Emergent Literacy: Language and Communication Domain

III. Emergent Literacy: Reading Domain

IV. Emergent Literacy: Writing Domain

V. Mathematics Domain

VI. Science Domain

VII. Social Studies Domain

VIII. Fine Arts Domain

IX. Physical Development Domain

X. Technology Applications Domain

Domain/Skills Updates

Domain

- The domain names have not changed except for adding "Emergent Literacy" to Language and Communication.

II. Emergent Literacy: Language and Communication Domain

Skills

- Some skills have been renamed to align to Kindergarten TEKS
  - Speech production ->Articulation
  - Adding/taking away->Joining and Separating
  - Print Concepts-> Concepts of Print
  - Counting Skills-> Number Sense

Outcome Table and Child Behaviors

- **Outcomes:** two-column streamlined table of PK3 and PK4 outcomes
- **Child behaviors:**
  - Condensed to 3-5 examples
  - Intent was to show examples in a scaffolded manner

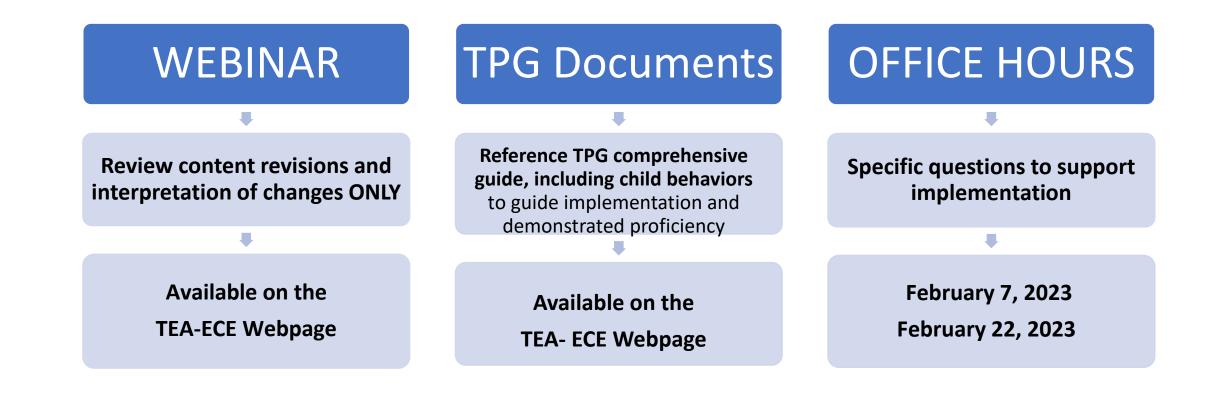| PK3 Outcome	PK4 Outcome
PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.

Child Behaviors

The child may:

- independently select a new book or game in a learning center
- work on a puzzle until it is complete
- try several strategies to solve a problem before seeking adult assistance (e.g., when a crayon breaks, the child replaces the broken crayon with a new crayon instead of raising their hand to tell the teacher)

Child behaviors: The child behaviors are examples that explain the competency of the outcome. They are not exhaustive of what a child may be able to demonstrate, rather they are behaviors that a child may demonstrate towards competency of the outcome.

Content Revisions [PK3 Only]

Implementation Plan

WEBINAR

Review content revisions and interpretation of changes ONLY

Available on the
TEA-ECE Webpage

TPG Documents

Reference TPG comprehensive guide, including child behaviors to guide implementation and demonstrated proficiency

Available on the
TEA- ECE Webpage

OFFICE HOURS

Specific questions to support implementation

February 7, 2023
February 22, 2023

PK3 Outcome Revisions

TPG DOMAINS	KEY OUTCOME REVISIONS	MINOR OUTCOME REVISIONS	NO OUTCOME REVISIONS
I. Social and Emotional Development	1	10	9
II. Emergent Literacy: Language and Communication	10	4	2
III. Emergent Literacy: Reading	12	5	3
IV. Emergent Literacy: Writing	5	4	0
V. Mathematics	15	2	3
IX. Physical Development	0	2	2

Revisions are not included for the following domains as there are no PK3 outcomes for these specific domain areas: science, social studies, fine arts, and technology.

Key Revisions: Changes that impact demonstrated proficiency including, specificity of skill, clarity that changes the impact of the outcome or additions/deletions to outcomes

Minor Revisions: Edits to grammatical errors, clarity of ambiguous language, change in terminology

Social and Emotional Development Domain

1 Key Revision

OLD VERSION:	NEW VERSION:	EXPLANATION
C. Relationships with Others I.C.1 Child forms positive relationships with ~~teachers.~~	**C. Relationships with Others** **I.C.1 Child forms positive relationships with adults and peers.**	**Addition of the use of communication skills with adults and peers and not just teachers.**

Please place questions in the Q&A

Emergent Literacy: Language and Communication Domain

10 Key Revisions

OLD VERSION:	NEW VERSION:	EXPLANATION:
A. Listening Comprehension ~~Skills~~ II.A.2 Child ~~follows simple single step requests~~.	**A. Listening Comprehension** **II.A.2 Child shows understanding by following two-step verbal directions.**	**Addition in skill set- one step request to two-step verbal directions.**
OLD VERSION: ~~II.A.3 Child demonstrates understanding of following classroom routines~~	**COVERED IN:** PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.	**The PK4 outcomes II.A.1 and II.A3 were combined. The outcome for PK3 II.A.3 did not match the intent of the PK4 outcome. It was deleted from this domain since it is covered in the Social Emotional domain PK3.I.B.1.a**
OLD VERSION: **B. Speaking (Conversation)** ~~Skills~~ II.B.2 Child ~~sometimes uses accepted~~ language and style during communication with familiar adults and ~~children.~~ II.B.4 Child ~~sometimes uses accepted language and style during communication with familiar adults and children.~~ II.B.5 ~~Child sometimes uses appropriate nonverbal standards in conversations with others.~~	**NEW VERSION:** **B. Speaking (Conversation)** **II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.**	**EXPLANATION:** **II.B.4 was an exact repeat and has been removed.** **II.B.5 was incorporated into II.B.2 by adding "nonverbal cues"**

Emergent Literacy: Language and Communication Domain

OLD VERSION:	MOVED TO READING DOMAIN:	EXPLANATION:
C. Speech Production Skills	B. Phonological Awareness	The previous II.C.2 was edited due to unclear expectation. Since it is not an articulation skill but rather a phonological awareness skill, it was moved to the reading domain and is now III.B.2.
II.C.2 Child may confuse words that sound similar.	III.B.2 Child begins to distinguish differences between similar-sounding words.	
OLD VERSION:	NEW VERSION:	EXPLANATION:
C. Speech Production Skills	C. Articulation	Updated outcome to align better with PK4 outcome.
II.C.3 Child joins in songs and finger plays.	II.C.2 Child begins to mimic intonation of language through songs and fingerplays.	
OLD VERSION:	NEW VERSION:	EXPLANATION:
D. Vocabulary Skills	D. Vocabulary	Clarifies the use of vocabulary through labeling and describing. Added people, places, and events.
II.D.1 Child understands and uses accepted words for objects, actions, and attributes.	II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	
OLD VERSION:	NEW VERSION:	EXPLANATION:
D. Vocabulary Skills	D. Vocabulary	Previous II.D.3, II.D.4, II.D.5 and II.D.6 were combined into II.D.3 to eliminate redundancy.
II.D.3 Child shows understanding of many words and a steady increase in vocabulary. II.D.4 Child uses increasingly longer vocabulary. II.D.5 & II.D.6 Child participates through actions to begin to develop common object names and phrases.	II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	

Emergent Literacy: Language and Communication Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
E. Sentences and Structure ~~Skills~~ II.E.1 Child uses simple sentences of three to four words ~~to express needs.~~	**E. Sentences and Structure** **II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.**	**Edited outcome to align with PK4. Removed that children only use sentences to express needs. Added that sentences are usually in correct word order.**
E. Sentences and Structure ~~Skills~~ II.E.2 Child ~~may over generalize grammatical rules.~~	**E. Sentences and Structure** **II.E.2 Child begins to use regular plurals and regular past tense correctly.**	**Outcome edited to clarify expectation of the skill.**
E. Sentences and Structure ~~Skills~~ II.E.3 Child ~~links two ideas together by combining sentences.~~	**E. Sentences and Structure** **II.E.3 Child uses simple sentence structures with at least one idea.**	**Adjusted to align to the scaffolding of the corresponding PK4 outcome.** (PK4-Child uses sentences that combine multiple phrases or ideas.)

Please place questions in the Q&A

Emergent Literacy: Reading Domain

12 Key Revisions

Emergent Literacy: Reading Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
A. Motivation to Read ~~Skills~~ III.A.1 Child ~~enjoys being~~-read-~~to and knows when a favorite story has a part left out.~~	**A. Motivation to Read** **III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.**	**Removes subjective language and provides specific observable skills.**
III.B.1 ~~N/A~~	**NEW VERSION:** **B. Phonological Awareness** **III.B.1 Child recognizes when a word in a spoken sentence is changed.**	**New outcome created to align to PK4 skill.**
MOVED FROM: ~~C. Speech Production Skills~~ II.C.2 Child ~~may confuse words that sound similar.~~	**MOVED TO:** **B. Phonological Awareness** **III.B.2 Child begins to distinguish differences between similar-sounding words.**	**The previous II.C.2 was edited due to unclear expectation. Since it is not an articulation skill but rather a phonological awareness skill, it was moved to the reading domain and is now III.B.2.**
III.B.3 ~~N/A~~	**NEW VERSION:** **B. Phonological Awareness** **III.B.3 Child recognizes the individual words in a compound word.**	**New outcome created to align to PK4 skill.**

Emergent Literacy: Reading Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
Phonological Awareness III.B.5 ~~N/A~~	**B. Phonological Awareness** **III.B.5 Child participates in oral syllabication activities.**	**New outcome created to align to PK4 skill.**
Phonological Awareness III.B.8 ~~N/A~~	**B. Phonological Awareness** **III.B.8 Child participates in onset-rime blending activities (in English only).**	**New outcome created to align to PK4 skill. Clarifies that this skill is only demonstrated in English.**

Emergent Literacy: Reading Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
C. Alphabet Knowledge ~~Skills~~ III.C.1. Child ~~names the~~ first letter of ~~his or her~~ name~~.~~	**C. Alphabet Knowledge** **III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).**	**Skill was revised to include activities that are developmentally appropriate related to the skill.**
D. Comprehension of Text ~~Read Aloud Skills~~ III.D.1 Child ~~interacts with~~ a story ~~as~~ it is being read aloud.	**D. Comprehension of Text** **III.D.1 Child re-enacts a story after it has been read aloud.**	**Clarifies the skill as a form of comprehension through dramatic play.**
D. Comprehension of Text ~~Read Aloud Skills~~ III.D.4 ~~N/A~~	**D. Comprehension of Text** **III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.**	**New outcome addresses skill aligned to PK4.**

Emergent Literacy: Reading Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
~~E. Print Concepts~~ III.E.1 Child ~~understands that illustrations~~ and print ~~carry meaning.~~	E. Concepts **of** Print **III.E.1 Child can distinguish between pictures and print.**	**Edited to provide clarity of expectation and to align with the language in the aligned PK4 outcome.**
~~E. Print Concepts~~ III.E.2 Child ~~imitates actions that demonstrate that text progresses across pages.~~	E. Concepts **of** Print **III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).**	**Edited to provide clarity and include the skill of book handling.**
~~E. Print Concepts~~ III.E.3 ~~N/A~~	E. Concepts **of** Print **III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).**	**New outcome addresses skill aligned to PK4.**

Please place questions in the Q&A

Emergent Literacy: Writing Domain

5 Key Revisions

Emergent Literacy: Writing Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
A. Motivation to Write ~~Skills~~ IV.A.2 Child ~~spontaneously "writes" in~~ different ~~situations.~~	**A. Motivation to Write** **IV.A.2 Child** **attempts to draw and write for many purposes and begins to explore different writing tools.**	**Includes the addition of "drawing" for many purposes and the exploration of writing tools.**
B. Writing as a Process IV.B.2 Child ~~notices when an adult does not repeat or dictate his spoken language accurately.~~	**B. Writing as a Process** **IV.B.2 Child** **observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.**	**Revised to clarify the skill and align to the PK4 outcome expectation.** (PK4- PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.)

Emergent Literacy: Writing Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
C. Conventions in Writing IV.C.1 Child ~~records~~ own name ~~in whatever manner she is able.~~	**C. Conventions in Writing** **IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).**	**Clarified the expectation of the skill from "recording own name" to "attempt to write some letters" of own name.**
C. Conventions in Writing IV.C.2 Child ~~spontaneously "writes" in various ways.~~	**C. Conventions in Writing** **IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.**	**Provides specific information about how writing can be demonstrated.**
C. Conventions in Writing IV.C.3 Child ~~uses~~ letter-like forms ~~and actual letters to replace scribbles.~~	**C. Conventions in Writing** **IV.C.3 Child begins to write using letter-like forms.**	**Revised outcome to clarify expectation.**

Emergent Literacy: Writing Domain

Please place questions in the Q&A

Mathematics Domain

15 Key Revisions

Mathematics Domain

OLD VERSION:		Removed to eliminate an unclear expectation.
A. ~~Counting Skills~~		
~~V.A.1 Child identifies objects.~~		
OLD VERSION:	NEW VERSION:	EXPLANATION:
A. ~~Counting Skills~~	A. Number Sense	The old version V.A.2 became V.A.1.
V.A.2 Child ~~recites number words in order up to~~ 10.(move to V.A.1).	**V.A.1 Child rote counts from 1 to 10.**	
OLD VERSION:	NEW VERSION:	EXPLANATION:
A. ~~Counting Skills~~	A. Number Sense	Changed expectation from counting up to 4 objects to counting up to 5 objects.
V.A.~~3~~ Child counts up to ~~4~~ objects with ~~one count per item~~. (move to V.A.2).	**V.A.2 Child counts up to 5 objects with one-to-one correspondence.**	
OLD VERSION:	NEW VERSION:	EXPLANATION:
A. ~~Counting Skills~~	A. Number Sense	Changed expectation for cardinality by counting up to 4 objects to counting up to 5 objects.
V.A.5 Child counts up to 4 items and demonstrates that the last ~~count~~ indicates how many items ~~were counted~~ (moved to V.A.3).	**V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.**	Moved from old version V.A.5 to new version V.A.3.

Mathematics Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
A. ~~Counting Skills~~ ~~V.A.4 Child identifies items that csan be counted.~~ ~~V.A.8~~ Child ~~verbally identifies~~, without counting, ~~the number of objects from 1 to 3~~ (move to V.A.4).	**A. Number Sense** **V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).**	Old version V.A.4 was removed to eliminate an abstract skill. Old version V.A.8 became V.A.4. and edited for clarity.
A. ~~Counting Skills~~ ~~V.A.9~~ Child recognizes ~~one-digit~~ numerals, ~~1-4.~~	**A. Number Sense** **V.A.5 Child recognizes numerals 0-5.**	Old version V.A.9 became V.A.5. Changed recognition of numerals from 1-4 to 0-5.
A. ~~Counting Skills~~ V.A.6 ~~Child begins to understand that items can be counted.~~	**A. Number Sense** **V.A.6 Child represents quantities up to 5.**	Outcome revised to align with the PK4 outcome of representing quantities up to 10.
A. ~~Counting Skills~~ V.A.7 ~~Child demonstrates proper use of the word "first."~~		Removed as there is not enough research to support the inclusion of a PK3 outcome.
	NEW VERSION: **A. Number Sense** **V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).**	EXPLANATION: New outcome included to demonstrate skill set of comparative language aligned to the PK4 outcome.

Mathematics Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
~~B. Adding To/Taking Away Skills~~ V.B.1 Child ~~understands that~~ adding one or more ~~concrete~~ objects to a set will increase the number of objects in the set.	**B. Joining and Separating** **V.B.1 Child** **uses objects to demonstrate that adding one or more** objects to a set will increase the number of objects in the set.	**Clarified to demonstrate comprehension by using objects.**
OLD VERSION: ~~B. Adding To/Taking Away Skills~~ V.B.2 Child ~~understands~~ that taking away one or more objects from a set will decrease the number of objects in the set.	**NEW VERSION:** **B. Joining and Separating** **V.B.2 Child** **uses objects to demonstrate** **that taking away one or more objects from a set will decrease the number of objects in the set.**	**EXPLANATION:** **Clarified to demonstrate comprehension by using objects.**

Mathematics Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
C. Geometry and Spatial Sense ~~Skills~~ V.C.1 Child ~~recognizes~~ common shapes.	**C. Geometry and Spatial Sense V.C.1 Child names and describes common 2D shapes.**	**Changes expectations from recognizes to "names and describes" common 2D shapes.**
C. Geometry and Spatial Sense ~~Skills~~ V.C.2 Child ~~manipulates shapes using fine and gross motor skills.~~	**C. Geometry and Spatial Sense V.C.2 Child attempts to create shapes using materials and/or manipulatives.**	**Changed outcome from manipulating shapes to attempting to create shapes using manipulatives.**
C. Geometry and Spatial Sense ~~Skills~~ V.C.4 Child ~~moves objects during informal play.~~	**C. Geometry and Spatial Sense V.C.4 Child recognizes common shapes, regardless of size.**	**Revised to clarify expectation of skill and for better alignment to the PK4 outcome. (**PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.)

Mathematics Domain

OLD VERSION:	NEW VERSION:	EXPLANATION:
D. Measurement ~~Skills~~ V.D.4 Child shows awareness of the passage of time.	**D. Measurement** **V.D.4 Child shows awareness of the passage of time within a day.**	**Specified the "passing of time" as "within a day" (e.g., daily schedule). Expectation is narrowed to an age-appropriate period of time.**
E. Classification & Patterns ~~Skills~~ V.E.2 Child ~~recognizes that~~ data ~~can be organized~~ into ~~a~~ graphic representation.	**E. Classification & Patterns** **V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.**	**Revised to clarify that data collection and graph representations can take place as a group activity.**
E. Classification & Patterns ~~Skills~~ V.E.3 Child ~~begins to~~ recognize patterns.	**E. Classification & Patterns** **V.E.3 Child recognizes and duplicates patterns.**	**Clarifies the expectation to recognize patterns and adds the skill of duplicating patterns.**

Please place questions in the Q&A

Supportive Documents

2022 TPG Supportive Documents

- Translated documents in Spanish and Vietnamese
- PK3 Streamlined/ PK4 Streamlined

B. Phonological Awareness

- PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.
- PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.
- PK3.III.B.3 Child recognizes the individual words in a compound word.
- PK3.III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included*
- PK3.III.B.5 Child participates in oral syllabication activities.
- PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.
- PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.
- PK3.III.B.8 Child participates in onset-rime blending activities (in English only).
- PK3.III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included*

B. Phonological Awareness

- PK4.III.B.1 Child identifies the individual words in a spoken sentence.
- PK4.III.B.2 Child distinguishes differences between similar-sounding words.
- PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.
- PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.
- PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.
- PK4.III.B.6 Child identifies rhyming words.
- PK4.III.B.7 Child identifies alliterative words with pictorial support.
- PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
- PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

PK3 and PK4 Side-by-Side Documents

Current 2015 Texas PK4 Outcomes	Revised 2022 Texas PK4 Outcomes
I. Social and Emotional Development Domain	**I. Social and Emotional Development Domain**
A. Self-Concept ~~Skills~~	**A. Self-Concept**
I.A.1 Child is aware of where own body is in space and respects personal boundaries.	**I.A.1 Child is aware of where own body is in space and respects personal boundaries.**
I.A.2 Child shows self-awareness ~~and can express pride in age-appropriate abilities and skills.~~	**I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.**
I.A.3 Child shows reasonable opinion of his own abilities and limitations.	**I.A.3 Child shows reasonable opinion of his own abilities and limitations.**
I.A.4 Child shows initiative in ~~independent situations and persists in attempting to solve problems.~~	**I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.**
B. Self-Regulation ~~Skills~~	**B. Self-Regulation**
1. Behavior Control	**1. Behavior Control**
I.B.1(a) Child follows classroom rules and routines with occasional reminders from ~~teacher.~~	**I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.**
I.B.1(b) Child takes care of and manages classroom materials.	**I.B.1.b Child takes care of and manages classroom materials.**
I.B.1(c) Child regulates his own behavior with occasional reminders or assistance from ~~teacher.~~	**I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults..**
2. Emotional Control	**2. Emotional Control**
I.B.2(a) Child begins to understand ~~difference and~~ connection between emotions~~/feelings~~ and behaviors.	**I.B.2.a Child begins to understand the connection between emotions and behaviors.**
I.B.2(b) Child ~~can~~ communicate basic emotions~~/~~feelings.	**I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.**
I.B.2(c) Child is able to ~~increase or decrease~~ intensity of emotions more	**I.B.2.c Child is able to manage intensity of emotions more consistently,**

Technical Support

Office Hours

For specific questions:

February 7, 2023 @11:00 a.m.-12:00 p.m. CST
Zoom Registration:
https://zoom.us/meeting/register/tJwpde6oqDIjG9QsTUU6aOBxOZHQZO5mnh_2

February 22, 2023 @3:00 p.m.- 4:00 p.m. CST
Zoom Registration
https://zoom.us/meeting/register/tJIpd-6srTItGNflGCvKYTTNazgyZmjtKFAP

Questions?
Need information about events?

ECE Support Portal

ECE LISTSERV

TPG Webinar-PK3 Survey

Let us know how we can support you better!