



Guiding Principles			
Each Child is Unique and Can Succeed	Every Child has Diverse Strengths Rooted in Their Family's Culture, Background, Language and Beliefs	Children Learn Best When They are Emotionally and Physically Secure	Learning is Integrated, and Children Learn Many Concepts and Skills at the Same Time
Developmental Goals of Lil' Player Class – Runners			
Physical Development			
1. Child uses perceptual information in directing own actions, experiences, and interactions. - a. Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills. - b. Performs activities that combine and coordinate large muscle movements, including climbing a ladder, or dancing to music.			
2. Child demonstrates effective and efficient use of large muscles for movement and position. - a. Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping. - b. Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor play.			
Intellectual Development			
3. Child maintains focus and sustains attention with support. - a. Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment. - b. Participates in activities and experiences with people, objects, or materials that require attention and common focus.			
4. Child uses spatial awareness to understand objects and their movement in space. - a. Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.			
5. Child learns to use a variety of strategies in solving problems. - a. Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors. - b. Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.			
6. Child uses non-verbal communication and language to engage others in interaction. - a. Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior. - b. Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.			
Social and Emotional Development			
7. Child learns to express a range of emotions. - a. Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others. - b. Expresses a broad range of emotions across contexts, such as during play and in interactions with adults.			
8. Child understands some characteristics of self and others. - a. Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.			
9. Child manages feelings and emotions with support of familiar adults. - a. Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult. - b. Child manages emotions with increasing independence.			
10. Child shows interest in, interacts with, and develops personal relationships with other children. - a. Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.			

Adapted by Kids Wonder from the US Department of Health and Human Services – Administration for Children and Families – Office of Head Start  
 Kids Wonder : **Runners Series**  
 (a.b.=developmental variance)