

**Alignment of Early Childhood Outcomes,
IFSP Outcome/IEP Goal Codes and Iowa Early Learning Standards**

Early Childhood Outcome:

A. Positive social-emotional skills (including social relationships)

CODE	PURPOSE OF IFSP OUTCOME / IEP GOAL	IOWA EARLY LEARNING STANDARDS	IOWA EARLY LEARNING BENCHMARKS
G	Personal & Social Adjustment		
G1	Copes effectively with personal challenges, frustrations and stressors	Infant/Toddler – Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.	<ul style="list-style-type: none"> Reaches out for assistance from familiar adults when distressed. Comforts self when distressed or tired by actions such as sucking, stroking blanket or hugging a toy Responds to emotions expressed by others, by comforting another child or crying in response to the cries of others. Shows increasing ability to recognize own feelings, control behavior, and follow simple rules and limits.
		Preschool – Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	<ul style="list-style-type: none"> States feelings, needs, and opinions in difficult situations without harming self, others, or property.
G2	Has a positive self-image	Infant/Toddler – Infants and toddlers express a positive awareness of self	<ul style="list-style-type: none"> Explores own body. Shows awareness of self (e.g., by responding to own image in mirror) Shows preferences for toys and activities. Expresses enjoyment after succeeding in an activity.
		Preschool – Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	<ul style="list-style-type: none"> Expresses sense of self in terms of specific abilities. Expresses needs, wants, and feelings in socially appropriate ways. Shows increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.

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G4	Gets along with other people	Infant/Toddler – Infants and toddlers develop and maintain positive relationships with significant caregivers.	<ul style="list-style-type: none"> • Distinguishes between familiar and unfamiliar caregivers, for example, is comforted by the sight of the parent or the sound of the parent's voice. • Seeks and maintains contact with familiar caregivers, for example, through looking at the caregiver, hearing his/her voice, or touching the caregiver. • Shows discomfort at separations from familiar caregivers. • Seeks help from familiar caregivers in uncertain situations. • Accepts assistance and comfort from familiar caregivers.
		Infant/Toddler – Infants and toddlers initiate interactions and respond to other children.	<ul style="list-style-type: none"> • Responds through gestures and vocalizations in interactions with other children. • Accepts help from familiar caregivers in interactions with other children. • Initiates interactions with other children through gestures, vocalizations and /or body contact.
		Preschool – Children relate positively to adults who work with them.	<ul style="list-style-type: none"> • Interacts comfortably with a range of familiar adults. • Accepts guidance, comfort, and directions from a range of familiar adults. • Shows trust in familiar adults. • Seeks help as needed from familiar adults.
		Preschool – Children develop the ability to interact with peers respectfully, and form positive peer relationships.	<ul style="list-style-type: none"> • Sustains interactions with peers. • Develops friendships with other peers. • Negotiates with others to resolve disagreements. • Takes turns with others.
G5	Other		
E	Contribution & Citizenship		
E1	Complies with age appropriate rules, limits, and routines	Preschool – Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	<ul style="list-style-type: none"> • Shows increasing capacity to monitor own behavior, following and contributing to classroom procedures. • Uses materials purposefully, safely, and respectfully. • Begins to accept consequences of own actions. • Manages transitions and changes to routines.
E2	Participates/contributes as part of a group	Infant/Toddler – Infants and toddlers demonstrate a sense of comfort within their family, program, community, and culture.	<ul style="list-style-type: none"> • Chooses and participates in familiar activities, including songs and stories from the home culture. • Shows enjoyment at being in familiar setting or group.

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		<p>Preschool – Children have an increasing awareness of belonging to a family, community, culture and program.</p>	<ul style="list-style-type: none"> • Shows that he/she values others within the classroom/program, family and community. • Shows early understanding of the concepts of justice, fairness, individual rights, and the welfare of the community and its members. • Shows responsibility as a member of a community. • Shows acceptance of persons from different cultures and ethnic groups.
E4	Other		

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Early Childhood Outcome:

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

CODE	PURPOSE OF IFSP OUTCOME / IEP GOAL	IOWA EARLY LEARNING STANDARDS	IOWA EARLY LEARNING BENCHMARKS
F	Pre-Academic and Functional Literacy		
F1	Problem solving strategies and critical thinking	Infant/Toddler – Infants and toddlers demonstrate strategies for reasoning and problem solving	<ul style="list-style-type: none"> • Uses an object, action, or caregiver as a means to a goal, such as pulling a string to reach a toy or pushing a button to hear a sound. • Uses trial and error to find a solution to a problem. • Imitates a caregiver action to solve a problem.
		Preschool – Children demonstrate strategies for reasoning and problem solving	<ul style="list-style-type: none"> • Shows interest in and finds a variety of solutions to questions, tasks, or problems. • Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.
		Preschool – Children apply and adapt strategies to solve problems	<ul style="list-style-type: none"> • Uses his/her senses and variety of strategies to solve problems. • Invents strategies to figure out answers to problems. • When unsuccessful at solving problems, experiments and adapts strategies.
F2	Basic reading skills	Infant/Toddler – Children engage in early reading experiences	<ul style="list-style-type: none"> • Focuses on a book or the reader when hearing stories read.. • Points to or gazes at pictures in books. • Explores or shows interest in books by picking them up, mouthing them, carrying them, or going through pages • Responds to or engages in rhymes with the caregiver. • Points to pictures or names items in books on request.
		Preschool – Children engage in early reading experiences	<ul style="list-style-type: none"> • Shows an interest and enjoyment in listening to books and attempts to read familiar books • Displays book handling knowledge
F2C	Comprehension	Infant/Toddler – Children engage in early reading experiences	<ul style="list-style-type: none"> • Labels or talks about objects, events or people in books
		Preschool – Children engage in early reading experiences	<ul style="list-style-type: none"> • Demonstrates comprehension of a book
F2D	Phonological awareness	Infant/Toddler – Children engage in early reading experiences	<ul style="list-style-type: none"> • Enjoys and repeats rhymes
		Preschool – Children engage in early reading experiences	<ul style="list-style-type: none"> • Demonstrates awareness that language is made up of words, parts of words, and sounds in words

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F2P	Print concepts	Preschool – Children engage in early reading experiences	<ul style="list-style-type: none"> • Shows an awareness of environmental print • Identifies some alphabet letters by their shapes, especially those in his/her name • Recognizes the printed form of his/her name in a variety of contexts
F3	Basic math skills	Infant/Toddler – Infants and toddlers use patterns	<ul style="list-style-type: none"> • Demonstrates expectations for familiar sequences of events. • Shows recognition of sequences in events or objects • Repeats actions in sequence, such as fingerplays
		Infant/Toddler – Infants and toddlers show increasing understanding of spatial relationships	<ul style="list-style-type: none"> • Takes objects apart • Fills and empties containers. • Takes objects apart and attempts to put them together • Shows awareness of his/her own body and space
		Infant/Toddler – Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.	<ul style="list-style-type: none"> • Begins to notice characteristics of objects such as size, color, or shape, or quantity. . • Matches and sorts objects by size, color, shape or quantity.
		Preschool – Children understand patterns	<ul style="list-style-type: none"> • Shows skills in recognizing and creating some patterns. • Predicts what comes next in a pattern.
		Preschool – Children understand shapes and special relationships	<ul style="list-style-type: none"> • Demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. • Shows more recognition for some simple shapes. • Notices similarities and differences among shapes. • Notices how shapes fit together to form other shapes.
		Preschool – Children understand comparisons and measurement	<ul style="list-style-type: none"> • Sorts, classifies, and puts objects in series, using a variety of properties. • Makes comparisons between several objects based on one or more attributes, such as length, size, and weight, using words such as shorter, taller, bigger, smaller, or heavier, lighter.
F3N	Numeric concepts	Infant/Toddler – Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting	<ul style="list-style-type: none"> • Shows understanding of “more” (e.g., food, toys) • Recites counting sequence up to 5. • Uses numerals to label small quantities.
		Preschool – Children understand amount, including use of numbers and counting	<ul style="list-style-type: none"> • Shows recognition and naming of numerals (e.g., 1, 2, 3). • Counts objects, matching numbers one-to-one with objects. • Uses language such as more or less to compare quantities.

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F4	Basic written language skills	Infant/Toddler – Infants and toddlers engage in early writing activities	<ul style="list-style-type: none"> • Grasps writing tools (e.g., crayon, paint brush) or objects with handles (e.g., spoon) • Scribbles spontaneously.
		Preschool – Children engage in early writing experiences	<ul style="list-style-type: none"> • Attempts to communicate with others using scribbles, shapes, pictures and/or letters to write. • Experiments with a variety of writing tools (e.g., pencils, crayons, brushes, chalk) and materials. • Tells others about intended meaning of drawings and writing.
		Preschool – Children develop small motor skills	<ul style="list-style-type: none"> • Shows increased skills in using scissors and writing tools for various learning activities.
F4L	Fine motor movement	Infant/Toddler - Infants and toddlers develop small motor skills	<ul style="list-style-type: none"> • Uses hand-eye coordination to perform small motor tasks, such as picking up objects, placing objects, and transferring objects from hand to hand. • Uses hand-eye coordination to perform small motor tasks such as completing simple puzzles, stacking blocks, scribbling with crayons or markers.
		Preschool – Children develop small motor skills	<ul style="list-style-type: none"> • Shows increased skills in using scissors and writing tools for various learning activities.
F7	Communication	Infant/Toddler – Infants and toddlers understand and use communication and language	<ul style="list-style-type: none"> • Responds to the vocalizations and communications of familiar caregivers • Uses vocalizations and gestures to gain attention from others. • Increases both listening and speaking vocabulary. • Uses simple sentences to communicate • Participates in conversations
		Preschool – Children understand and use communication and language for a variety of purposes	<ul style="list-style-type: none"> • Shows a steady increase in listening and speaking vocabulary. • Initiates, listens and responds appropriately in conversations with peers and adults. • Speaks in sentences of increasing length and grammatical complexity. • Follows simple oral directions that involve several actions. • Asks and answers a variety of question types.
F7A	Competence in communication – Articulation	See SLP	
F7C	Competence in Communication - Functional communication	See SLP	
F7F	Competence in	See SLP	

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	Communication - Fluency		
F7L	Competence in Communication - Language	See SLP	
F7T	Competence in Communication - Literacy	See SLP	
F7V	Competence in Communication - Voice	See SLP	
F8	Other	Infant/Toddler – Infants and toddlers observe, describe, and predict the world around them	<ul style="list-style-type: none"> • Explores and manipulates natural materials such as sand and water. • Shows understanding of Object permanence (that people exist when they cannot be seen, and objects exist even when hidden under a blanket) by looking for people and objects that have disappeared. • Notices their individual needs (for example, hunger, thirst). • Begins to notice and label objects and events in the environment.
		Infant/Toddler – Infants and toddlers explore art through a variety of safe two-and three-dimensional media	<ul style="list-style-type: none"> • Gazes at a picture, photo, or mirror images • With supervision, Experiments with a variety of art materials • Engages in experiences that support creative expression • Chooses various materials, such as play-dough, crayons, water markers and paint, to explore and create art.
		Infant/Toddler – Infants and toddlers participate in a variety of rhythm, music and movement experiences	<ul style="list-style-type: none"> • Experiments with a variety of sound-making objects. • Explores moving rhythmically • Sings simple songs and fingerplays • Shows interest in songs, tones, rhythms, voices and music
		Infant/Toddler – Infants and toddlers engage in dramatic play	<ul style="list-style-type: none"> • Imitates the sound, facial expression, or gesture of another person. • Engages in pretend play. • Imitates actions and sounds of people, animals and objects in the environment.
		Preschool – Children observe, describe, and predict the world around them	<ul style="list-style-type: none"> • Shows curiosity about living and non-living things. • Notices, describes, and predicts changes in the environment. • Shows respect for living things.

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		<p>Preschool – Children explore art through a variety of media</p>	<ul style="list-style-type: none"> • Uses a variety of two- and three-dimensional media (e.g., drawing materials, paint, clay, markers) to create original works, form, and meaning. • Expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.
		<p>Preschool – Children participate in a variety of music and movement experiences</p>	<ul style="list-style-type: none"> • Participates in a variety of musical and rhythmic experiences, including singing, listening, and fingerplays. • Notices differences in pitch, tempo, dynamics, and timbre.
		<p>Preschool – Children engage in dramatic play experiences</p>	<ul style="list-style-type: none"> • Shows creativity and imagination to use materials and assume different roles in dramatic play situations. • Interacts with peers in dramatic play activities that become more extended and complex.

Early Childhood Outcome:

C. Use of appropriate behaviors to meet their needs

CODE	PURPOSE OF IFSP OUTCOME / IEP GOAL	IOWA EARLY LEARNING STANDARDS	IOWA EARLY LEARNING BENCHMARKS
C	Physical Health		
C2	Applies basic safety, fitness or health care concepts	<p>Infant/Toddler – Infants and toddlers participate in healthy and safe living practices</p> <p>Preschool – Children understand healthy and safe living practices</p>	<ul style="list-style-type: none"> • Sleeps on the back until he/she can roll from back to stomach. • Takes in fluids from breast, or bottle, progressing to solid foods and drinking from a cup. • Eats healthy foods at the table with other children or caregivers. • Participates in healthy self-care routines (e.g., washing hands and brushing teeth, with assistance from a familiar caregiver). • Participates in safe behaviors regarding environment (e.g., around stairs, or hot surfaces). <ul style="list-style-type: none"> • Begins to recognize and select healthy foods. • Follows healthy self-care routines (e.g., brushing teeth and washing hands). • Demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns knives, scissors).
C3	Other		
D	Responsibility and Independence		
D1	Gets about in the environment	<p>Infant/Toddler – Infants and toddlers develop large motor skills</p> <p>Infant/Toddler – Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills</p>	<ul style="list-style-type: none"> • Shows increasing balance, strength and coordination in activities such as sitting and standing, • Shows increasing control in large motor skills, such as reaching, rolling over, crawling, standing, and walking, • Shows increasing control in motor skills such as catching a ball, throwing a ball underhand, kicking a ball, and jumping. • Shows increasing balance in activities such as running, climbing stairs, and moving a riding toy under his/her feet. <ul style="list-style-type: none"> • Shows interest in people, objects, and events. • Chooses, explores and manipulates a variety of objects or toys.

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		Preschool – Children develop large motor skills	<ul style="list-style-type: none"> • Shows control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and skipping. • Shows abilities to coordinate movements with balls, such as throwing, kicking, catching, and bouncing balls.
		Preschool – Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills	<ul style="list-style-type: none"> • Explores and experiences activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness. • Chooses to explore a variety of activities and experiences with a willingness to try new challenges.
D2	Is responsible for self	Infant/Toddler - Infants and toddlers engage in play to learn	<ul style="list-style-type: none"> • Uses sights, smells, sounds, textures, and tastes to explore and experience activities and materials. • Chooses and participates in a variety of play activities. • Imitates behaviors in play.
		Infant/Toddler – Infants and toddlers purposefully choose, engage, and persist in experiences and activities	<ul style="list-style-type: none"> • Holds attention of familiar caregiver, for example, through eye contact or vocalizations. • Repeats a newly learned activity. • Engages and persists towards a goal with an activity, toy, or object.
		Preschool – Children engage in play to learn, develop their physical bodies, and develop sensory skills	<ul style="list-style-type: none"> • Participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility. • Uses sights, smells, sounds, textures, and tastes to discriminate between, explore, and experience activities and materials.
		Preschool – Children purposefully choose, engage, and persist in experiences and activities	<ul style="list-style-type: none"> • Persists in and completes a variety of both adult-directed and self-initiated tasks, activities, projects, and experiences. • Maintains concentration on a task.
D4	Daily living skills	Infant/Toddler – Infants and toddlers develop small motor skills.	<ul style="list-style-type: none"> • Uses hand-eye coordination to perform <i>self-help tasks</i>, such eating food with fingers or using a fork or spoon and dressing self with assistance.
		Preschool – Children develop small motor skills.	<ul style="list-style-type: none"> • Uses hand-eye coordination to perform self-help tasks.
D6	Other		