



CHILDREN'S BEHAVIORS STRETCH ACROSS THE ELOF DOMAINS

The Head Start Early Learning Outcomes Framework (ELOF) provides language to help teachers, family child care providers, and home visitors understand child development and what children should know and be able to do to succeed in school. The ELOF guides teachers as they implement effective program and teaching practices* that promote strong outcomes for all children—including children with disabilities or suspected delays and children who are dual language learners or learning a tribal language. Children's behaviors cover multiple ELOF domains, including Approaches to Learning, Social and Emotional Development, and Language and Communication. Children are born ready to interact with the social world around them. Adults can help children understand their behaviors and communicate their intentions, feelings, and emotions.

FOR INFANTS AND TODDLERS

- Children's ability to manage their feelings, emotions, actions, and behaviors are primarily found in the Approaches to Learning domain under sub-domain Emotional and Behavioral Self-Regulation.
- In the infant and toddler years, children learn to use the adult as a resource to meet their needs. When adults take the time to observe the child and figure out the possible meaning of their behavior, they are better able to help meet the child's needs. This is a goal in the Social and Emotional Development domain under the sub-domain Relationships with Adults.
- Children learn to use different forms of communication to signal to adults that they need something—this includes using verbal (crying, cooing, one- to three-word sentences) and non-verbal communication (hand signs, smiling). These goals are in the Language and Communication domain under the sub-domain Attending and Understanding.



FOR PRESCHOOLERS

- In the preschool years, children are better able to appropriately express emotions, use adults as guides for intense emotions, and find coping strategies that work. This is found in the Approaches to Learning domain under the sub-domain Emotional and Behavioral Self-Regulation and in the Social and Emotional Development domain under sub-domain Emotional Functioning.
- Preschool-aged children are learning to express themselves in detailed and advanced ways. Adults often clearly understand them. These goals are found in the Language and Communication domain under the sub-domain Vocabulary.



FOR DUAL LANGUAGE LEARNERS

- Teaching children in their home language is an important part of connecting their behaviors to their family, culture, and developmental goals. For example, you can support children's sense of identity and belonging (Social and Emotional Development) by learning key words or phrases in children's home languages to help them make connections between their behaviors and home language. You can support children who are dual language learners or learning a tribal language by describing what behaviors children show and providing possible solutions to meet their needs. Talk with the family about acceptable behaviors or behavior expectations to meet children's needs and be consistent with practices at home.

*For Home Visitors- Teaching practices mean providing effective and engaging learning experiences and interactions with children that support important learning outcomes.