

**CROSSWALK: HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HS-ELOF) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

Head Start Early Learning Outcomes Framework (HS-ELOF) Infant-Toddler	Early Learning Matters (ELM) Curriculum: Birth – 36 Months <a href="http://www.elmcurriculum.org">www.elmcurriculum.org</a>		
<p>The process for this crosswalk</p> <ol style="list-style-type: none"> <li>1. Identifying and pairing of the HS-ELOF Infant/Toddler Domains to the ELM Infant-Toddler areas of development.</li> <li>2. Identifying and pairing of the HS-ELOF Infant/Toddler Sub-Domains to the ELM Infant-Toddler foundation skills.</li> <li>3. Identifying and pairing of the HS-ELOF Infant/Toddler Goals to specific learning goals in ELM Infant-Toddler examples of activity plans, teaching strategies, and/or additional learning supports and resources within ELM. Each foundation skill is promoted across multiple blocks of activity plans, however, only one example is provided for ease in readability.</li> </ol>			
Infant-Toddler	Birth – 12 Months	12-24 Months	24-36 Months
<b>Approaches to Learning</b>			
<b>Self-Regulation, Social-Emotional, and Cognitive</b>			
<b>Emotional and Behavioral Self-Regulation</b>			
<b>Self-control; Awareness of emotions</b>			
IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	Engaging in responsive interactions focused on facial expressions (Block 3)	Talking about ways to calm down when we feel upset (Block 22)	Talking about and practicing ways to calm down when we feel upset (Block 21)
IT-ATL 2. Child manages actions and behavior with support of familiar adults.	Practicing how to calm down after a song with actions (Block 2)	Practicing how to calm down after ringing a bell (Block 5)	Practicing ways to calm our bodies and minds (Block 18)
<b>Cognitive Self-Regulation</b>			
<b>Concentration; Executive function</b>			
IT-ATL 3. Child maintains focus and sustains attention with support.	Focusing on a moving toy (Block 1)	Focusing on color in sorting different types of pretend foods (Block 25)	Focusing on body movements that correspond to a song (Block 7)
IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	Persisting in reaching for a desired toy (Block 6)	Looking closely to find pictures that are the same (Block 15)	Taking apart and putting together a puzzle (Block 6)
IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	Watching and manipulating a toy car (Block 13)	Watching and making our body move to music and stop when music stops (Block 18)	Moving and freezing our bodies as music plays and stops (Block 9)
<b>Initiative and Curiosity</b>			
<b>Social interaction skills; Object inquiry skills</b>			
IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	Using our senses to explore toys in different ways (Block 15)	Exploring what another person or animal in a peekaboo book sees (Block 3)	Guessing what is hiding in a picture book and a bag (Block 3)
IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	Persisting in exploration with different toys (Block 15)	Exploring tubes and balls (Block 19)	Exploring identical wooden figure toys that can fit together (Block 19)

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<b>Creativity</b>	<b>Social interaction skills; Object inquiry skills</b>		
IT-ATL 8. Child uses creativity to increase understanding and learning.	Engaging in play with teddy bears focused on gentle touches (Block 14)	Playing and building with blocks (Block 5)	Building pretend houses and boats with blocks (Block 5)
IT-ATL 9. Child shows imagination in play and actions with others.	Interacting with caregiver while playing with different toys (Block 4)	Engaging in pretend play with caregiver and with peers (Block 25)	Engaging in pretend play with peers (Block 3)
<b>Social-Emotional Development</b>	<b>Social-Emotional and Self-Regulation</b>		
<b>Relationships with Adults</b>	<b>Social interaction skills</b>		
IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	Engaging in responsive interactions focused on smiling (Block 1)	Engaging in play with a caregiver and taking turns (Block 2)	Engaging in open-ended pretend play with a caregiver and peers (Block 5)
IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	Interacting with a caregiver while playing with a baby doll (Block 15)	Engaging in play with caregiver and with peers focused on sharing (Block 24)	Imitating actions of staff and peers (Block 6)
IT-SE 3. Child learns to use adults as a resource to meet needs.	Participating in responsive interactions during routine activities (Block 13)	Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Block 1)	Caring for items in our room (Block 14)
<b>Relationships with Other Children</b>	<b>Social interaction skills</b>		
IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	Meeting and greeting infants in our room (Block 10)	Recognizing peers in our room (Block 10)	Taking turns and sharing with peers (Block 2)
IT-SE 5. Child imitates and engages in play with other children.	Noticing what peers are doing (Block 23)	Watching and imitating peer actions while playing with toy vehicles (Block 7)	Watching and imitating actions of peers focusing on using play dough (Block 3)
<b>Emotional Functioning</b>	<b>Self-control; Social interactions skills; Awareness of emotions</b>		
IT-SE 6. Child learns to express a range of emotions.	Engaging in responsive interactions focused on facial expressions (Block 3)	Imitating different facial expressions (Block 19)	Talking about and making different facial expressions (Block 16)
IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	Exploring happy and sad feelings described in a book (Block 19)	Communicating happy and sad feelings (Block 17)	Talking about feelings experienced by a little fox (Block 19)

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IT-SE 8. Child expresses care and concern towards others.	Interacting with a caregiver focused on nurturing actions (Block 16)	Helping with tasks in our room (Block 13)	Talking about and using our hands to do good things for ourselves and others (Block 23)
IT-SE 9. Child manages emotions with the support of familiar adults.	Practicing how to calm down after moving slowly to music (Block 11)	Talking about ways to calm down when we feel upset (Block 22)	Talking about and practicing ways to calm down when we feel upset (Block 21)
<b>Sense of Identity and Belonging</b>	<b>Social interaction skills</b>		
IT-SE 10. Child shows awareness about self and how to connect with others.	Interacting with a caregiver as part of looking in a mirror (Block 9)	Talking about and pointing to our head, shoulders, knees and toes (Block 12)	Talking about activities and saying our names (Block 11)
IT-SE 11. Child understands some characteristics of self and others.	Interacting with a caregiver focused on nurturing actions (Block 16)	Exploring how children’s activities and actions are the same and different (Block 9)	Talking about how children can be the same and different (Block 9)
IT-SE 12. Child shows confidence in own abilities through relationships with others.	Participating in back-and-forth play with a caregiver (Block 2)	Helping with tasks in our room (Block 13)	Engaging in open-ended play with a caregiver and peers focused on telling others what we are doing (Block 4)
IT-SE 13. Child develops a sense of belonging through relationships with others.	Participating in responsive interactions during routine activities (Block 13)	Exploring how different family members do different kinds of activities (Block 15)	Connecting book words and pictures to toddlers’ experiences (Block 7)
<b>Language and Communication</b>	<b>Communication/Language; Social-Emotional; Physical/Health</b>		
<b>Attending and Understanding</b>	<b>Receptive and expressive language; Social interaction skills</b>		
IT-LC 1. Child attends to, understands, and responds to communication and language from others.	Engaging in responsive interactions focused on facial expressions (Block 3)	Saying our name and the names of peers in our room (Block 11)	Talking about activities and saying our names (Block 11)
IT-LC 2. Child learns from communication and language experiences with others.	Engaging in responsive interactions focused on imitating simple actions (Block 6)	Talking about pictures in a wordless book (Block 25)	Looking at and describing what children in a book are doing together (Block 10)
<b>Communicating and Speaking</b>	<b>Receptive and expressive language; Awareness of differences in sounds</b>		
IT-LC 3. Child communicates needs and wants non-verbally and by using language.	Repeating and expanding a child’s utterance and recognize	Talking about and doing actions that show we are happy (Block 18)	Talking about and using our hands to do good things for

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	nonverbal communications (Building on Activity Plans)		ourselves and others (Block 23- Social-Emotional)
IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	Waving hello and goodbye (Block 20)	Talking about and pointing to our eyes, nose, and toes (Block 11)	Touching, naming, and moving parts of our bodies (Block 11)
IT-LC 5. Child uses increasingly complex language in conversation with others.	Talking about sounds made by items shown in book pictures (Block 3)	Talking about saying goodnight to many different things (Block 24)	Telling stories with a wordless book and props in a “story bag” (Block 24)
IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	Watching and making facial expressions (Block 4- Self-Regulation)	Noticing different kinds of sounds (Block 14)	Creating sounds and images of items featured in a book (Block 10)
<b>Vocabulary</b>	<b>Receptive and expressive language; Social interaction skills</b>		
IT-LC 7. Child understands an increasing number of words used in communication with others.	Talking about pictures of familiar objects (Block 11)	Naming children in out room (Block 10)	Connecting book text to pictures (Block 13)
IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	Talking about saying goodnight (Block 12)	Using words for different purposes including naming items (Block 23)	Using book words and pictures to engage in guessing (Block 4)
<b>Emergent Literacy</b>	<b>Receptive and expressive language; Awareness of differences in sounds; Fine motor development</b>		
IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	Participating in a song with hand movements (Block 16)	Listening to and saying rhyming words in a nursery rhyme (Block 13)	Remembering words in a song and rhyme (Week 14)
IT-LC 10. Child handles books and relates them to their stories or information.	Talking about items and feeling textures in book pictures (Block 13)	Talking about bedtime routines described in a book (Block 7)	Connecting book words and pictures to toddlers’ experiences (Block 7)
IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	Finding forest animals hiding in book pictures (Block 2)	Talking about pictures of different animals (Block 4)	Connecting visual symbols to items, activities, and songs (Block 12)
IT-LC 12. Child comprehends meaning from pictures and stories.	Talking about sounds made by items shown in book pictures (Block 3)	Identifying the sounds of different things in a book (Block 3)	Creating sounds and images of items featured in a book (Block 10)
IT-LC 13. Child makes marks and uses them to represent objects or actions.		Making marks with paintbrushes and markers (Block 3- Physical/Health)	Making marks and circles with different colors (Block 4)

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<b>Cognition</b>	<b>Cognitive; Self-Regulation; Social-Emotional</b>		
<b>Exploration and Discovery</b>	<b>Object Inquiry</b>		
IT-C 1. Child actively explores people and objects to understand self, others, and objects.	Exploring one or two toys (Block 3)	Manipulating dry and wet sand (Block 1)	Identifying and manipulating different types of clothing (Block 9)
IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	Engaging in play with cause-and-effect toys (Block 12)	Exploring a ball drop toy (Block 24)	Exploring identical wooden figure toys that can fit together (Block 19)
<b>Memory</b>	<b>Object Inquiry skills; Concentration; Executive function</b>		
IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	Noticing features of objects and animals in a book (Block 9)	Finding toys that are the same and different (Block 12)	Paying attention to pictures to determine whether they are the same or different (Block 16)
IT-C 4. Child recognizes the stability of people and objects in the environment.	Watching a caregiver manipulate and hide a toy (Block 20)	Finding a toy dog that hides (Block 23)	Watching and remembering where a toy frog is hiding (Block 3)
IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	Finding and moving toward a desire toy (Block 13)	Remembering where a toy car is hiding (Block 12)	Watching and remembering the location of a rabbit that hops and hides (Block 21)
<b>Reasoning and Problem-Solving</b>	<b>Problem-Solving; Executive function</b>		
IT-C 6. Child learns to use a variety of strategies in solving problems.	Holding and manipulating different toys including nesting cups (Block 5)	Exploring tubes and balls (Block 19)	Exploring novel fit-together blocks of different sizes (Block 20)
IT-C 7. Child uses reasoning and planning ahead to solve problems.	Persisting in reaching for a desired toy (Block 6)	Taking apart toys and putting them back together different materials (Block 15)	Guessing what is hiding in a picture book and a bag (Block 3)
<b>Emergent Mathematical Thinking</b>	<b>Problem-solving; Object inquiry skills</b>		
IT-C 8. Child develops sense of number and quantity.	Choosing one of two toy possibilities (Block 21)	Picking one toy for each teddy bear (Block 7)	Participating in games that promote the concepts of one and two (Block 21)
IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	Taking apart a stacking ring toy (Block 17)	Exploring spatial relations with shopping carts and small things (Block 13)	Engaging in movements that emphasize different spatial relationships (Block 13)

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IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	Noticing differences between toys (Block 7)	Matching big and small things (Block 4)	Sorting and matching by color and type (Block 25)
<b>Imitation and Symbolic Representation and Play</b>	<b>Social interaction skills; Object inquiry skills</b>		
IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	Engaging in responsive interactions focused on imitating simple actions (Block 6)	Watching and imitating peer actions while playing with toy vehicles (Block 7)	Imitating actions of staff and peers (Block 6)
IT-C 12. Child uses objects or symbols to represent something else.		Pretending a block is something else (Block 21)	Building pretend roads with blocks (Block 1)
IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.		Playing with peers at the water table and with toy telephones (Block 8)	Engaging in pretend play with peers (Block 15)
<b>Perceptual, Motor, and Physical Development</b>	<b>Physical/ Health; Cognitive</b>		
<b>Perception</b>	<b>Object Inquiry; Fine Motor and Gross Motor Development</b>		
IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	Feeling and manipulating objects with different textures (Block 8)	Rolling carrying and dropping balls (Block 2)	Ringling bells to words in songs (Block 7)
IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	Practicing how to balance our bodies in a sitting position (Block 7)	Balancing and moving parts of our bodies (Block 14)	Practicing hand movements to a song (Block 11)
<b>Gross Motor</b>	<b>Gross Motor Development</b>		
IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	Practicing early locomotion, including creeping, crawling, or walking (Block 15)	Watching and practicing how we roll our bodies (Block 6)	Moving our arms in different ways (Block 12)
IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	Practicing how to roll over or crawl under an object during play (Block 17)	Crawling or stepping up and down stairs (Block 4)	Practice walking on a low balance beam (Block 25)
IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	Crawling and walking on different textured surfaces (Block 24)	Holding and carrying sensory tubes (Block 20)	Engaging in physical movements that include crossing the midline (Block 21)
<b>Fine Motor</b>	<b>Fine Motor Development</b>		
IT-PMP 6. Child coordinates hand and eye movements to perform actions.	Practicing eye-hand coordination with novel items, including toys with holes (Block 14)	Putting buttons into a button box (Block 15)	Putting together materials with both hands (Block 14)

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IT-PMP 7. Child uses hands for exploration, play, and daily routines.	Using both hands at the same time to manipulate a toy (Block 10)	Using fingers and paintbrushes to make marks (Block 25)	Manipulating sensory materials (Block 3)
IT-PMP 8. Child adjusts reach and grasp to use tools.	Reaching for, grasping, holding, and moving different toys (Block 5)	Making marks on paper with different types of artistic tools (Block 11)	Using fine motor skills to practice pincer grasps, manipulate tongs, and cut with scissors (Block 24)
<b>Health, Safety, and Nutrition</b>	<b>Good Health Practices</b>		
IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	<p>ELM Curriculum activities recognize optimal support for physical well-being and health include good nutrition and hygiene, exercise, regular periods of sleep and rest, and regular attention to vision and hearing. Suggestions for supporting good health practices are offered in the User Guide: Birth-36 Months Areas Promoted by ELM Physical/Health.</p> <ul style="list-style-type: none"> <li>• Say clearly the names of foods offered to toddlers for snack and meals. Point to an item when you say its name. For older toddlers (24–36 months), tell whether a food item you name is a fruit or a vegetable (veggie). Also, invite older toddlers to say the names of foods offered during a snack or meal.</li> <li>• Offer brief, child-friendly explanations to toddlers for regular routines in your room, such as rest time and handwashing. Emphasize how health-related routines help us have strong bodies.</li> <li>• Demonstrate and describe how to use utensils and dishes during mealtimes with toddlers.</li> <li>• Create a simple handwashing song for toddlers. Include key actions, such as wet, rub, scrub, rinse, and dry. (See 12-24 mos. Block 13)</li> <li>• Tell an infant that you think he/she is hungry or full. Example: “I think you are crying because you are hungry. Let’s find some food for you.</li> </ul>		
IT-PMP 10. Child uses safe behaviors with support from adults.			
IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.			