



IgniteTable by Hatch™ and Head Start Early Learning Outcomes Framework Alignment



Head Start Domains	Head Start Subdomains	Head Start Goals	IgniteTable Skill Descriptors
Approaches to Learning	Emotional and Behavioral Self-Regulation	Goal P-ATL 1. Child manages emotions with increasing independence.	All IgniteTable activities
		Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	All IgniteTable activities
		Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	All IgniteTable activities
		Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	All IgniteTable activities
	Cognitive Self-Regulation (Executive Functioning)	Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	All IgniteTable activities
			Self-Awareness/Delays Gratification/Round 1: Delays gratification during a group task
			Self-Awareness/Delays Gratification/Round 2: Ignores distractors while delaying gratification during a group task
			Self-Awareness/Delays Gratification/Round 3: Engages in appropriate self-care activity based on a given mood
			All IgniteTable activities
			Responsible Decision-Making/Focused Attention/Round 1: Stays on task with cues
		Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	Responsible Decision-Making/Focused Attention/Round 2: Works steadily with attention to task
			Responsible Decision-Making/Focused Attention/Round 3: Ignores distractions while completing a task
		Goal P-ATL 7. Child persists in tasks.	All IgniteTable activities
			Self-Management/Persistence/Round 1: Demonstrates persistence
			Self-Management/Persistence/Round 2: Attends to a task without displays of frustration
			Self-Management/Persistence/Round 3: Works on a task until it is complete

Approaches to Learning	Cognitive Self-Regulation (Executive Functioning)	Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	<p>All IgniteTable activities</p> <p>Self-Management/Recalls Information/Round 1: Recalls one or more items removed from view</p> <p>Self-Management/Recalls Information/Round 2: Recalls two or more items removed from view</p> <p>Self-Management/Recalls Information/Round 3: Recalls three or more items removed from view</p>
		Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	<p>All IgniteTable activities</p> <p>Self-Management/Flexible Thinking/Round 1: Makes plans for an imaginative play routine</p> <p>Self-Management/Flexible Thinking/Round 2: Changes plans for an imaginative play routine when new ideas are proposed</p> <p>Self-Management/Flexible Thinking/Round 3: Integrates new plans for an imaginative play routine unprompted</p>
	Initiative and Curiosity	Goal P-ATL 10. Child demonstrates initiative and independence.	All IgniteTable activities
		Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	All IgniteTable activities
	Creativity	Goal P-ATL 12. Child expresses creativity in thinking and communication.	<p>All IgniteTable activities</p> <p>Relationship Skills/Communication/Round 1: Identifies various ways people communicate</p> <p>Relationship Skills/Communication/Round 2: Explores basic signs of nonverbal communication</p> <p>Relationship Skills/Communication/Round 3: Engages in play using alternative forms of communication</p>
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	All IgniteTable activities

Social and Emotional Development	Relationships With Other Children	Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	<p>Relationship Skills/Participation/Round 1: Demonstrates willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates ability to sustain cooperative interactions within a group</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (e.g., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Social Problems/Round 1: Demonstrates sharing successfully</p> <p>Relationship Skills/Social Problems/Round 2: Demonstrates sharing and compromising successfully</p> <p>Relationship Skills/Social Problems/Round 3: Demonstrates sharing, compromising, and/or negotiating successfully</p> <p>Relationship Skills/Active Listening/Round 1: Follows visual and physical prompts with assistance (at least two movements) during a group activity</p> <p>Relationship Skills/Active Listening/Round 2: Follows visual and physical prompts during a group activity (at least three movements)</p> <p>Relationship Skills/Active Listening/Round 3: Follows visual and physical prompts during a group activity (at least four movements)</p> <p>Relationship Skills/Communication/Round 1: Identifies various ways people communicate</p>
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Social and Emotional Development	Relationships With Other Children	Goal P-SE 4. Child engages in cooperative play with other children.	<p>All ignitable activities</p> <p>Relationship Skills/Participation/Round 1: Demonstrates willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates ability to sustain cooperative interactions within a group</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (e.g., coordinating</p>
		Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	<p>All ignitable activities</p> <p>Relationship Skills/Social Problems/Round 1: Demonstrates sharing successfully</p> <p>Relationship Skills/Social Problems/Round 2: Demonstrates sharing and compromising successfully</p> <p>Relationship Skills/Social Problems/Round 3: Demonstrates sharing, compromising, and/or negotiating successfully</p> <p>Relationship Skills/Active Listening/Round 1: Follows visual and physical prompts with assistance (at least two movements) during a group activity</p> <p>Relationship Skills/Active Listening/Round 2: Follows visual and physical prompts during a group activity (at least three movements)</p> <p>Relationship Skills/Active Listening/Round 3: Follows visual and physical prompts during a group activity (at least four movements)</p> <p>Relationship Skills/Communication/Round 1: Identifies various ways people communicate</p> <p>Relationship Skills/Communication/Round 2: Explores basic signs of nonverbal communication</p> <p>Relationship Skills/Communication/Round 3: Engages in play using alternative forms of</p>

Social and Emotional Development	Emotional Functioning	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	<p>needs of others</p> <p>Social Awareness/Understands the Basic Needs of Others/Round 2: Demonstrates meeting the basic needs of others</p> <p>Social Awareness/Understands the Basic Needs of Others/Round 3: Takes responsibility for meeting the basic needs of others</p> <p>Social Awareness/Understands the Basic Feelings of Others/Round 1: Describes the feelings of others based on physical characteristics</p> <p>Social Awareness/Understands the Basic Feelings of Others/Round 2: Describes the feelings of others based on the environment/situation</p> <p>Social Awareness/Understands the Basic Feelings of Others/Round 3: Predicts/identifies causes of others' feelings</p>
		Goal P-SE 7. Child expresses care and concern toward others.	<p>Social Awareness/Understands the Basic Needs of Others/Round 1: Identifies the basic needs of others</p> <p>Social Awareness/Understands the Basic Needs of Others/Round 2: Demonstrates meeting the basic needs of others</p> <p>Social Awareness/Understands the Basic Needs of Others/Round 3: Takes responsibility for meeting the basic needs of others</p> <p>Social Awareness/Understands the Basic Feelings of Others/Round 1: Describes the feelings of others based on physical characteristics</p> <p>Social Awareness/Understands the Basic Feelings of Others/Round 2: Describes the feelings of others based on the environment/situation</p> <p>Social Awareness/Understands the Basic Feelings of Others/Round 3: Predicts/identifies causes of others' feelings</p>
		Goal P-SE 8. Child manages emotions with increasing independence.	All IgniteTable activities
	Sense of Identity and Belonging	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<p>Self-Awareness/Identity/Round 1: Creates a self-portrait</p> <p>Self-Awareness/Identity/Round 2: Draws a personal interest in the world around them</p> <p>Self-Awareness/Identity/Round 3: Engages in appropriate self-care activity based on a given mood</p>

Social and Emotional Development	Sense of Identity and Belonging	Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	<p>All IgniteTable activities</p> <p>Self-Awareness/Identity/Round 1: Creates a self-portrait</p> <p>Self-Awareness/Round 2: Draws a personal interest in the world around them</p> <p>Self-Awareness/Round 3: Engages in appropriate self-care activity based on a given mood</p> <p>Relationship Skills/Communication/Round 3: Engages in play using alternative forms of communication</p>
		Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	<p>Self-Awareness/Identity/Round 1: Creates a self-portrait</p> <p>Self-Awareness/Round 2: Draws a personal interest in the world around them</p> <p>Self-Awareness/Round 3: Engages in appropriate self-care activity based on a given mood</p> <p>Relationship Skills/Communication/Round 3: Engages in play using alternative forms of communication</p>
Language and Communication	Attending and Understanding	Goal P-LC 1. Child attends to communication and language from others.	All IgniteTable activities
		Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	All IgniteTable activities
	Communicating and Speaking	Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	All IgniteTable activities
		Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	All IgniteTable activities
		Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	All IgniteTable activities
	Vocabulary	Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	All IgniteTable activities
Mathematics	Geometry and Spatial Sense	Goal P-MATH 10. Child explores the positions of objects in space.	All IgniteTable activities
Perceptual, Motor, and Physical Development	Fine Motor	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	All IgniteTable activities
	Health, Safety, and Nutrition	Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	<p>Self-Awareness/Understands Own Basic Needs/Round 1: Identifies their own basic needs</p> <p>Self-Awareness/Understands Own Basic Needs/Round 2: Demonstrates meeting their own basic needs</p> <p>Self-Awareness/Understands Own Basic Needs/Round 3: Takes responsibility for meeting their own basic needs</p>