

## **Appendix B:**

### **Child Outcome Domains, Comparisons Across Five Systems**

## Domain Comparison: Language/Communication

OSEP Focus Group Work	California's Desired Results for Children and Families	The Connecticut Framework: Preschool Curricular Goals & Benchmarks	Head Start Child Outcomes Framework	Early Childhood Research Institute on Measuring Growth and Development
<b>Organization</b>	(A) Desired Result (DR) (B) Indicator (C) Theme (D) Levels of Development	(A) Program Goals or Content Standard (B) Performance Standards (Indicators) (C) Examples	(A) Domain (B) Domain Element (C) Indicator	(A) General Growth Outcomes (B) Growth Indicators (work in progress)
<b>Language/Communication</b>	<b>Child Desired Result 1, Indicator 5, Theme:</b> Language comprehension	<b>Content Standard:</b> Listen with understanding to directions, conversations, and stories	<b>Domain Element:</b> Listening and understanding	Uses language to convey and comprehend communicative and social intent
	<b>Child Desired Result 1, Indicator 5, Theme:</b> Language expression	<b>Content Standard:</b> Communicate experiences, ideas, and feelings by speaking	<b>Domain Element:</b> Speaking & Communicating	

**Notes:**

In the Connecticut Framework, Language Standards are included under Cognitive Development, which includes two subsets: Logical - Mathematical/Scientific Thinking and Language and Literacy.

California's Desired Results, the Connecticut Framework, and the Head Start Framework have a similar set of common measures that include listening, understanding, and communicating. The ECRI-MGD has one comprehensive measure that relates to language and curriculum.

## Domain Comparison: Social/Emotional

OSEP Focus Group Work	California's Desired Results for Children and Families	The Connecticut Framework: Preschool Curricular Goals & Benchmarks	Head Start Child Outcomes Framework	Early Childhood Research Institute on Measuring Growth and Development
Organization	(A) Desired Result (DR) (B) Indicator (C) Theme (D) Levels of Development	(A) Program Goals or Content Standard (B) Performance Standards (Indicators) (C) Examples	(A) Domain (B) Domain Element (C) Indicator	(A) General Growth Outcomes (B) Growth Indicators (work in progress)
<b>Social/ Emotional</b>	<b>Child Desired Result 1, Indicator 1, Theme:</b> Self-awareness	<b>Content Standard:</b> Describe themselves using several basic characteristics	<b>Domain Element:</b> Self Concept	
	<b>Child Desired Result 1, Indicator 1, Theme:</b> Self-concept	<b>Content Standard:</b> Exhibit curiosity, creativity, self-direction, and persistence in learning situations		
	<b>Child Desired Result 1, Indicator 2, Theme:</b> Interactions with adults		<b>Domain Element:</b> Cooperation	Initiates, responds to, and maintains positive social relations (interacts with peers and adults)
	<b>Child Desired Result 1, Indicator 2, Theme:</b> Interaction with peers	<b>Content Standard:</b> Interact appropriately with peers and familiar adults; use age-appropriate conflict-resolution strategies	<b>Domain Element:</b> Cooperation; Social Relationships	Initiates, responds to, and maintains positive social relations (interacts with peers and adults)
	<b>Child Desired Result 1, Indicator 3, Theme:</b> Self regulation		<b>Domain Element:</b> Self Control	Takes responsibility for his/her behavior, health, and well-being, even in the face of challenge or adversity; Negotiates and manipulates the environment (moves and manipulates toys, materials, and objects in a fluent and coordinated manner to play and participate in home, school, and community settings)
	<b>Child Desired Result 1, Indicator 4, Theme:</b> Appreciation of diversity	<b>Content Standard:</b> Recognize similarities and appreciate differences in people	<b>Domain Element:</b> Knowledge of Families & Communities	Initiates, responds to, and maintains positive social relations (shows affect appropriate to the social context)

**Notes:**

Measures associated with self awareness and self concept are not included in the ECRI-MGD framework.

California's Desired Results, the Connecticut Framework, and the Head Start Framework have a similar set of common measures that include self awareness, self concept, interactions with adults and peers, self regulation/control, and diversity.

## Domain Comparison: Literacy

OSEP Focus Group Work	California's Desired Results for Children and Families	The Connecticut Framework: Preschool Curricular Goals & Benchmarks	Head Start Child Outcomes Framework	Early Childhood Research Institute on Measuring Growth and Development
Organization	(A) Desired Result (DR) (B) Indicator (C) Theme (D) Levels of Development	(A) Program Goals or Content Standard (B) Performance Standards (Indicators) (C) Examples	(A) Domain (B) Domain Element (C) Indicator	(A) General Growth Outcomes (B) Growth Indicators (work in progress)
Literacy (Cognitive)	Child Desired Result 2, Indicator 4, Theme: Reading skills	Content Standard: Recognize matching sounds and some printed letters; recognize several printed words	Domain Element: Phonological awareness; Print awareness and concepts; Alphabet knowledge	The child uses cognitive skills to explore the environment, reason, and solve problems (Child understands and uses concepts related to early literacy)
	Child Desired Result 2, Indicator 4, Theme: Interest in books and other written materials	Content Standard: Exhibit interest in reading	Domain Element: Book knowledge and appreciation	
	Child Desired Result 2, Indicator 4, Theme: Writing	Content Standard: Use different forms of writing such as drawing, letter-like forms, invented spelling, and conventional forms	Domain Element: Early writing	

**Notes:**

In the Connecticut Framework, Literacy Standards are included under Cognitive Development, which includes two subsets: Logical - Mathematical/Scientific Thinking and Language and Literacy.

California's Desired Results, the Connecticut Framework, and the Head Start Framework have a similar set of common measures that include reading, interest in reading, and writing, while the ECRI-MGD has one general growth outcome that relates to cognition (with specific indicators related to literacy within it).

## Domain Comparison: Movement/Physical

OSEP Focus Group Work	California's Desired Results for Children and Families	The Connecticut Framework: Preschool Curricular Goals & Benchmarks	Head Start Child Outcomes Framework	Early Childhood Research Institute on Measuring Growth and Development
<b>Organization</b>	(A) Desired Result (DR) (B) Indicator (C) Theme (D) Levels of Development	(A) Program Goals or Content Standard (B) Performance Standards (Indicators) (C) Examples	(A) Domain (B) Domain Element (C) Indicator	(A) General Growth Outcomes (B) Growth Indicators (work in progress)
<b>Movement/ Physical</b>	<b>Child Desired Result 3, Indicator 1, Theme:</b> Fine motor skills	Demonstrate coordination and strength in fine-motor skills	<b>Domain Element:</b> Fine Motor Skills	The child negotiates and manipulates the environment
	<b>Child Desired Result 3, Indicator 1, Theme:</b> Gross motor skills	Demonstrate control, balance, strength, and coordination in gross-motor tasks	<b>Domain Element:</b> Gross Motor Skills	
	<b>Child Desired Result 4, Indicator 1, Theme:</b> Healthy habits	Participate in healthy physical activity <hr/> Practice appropriate eating habits, hygiene, and self-help skills	<b>Domain Element:</b> Health Status & Practices (Health)	The child takes responsibility for his/her behavior, health, and well-being, even in the face of challenge or adversity
	<b>Child Desired Result 4, Indicator 1, Theme:</b> Safe behavior		<b>Domain Element:</b> Health Status & Practices (Safety)	

**Notes:**

Measures associated with "Safe Behavior" are not included in the Draft OSEP Child Outcome Areas and the Connecticut Framework. In Desired Results, safe behavior is defined as "knowledge and use of self-protective behaviors." In the Head Start Child Outcomes Framework, the indicator reads, "Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities." The ECRI-MGD growth outcome includes "takes responsibility for his/her behavior, health, and well-being."

## Domain Comparison: Math

OSEP Focus Group Work	California's Desired Results for Children and Families	The Connecticut Framework: Preschool Curricular Goals & Benchmarks	Head Start Child Outcomes Framework	Early Childhood Research Institute on Measuring Growth and Development
<b>Organization</b>	(A) Desired Result (DR) (B) Indicator (C) Theme (D) Levels of Development	(A) Program Goals or Content Standard (B) Performance Standards (Indicators) (C) Examples	(A) Domain (B) Domain Element (C) Indicator	(A) General Growth Outcomes (B) Growth Indicators (work in progress)
<b>Math (Cognitive)</b>	<b>Child Desired Result 2, Indicator 3, Theme:</b> Number concepts	<b>Content Standard:</b> Organize and express their understanding of common properties and attributes of things (Order, Counting)	<b>Domain Element:</b> Number and operations	The child uses cognitive skills to explore the environment, reason, and solve problems (Child understands and uses concepts related to early literacy and math skills)
	<b>Child Desired Result 2, Indicator 3, Theme:</b> Measurement, order and time	<b>Content Standard:</b> Organize and express their understanding of common properties and attributes of things (Patterns, measurement)	<b>Domain Element:</b> Patterns and measurement	
	<b>Child Desired Result 2, Indicator 3, Theme:</b> Math concepts	<b>Content Standard:</b> Organize and express their understanding of common properties and attributes of things (Spatial awareness)	<b>Domain Element:</b> Geometry and spatial sense	The child uses cognitive skills to explore the environment, reason, and solve problems (Child solves problems that require reasoning about objects, concepts, situations, and people)

**Notes:**

In the Connecticut Framework, Math Standards are included under Cognitive Development, which includes two subsets: Logical - Mathematical/Scientific Thinking and Language and Literacy.

These selected systems have a similar set of common measures that include numbers, measurement, patterns, and spatial awareness.

## Domain Comparison: Adaptive

OSEP Focus Group Work	American Association on Mental Retardation (AAMR)*	California's Desired Results for Children and Families	The Connecticut Framework: Preschool Curricular Goals & Benchmarks	Head Start Child Outcomes Framework	Early Childhood Research Institute on Measuring Growth and Development
<b>Organization</b>		(A) Desired Result (DR) (B) Indicator (C) Theme (D) Levels of Development	(A) Program Goals or Content Standard (B) Performance Standards (Indicators) (C) Examples	(A) Domain (B) Domain Element (C) Indicator	(A) General Growth Outcomes (B) Growth Indicators (work in progress)
	<b>Practical</b> (self-care and community self-sufficiency): Self-care: Dressing/undressing, eating/feeding, toileting, and grooming. Community self-sufficiency: sitting quietly through a religious service, occupying oneself in a quiet activity.	<b>Desired Result 4:</b> Children are safe and healthy		<b>Domain:</b> Physical Health and Development (Health Status & Practices)	<b>Growth Outcome:</b> The child takes responsibility for his/her behavior, health, and well-being, even in the face of challenge or adversity
<b>Adaptive</b>	<b>Conceptual</b> (personal-social responsibility): basic environmental interactions, self-directed behaviors, independent play/self-occupation, peer cooperation and interaction, and the assumption of responsibility (demonstrates caution, avoids dangers).	<b>Desired Result 1:</b> Children are personally and socially competent	<b>Domain:</b> Personal and social development	<b>Domain:</b> Social and Emotional Development	<b>Growth Outcomes:</b> The child initiates, responds to, and maintains social relationships and The child uses language to convey and comprehend communicative and social intent
	<b>Social</b> (social adjustment): behaviors such as the ability to adjust to new situations, regularity of behavior patterns (e.g., eating, sleeping), general disposition, tendency to stick to tasks despite obstacles, attention span and degree of distractibility, and amount of stimulation necessary to evoke a response.	<b>Desired Result 1:</b> Children are personally and socially competent and Desired Result 2: Children are effective learners (Themes: Interest in learning and Task persistence)	<b>Domain:</b> Personal and social development	<b>Domain:</b> Social and Emotional Development	<b>Growth Outcome:</b> The child initiates, responds to, and maintains social relationships

**Note:**

\*McLean et al. (2004). In 2002, the AAMR Ad Hoc Committee of Terminology and Classification revised its definition of adaptive behavior to be "the collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives." (Luckasson et al., 2002)

These systems do not have separate adaptive domains, however adaptive constructs are included in their other areas. For example, the AAMR lists a Practical Domain that includes self-care and self-sufficiency. Desired Results does not have a Practical Domain; however its desired result, Children are safe and healthy, includes one theme regarding healthy habits, or knowledge and use of self-care activities.