

**New Hampshire Early Learning
Curriculum Guidelines
and
Preschool Child Outcomes for
Young Children with Disabilities Ages 3-5**



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New Hampshire Early Learning Curriculum Guidelines for Young Children with Disabilities

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## **Introduction**

Early childhood education is receiving increasing attention from the state and federal government, as well as from our communities. The public has become increasingly aware of the critical significance of quality early childhood education opportunities for young children. Early learning curriculum standards for children ages 3 to 5 are not addressed in the New Hampshire Department of Education Curriculum Framework. IDEA '97 and '04 require access to a general education curriculum or appropriate preschool activities for all children from preschool through age 21. This requirement raised the following questions among early childhood special educators across the state:

***“What is the general preschool curriculum?”***

***“What standards/guidelines exist for us to follow?”***

In response to these questions the Early Learning Curriculum Guidelines (ELCG) Project brought together a task force of early childhood special educators in May 2003 to develop curriculum guidelines designed to meet IDEA requirements and support the selection and development of curriculum for early childhood special education programs. The ELCG Project worked cooperatively with other related state initiatives to develop the “New Hampshire Early Learning Curriculum Guidelines and Preschool Child Outcomes for Young Children with Disabilities Ages 3 – 5”. This document is designed to support families and providers who live and work with young children with special needs.

## Overview of Early Learning Curriculum Guidelines and Related Initiatives

The Early Learning Curriculum Guidelines Project (ELCG) was designed to be an informed and collaborative effort among New Hampshire's relevant stakeholders from the early childhood special education community. The intent of their work was to:

- Create an informed dialogue across the early childhood community,
- Strengthen connections between early childhood special educators and the K-12 education communities, and
- Develop shared language and frames of reference for communication with families, practitioners and policy makers about early learning guidelines and their essential supports.

Ultimately, it is the intent of the ELCG Project to enhance educational and developmental outcomes for young children identified with educational disabilities and support their access to a "general" early childhood curriculum, and appropriate preschool activities.

Once the need for the development of **early learning curriculum guidelines** was identified, the Preschool Technical Assistance Network (PTAN), in conjunction with the Bow School District, approached the New Hampshire Department of Education (NH DOE)/Bureau of Special Education for support and guidance. Ruth Littlefield, Education Consultant from the Bureau provided assistance for the development of an effective work plan and location of resources to support this endeavor.

Task force members from across the state were recruited through PTAN's interagency network of early childhood professionals. Work sessions began in the spring of 2003 and continued through December 2004. The task force reviewed early childhood curriculum guidelines from states and programs across the country. They evaluated these documents according to content, format, and applicability to the needs of New Hampshire's children. Following this extensive review, their next task was the development of a set of **guiding principles** upon which the curriculum guidelines would be based.

As the work of this task force moved forward, another task force spear-headed by New Hampshire Department of Health and Human Services (NHDHHS)/DCYF/Child

Development Bureau, embarked upon a similar project to develop early learning guidelines for children from birth to age 5 as part of the federal *Good Start Grow Smart* initiative. Nancy Evans, the ELCG Project Coordinator and two other members of the ELCG Task Force worked with this group as well, keeping both groups up to date on each other's progress and challenges. The ELCG Task Force determined that the best way to meet the goals and intention of their project would be to use the same **domain categories** and **indicators of progress** across both projects. By so doing, these guidelines support the development of shared language and frames of reference for families, early care and education providers, special educators and policy makers about early learning guidelines. The ELCG Task Force developed a series of **examples of the indicators of progress** to help guide the understanding of what these indicators might look like for young children with special needs.

During the summer of 2004, just as the ELCG Task Force was completing their work, the NH DOE and NH DHHS/ESS received a General Services Enhancement Grant from the federal Office of Special Education Programs (The Cornerstone Project) to identify Early Childhood and Family Outcomes for Early Intervention and Preschool Special Education Programs. It was clear to the early childhood special education community that this work should, and could logically, coordinate and build upon the work of the ELCG.

The Cornerstone Project Preschool Sub-committee met regularly from early winter 2005 through the spring 2005. This group made recommendations regarding the selection of the three major **child outcomes** for consideration in measuring the effectiveness of preschool special education programs. These outcomes are:

1. **Children have positive social relationships.**
2. **Children acquire and use knowledge and skills.**
3. **Children take appropriate action to meet their needs.**

The sub-committee then reviewed and adapted the **guiding principles** and compared or "cross-walked" the **domain areas** and **indicators of progress/sub-outcomes** with the **preschool child outcomes**. These **child outcomes** and **indicators of progress** are designed to support early childhood special education programs in curriculum development, and

selection of assessment tools that can measure child progress and program effectiveness. A unique and invaluable aspect of the Cornerstone Project was the involvement of families as active project participants. Families, along with providers, had opportunities to react to the child outcomes, guiding principles and indicators of progress/sub-outcomes via meeting participation, on-line reaction to meeting outcomes, and a series of forums held across the state. The involvement of such a variety of stakeholders in all three of these early childhood learning guidelines related initiatives has been a key element in the creation of guidelines that are meaningful to all those who live and work with young children.

The following document is the culmination and integration of the work of these groups. It is meant to be used in conjunction with the *New Hampshire Early Learning Guidelines* as a guide for early childhood special educators, families and other providers in the selection and development of curriculum, assessments, activities and learning experiences for young children with special needs. The **Guiding Principles** can be used to consider the philosophy and principles upon which local preschool special education is developed. The Preschool Special Education **Child Outcomes** define what we hope children with disabilities gain from receiving Early Childhood Special Education. The **Domain Area** section matches the *NH Early Learning Guidelines* and adds examples that may be observed as young children with disabilities grow and develop in their homes and in our programs. Providers may find this section most helpful as they develop curriculum and observe children playing and learning. The final section demonstrates the link between the **Child Outcomes** and the **domain areas** of the *NH Early Learning Guidelines*.

*The ELCG Task Force and the Cornerstone Preschool Sub-committee recognize and appreciate the extensive work of the NH Child Development Bureau/Early Learning Guidelines Task Force as an on-going body of work upon which this document is based.*





## GUIDING PRINCIPLES

### ***All children are valued members of our community.***

*Children achieve optimal health and grow and develop in safe environments with family, community and school support. The ultimate goal of early childhood programs is to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, preschool or school programs with their teachers and peers, and in their communities.*

### ***Families are the primary caregivers and educators of young children.***

*Early care and education providers should work collaboratively with families to ensure that children are provided optimal learning experiences. Early care and education providers should be proactive in assisting families in becoming familiar with programmatic goals, developmentally appropriate experiences and expectations for their child's performance throughout the preschool years.*

### ***Early learning and development are multi-dimensional.***

#### ***Developmental domains are highly interrelated.***

*Development in one domain often influences development in other domains. For example, a child's language skills affect his or her ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Standards and indicators listed for each domain could also be cited in different domains.*

### ***Young children are capable and competent, and exhibit a range of skills in any domain of development.***

*All children are capable of learning. There should be high expectations for children from all backgrounds, experiences and cultures. Children within an age group reach benchmarks in various stages through a variety of experiences.*

### ***Children are individuals who develop at different rates.***

*Each child is unique. Each grows and develops skills and competencies at his/her own pace. Children with developmental delays or disabilities may require adults to adapt learning opportunities so all children can successfully demonstrate achievements.*

### ***Knowledge of typical child growth and development is essential for providing the best early learning experiences for children.***

*With this knowledge, adults can make sound decisions about appropriate curriculum for the group and for individual children.*

### ***Assessment is important and benefits individual children, families and programs.***

*A variety of assessment tools should be used to monitor children's continuous progress, inform intervention/instruction and evaluate program effectiveness.*

### ***Young children learn through active exploration of their environment.***

*Early childhood educators recognize that children's play is a highly supportive context for development and learning. The early childhood environment should provide opportunities for children to explore materials, engage in activities and interact with peers and adults to construct their own understanding of the world around them. There should, therefore, be a balance of child-initiated and adult-initiated activities to maximize learning.*



**PRESCHOOL SPECIAL EDUCATION  
CHILD OUTCOMES / SUB-OUTCOMES**

(Indicators of progress that help to define the outcome area)

**Preschooler Outcome #1: Children have positive social relationships**

The sub-outcomes or indicators of progress of this outcome are demonstrated when children...

- |                                                                         |                                                                                                                 |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| a. Solve problems through interaction with others.                      | f. Follow routines and participate appropriately in small and large groups.                                     |
| b. Express ideas and feelings in a variety of ways.                     | g. Know how their actions affect others by showing sympathy, empathy, and an understanding of cause and effect. |
| c. Enjoy looking at books, listening to stories and talking about them. | h. Develop problem-solving skills by negotiating conflicts and differences.                                     |
| d. Respond to directions and engage in conversations.                   | i. Adapt to the expectations of different situations and environments.                                          |
| e. Play by both themselves and cooperatively with others.               |                                                                                                                 |

Preschooler Outcome #2: **Children acquire and use knowledge and skills.**

The sub-outcomes or indicators of progress of this outcome are demonstrated when children...

- |                                                                                                |                                                                                                |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| a. Show willingness to approach new situations.                                                | n. Retell familiar stories and create new ones.                                                |
| b. Use imaginative play to experiment with various roles, situations and strategies.           | o. Understand that symbols may be used to communicate.                                         |
| c. Learn from prior experiences.                                                               | p. Relate stories, understanding that stories have a beginning, middle and end.                |
| d. Demonstrate increasing ability to complete tasks.                                           | q. Show interest in recording meaningful information.                                          |
| e. Begin to make plans and follow through with them.                                           | r. Begin to recognize and form meaningful letters and words.                                   |
| f. Express curiosity.                                                                          | s. Continue sensory exploration of their environment.                                          |
| g. Create stories and pictures.                                                                | t. Demonstrate ability in a variety of physically challenging experiences.                     |
| h. Engage in pretend play.                                                                     | u. Begin to compare and contrast people, places, things and ideas.                             |
| i. Appreciate, display and describe their own work.                                            | v. Investigate, demonstrate and describe cause and effect relationships.                       |
| j. Make up songs and rhythms.                                                                  | w. Group and order objects according to specific features (e.g., shape, size, texture, color). |
| k. Use gestures, sounds, words and/or sentences to relate information about their experiences. | x. Use numbers and counting to solve problems and express quantities.                          |
| l. Play with sounds of spoken language including letter sounds, rhymes and words.              | y. Make predictions about what might happen by drawing on experience and/or observation.       |
| m. Understand how books work and that print carries a message.                                 | z. Express awareness of, and use of words, to express concepts.                                |
|                                                                                                | aa . Demonstrate willingness to investigate new and different environments.                    |

Preschooler Outcome #3: **Children take appropriate action to meet their needs.**

The sub-outcomes or indicators of progress of this outcome are demonstrated when children...

- |                                                                           |                                                                                     |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| a. Solve problems through trial and error.                                | h. Use gestures, sounds, words or other means to communicate wants and/or needs.    |
| b. Become comfortable with engaging in challenging tasks.                 | i. Exhibit awareness of individual body parts and demonstrate coordination.         |
| c. Use words, their bodies, objects and/or materials for self-expression. | j. Show awareness of their body and movements in relationship to space and objects. |
| d. Comprehend and follow safety practices.                                | k. Use hand, tools and/or instruments with dexterity for a range of purposes.       |
| e. Grow in independence in caring for physical and emotional needs.       | l. Communicate social interests and emotional needs.                                |
| f. Choose a variety of healthy foods.                                     | m. Develop self-help skills.                                                        |
| g. Comprehend and follow healthy practices.                               | n. Collect and organize materials and information to enhance play.                  |

**Domain Area:** Cognitive Development

**Guiding Question:** How do young children develop an understanding of how the world works?

Correlation to K-12 Frameworks: **Supporting cognitive development in the early years has a direct relationship to a child's success in school and provides a foundation for the K-12 Curriculum Frameworks in the areas of English Language Arts, Math, Science, and Social Studies.**

**Context Statement:**

Young children's cognitive development is enhanced when they have rich opportunities to explore, notice, and inquire about different aspects of their world. Children's learning begins with exploration through play-based experiences. However, children develop a deeper understanding of how the world works when they interact with adults and more advanced peers. When adults guide children's interactions, it helps children to create a scheme that guides their understanding of mathematical, scientific, linguistic, and socio-cultural concepts. Children actively construct meaning through problem solving with peers by asking questions, and developing and testing their assumptions. Through child-directed, adult-framed interactions, infants and toddlers begin to understand how the world affects them, and how they affect the world. Similarly, preschool aged children can begin to comprehend and use words to describe relational concepts such as cause and effect, similarities and differences, and sequencing.

**Strands (standards):**

Five interconnected strands that are important when thinking about this area of learning and development are:

- ◆ **Focused exploration:** children's purposeful investigation of their environment and their application of knowledge to guide and deepen their experiences;
- ◆ **Inquiry:** children's increasing ability to draw on their knowledge and experiences to formulate questions and hypotheses that support the development of mathematical, scientific, linguistic, and socio-cultural concepts
- ◆ **Concepts:** children's emerging knowledge, understanding, and ability to describe basic cause and effect;
- ◆ **Critical thinking:** children's ability to take in experiences, make sense of them, and draw on this information to formulate additional questions, actively construct meaning, and make decisions;
- ◆ **Shared language:** children's ability to use descriptive words to talk about their work and understanding of their environment.

***Infant/Toddler level indicators that precede Cognitive Development on the preschool level include:***

- *Recognizing familiar people, places, and things;*
- *Using their senses and body to investigate people, places, and things;*
- *Observing and responding to different causes and effects;*
- *Beginning to collect and organize materials and information to inform play;*
- *Beginning to be able to combine, separate, and name 'how many' concrete objects.*

| <b>PRESCHOOL INDICATORS</b>                                                                   | <b>EXAMPLES YOU MAY OBSERVE</b>                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begins to compare and contrast people, places, things, and ideas                              | <ul style="list-style-type: none"> <li>● States, "My new sneakers go fast."</li> <li>● Looks from Mom to other preferred adult as she moves around the room</li> <li>● Points to the child who has the most cookies</li> <li>● Uses unit blocks to measure the length of a rug</li> </ul>                                                                              |
| Investigates and describes cause and effect relationships                                     | <ul style="list-style-type: none"> <li>● Spins wildly, then says, "That makes my head go round and round."</li> <li>● Pushes a button to make a toy "light up"</li> <li>● Raises the incline of ramps to make their cars go faster</li> <li>● Plays with a boat at the water table and places one penny in at a time to make the boat sink</li> </ul>                  |
| Collects and orders objects according to specific features (i.e. shape, size, texture, color) | <ul style="list-style-type: none"> <li>● Pushes their food around on their plate to put all the same pasta shapes together...first I eat the stars, then I eat...</li> <li>● Joins group of children wearing blue and also wearing sneakers</li> <li>● Sorts all the plastic animals and shows which live in the zoo and which live on a farm</li> </ul>               |
| Uses numbers and counting to solve problems and express quantities                            | <ul style="list-style-type: none"> <li>● Counts the cubbies in a row noting, " One, 2, 3, 4, 5", when in fact there are 8 cubbies</li> <li>● Counts napkins as setting the table, placing one napkin in front of each place</li> <li>● Counts 10 pennies and says, " I have 10!"</li> </ul>                                                                            |
| Makes predictions about what might happen by drawing on observations                          | <ul style="list-style-type: none"> <li>● Stands in the shadow of a tree to make her shadow disappear</li> <li>● Blinks or turns away just before the clown pops up from the "Jack In The Box"</li> <li>● States, "One more block on, then it's 'gonna' fall!"</li> <li>● States "If I press this button (point to escape key), the computer will go empty."</li> </ul> |
| Expresses awareness of and uses words to describe time concepts                               | <ul style="list-style-type: none"> <li>● Notes, "First I have breakfast, then I get dressed."</li> <li>● Is willing to finish playing with play dough and wait for snack after being shown pictures of what comes "next"</li> <li>● Says to friend in dramatic play area, "Today I'll be the mommy and tomorrow you be the mommy."</li> </ul>                          |

**Domain Area:** Health and Safety

Guiding Question: **How do children assess and navigate risks, and develop healthy behaviors?**

Correlation to K-12 Frameworks: **Supporting the development of safe and healthy behaviors in the early years provides a foundation for the K-12 Curriculum Frameworks in health and science.**

**Context Statement:**

Sound health and safety practices established during the early years can become lifelong habits. Good nutrition, hygiene, self- help, and safety practices are all components of a healthy lifestyle. Adults provide supervision and a model for safe and healthy behavior, and can offer encouragement and support as young children develop new skills. With appropriate guidance from adults, young children develop an understanding of the link between healthy habits and their body’s growth and development.

**Strands (standards)**

Four interconnected strands that are important when thinking about this area of learning and development are:

- ◆ Nutrition: children’s growing understanding of food and its effect on their bodies
- ◆ Hygiene: children’s ability to keep their bodies clean and healthy
- ◆ Basic safety: children’s increasing ability to keep themselves safe
- ◆ Self-care: children’s attention to their basic needs

*Infant/Toddler level indicators that precede Health and Safety Development on the preschool level include:*

- *Increasingly recognizing bodily needs- hunger, thirst, being too cold or hot*
- *Beginning to show interest in basic self-help skills – eating, toileting, dressing*
- *Recognizing danger and seeks help when afraid*

| <b>PRESCHOOL INDICATORS</b>                                                                                                    | <b>EXAMPLES YOU MAY OBSERVE</b>                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grows in independence in expressing and caring for physical and emotional needs                                                | <ul style="list-style-type: none"> <li>• Washes hands using soap and water</li> <li>• Goes to quiet area of room to calm self without direction</li> <li>• Finds a new friend to play with after being rejected by other friends</li> </ul>                                                                                |
| Begins to understand the importance of eating a variety of healthy foods                                                       | <ul style="list-style-type: none"> <li>• Tastes new foods</li> <li>• Tells a friend, “ Potato chips aren’t good for you.”</li> <li>• Points to all the healthy foods when looking at a catalogue</li> </ul>                                                                                                                |
| Begins to understand and follow health practices – washing hands, brushing teeth, nose blowing, avoiding danger                | <ul style="list-style-type: none"> <li>• Points to a picture of “what comes next” after using the toilet</li> <li>• Blows her nose into a tissue and then throws it away</li> <li>• Communicates why it’s important to brush teeth after lunch</li> </ul>                                                                  |
| Knows how and when particular health products are used, e.g., tooth brush and paste, band aid, soap, toilet paper              | <ul style="list-style-type: none"> <li>• Crying after falling down, points to a picture of a “band-aid” in a picture communication book</li> <li>• Requests wash cloth and soap to clean dirty hands prior to having a snack</li> <li>• Indicates that the toilet paper roll is empty prior to using the toilet</li> </ul> |
| Begins to understand the importance of and use safety skills- using seat belts when riding in vehicles, crossing streets, etc. | <ul style="list-style-type: none"> <li>• Holds out a hand to an adult just before crossing a street</li> <li>• Avoids running in front of swings</li> <li>• Signals to others to be quiet during a fire drill</li> </ul>                                                                                                   |

**Domain Area:** Communication and Literacy Development

**Guiding Question:** How do young children develop an understanding of language and use it to communicate with others?

Correlation to K-12 Frameworks: **Supporting communication and literacy development in the early years provides a foundation for the K-12 Curriculum Framework in English and Language Arts.**

**Context Statement:**

Young children have the ability to communicate and understand language long before they speak their first words. Infants use their voices, eyes, facial expressions, and bodies to express themselves and engage others. As children grow in their ability to understand and communicate more complex ideas, they move from putting sounds together to saying words and then forming sentences. Understanding and using language is an important foundation for the development of literacy. Children increasingly gain an interest in written language and experiment with writing words on their own. Adults actively support language and literacy development when they listen to, read and talk with, and help children record their thoughts and ideas.

**Strands (standards)**

The five interconnected strands that are important when thinking about this area of learning and development are:

- ◆ **Listening comprehension (receptive language):** children’s ability to listen and understand what is said
- ◆ **Nonverbal communication:** children’s use of movement, sounds, and facial expression for purposeful communication
- ◆ **Verbal expression (expressive language):** children’s use of words and the development of vocabulary for purposeful communication
- ◆ **Emergent and early reading:** children’s awareness and recognition of sounds and symbols (print), and enjoyment of written materials
- ◆ **Written expression:** children’s ability to make use of symbols – including pictures, letters and words – to communicate to communicate.

*Infant/Toddler indicators that precede Communication and Literacy Development at the preschool level include:*

- *engaging in face to face interactions with others*
- *listening and responding to verbal and non- verbal cues*
- *repeating sounds purposefully*
- *communicating needs, ideas, and thoughts through verbal and nonverbal expression*
- *beginning to put sounds together to form words*
- *identifying familiar people, places, objects, and actions in everyday life, photos and books*
- *enjoying exploring books and listening to stories*
- *beginning to experiment with writing tools*

| <b>PRESCHOOL INDICATORS</b>                                                                 | <b>EXAMPLES YOU MAY OBSERVE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uses gestures, sounds, words and/or sentences to relate information about their experiences | <ul style="list-style-type: none"> <li>• Pretends to fall and points to knee to tell about an accident on the playground</li> <li>• Says, "I rode the trike outside."</li> <li>• Says, "I want yellow and blue to make a picture of the ocean."</li> </ul>                                                                                                                                                                                                     |
| Plays with sounds of spoken language including letter sounds, rhymes and words              | <ul style="list-style-type: none"> <li>• Repeats silly rhymes like, "Eddie spaghetti."</li> <li>• Says, "My name begins the same as circus and sand."</li> <li>• Claps hands 3 times when saying "ba-na-na"</li> </ul>                                                                                                                                                                                                                                         |
| Understands how books work and that print carries a message                                 | <ul style="list-style-type: none"> <li>• Holds a book and pretends to read to a baby doll</li> <li>• Turns each page of a book while 'reading' independently</li> <li>• Points to the printed label on a shelf and indicates, "Cars go here."</li> </ul>                                                                                                                                                                                                       |
| Enjoys looking at books, listening to stories and talking about them                        | <ul style="list-style-type: none"> <li>• Asks for a favorite story by pointing to the book or bringing it to an adult</li> <li>• Laughs when friends tell silly stories</li> <li>• Gathers the bucket with cars and the bucket with traffic signs to share with a friend after listening to a story about roads</li> </ul>                                                                                                                                     |
| Responds to directions and engages in conversations                                         | <ul style="list-style-type: none"> <li>• Uses a book with pictures to answer questions by pointing to the pictures and then points to pictures for <i>you</i> to name</li> <li>• Follows father's direction to "Get your shoes and put them on."</li> <li>• When a child says, "I went to the circus." Their playmate says, "I went to the circus too."</li> <li>• Describes a family trip to others as they discuss what they did over the weekend</li> </ul> |
| Retells familiar stories and creates new ones                                               | <ul style="list-style-type: none"> <li>• Relates story about the pictures in a book</li> <li>• Acts out the three pigs in the block area</li> <li>• Makes-up a story about dinosaurs</li> </ul>                                                                                                                                                                                                                                                                |
| Understands that symbols may be used to communicate                                         | <ul style="list-style-type: none"> <li>• Sees Golden Arches and exclaims, "McDonalds!"</li> <li>• Scribbles to take down an order in a pretend restaurant</li> <li>• Recognizes names on a classroom chart</li> <li>• Uses picture symbols such as the Mayer-Johnson pictures to show what is wanted</li> </ul>                                                                                                                                                |
| Relates stories, understanding that stories have a beginning, middle, and end               | <ul style="list-style-type: none"> <li>• Knows when you miss part of a familiar story</li> <li>• Draws a picture and communicates to an adult a story about their picture</li> <li>• Starts story with, "Once upon a time..., and then..., and then... The End."</li> </ul>                                                                                                                                                                                    |
| Shows interest in recording meaningful information                                          | <ul style="list-style-type: none"> <li>• Puts a picture of herself on a chart in the art center to show that she wants to have the next turn</li> <li>• Makes greeting cards for a friends</li> <li>• Includes name on a graph of favorite ice cream flavor</li> </ul>                                                                                                                                                                                         |
| Begins to recognize and form meaning letters and words                                      | <ul style="list-style-type: none"> <li>• Selects letters to make a word using a child's computer game</li> <li>• Requests adult writes names of family members to copy</li> <li>• Finds own name card</li> <li>• Places hand-made 'Stop sign' in front of structure that is not to be knocked down</li> </ul>                                                                                                                                                  |

**Domain Area:** Creative Expression/Aesthetic Development

Guiding Question: **How do young children express creativity and experience beauty?**

Correlation to K-12 Frameworks: **Supporting creative expression and aesthetic development in the early years provides a foundation for the K-12 Curriculum Frameworks in the Arts and English language Arts.**

**Context Statement:**

Aesthetic appreciation is a uniquely human characteristic. Beauty evokes emotion and affects each of us in different ways. Young children regularly encounter many forms of beauty in their lives. From such experiences, children become increasingly aware of the world around them and in turn, contribute to this beauty through their personal creative expression. The arts – music, dance, drama, and the visual arts - foster children’s ability to conceptualize and solve problems, develop their imagination and experience joy. Adults can best stimulate children’s curiosity and creative development by supporting children’s varied interests in their environment through focusing on the process of discovery, rather than on an end product. This encourages children to attend to and appreciate diverse forms of beauty and creative expression.

Infants and toddlers are curious about their world, exploring and experiencing an array of textures, colors, sounds, tastes, temperatures, light, and movements. Likewise, preschoolers build on this curiosity by continuing to learn about the facets of their world through different means, such as singing, humming, moving, story telling, pretending, drawing, painting and sculpting. Adults can support learning by providing opportunities and ample time for open-ended experiences, play and exploration.

**Strands (standards)**

Four interconnected strands that are important when thinking about this area of learning and development are:

- ◆ **Invention and imagination:** children’s increasing ability to imagine, create, invent, and participate in an array of open-ended activities
- ◆ **Curiosity:** children’s ability to explore the world with a sense of joy, confidence, and wonder
- ◆ **Appreciation:** children’s attention to different sensory characteristics, and their emerging ability to distinguish details
- ◆ **Variety:** children’s awareness and use of a range of materials and activities to express themselves.

***Infant/Toddler level indicators that precede Creative Expression/Aesthetic Development on the preschool level include:***

- *showing curiosity*
- *responding to an external stimulus with vocal and facial expressions*
- *expressing themselves using a variety of facial and bodily movements*
- *demonstrating an interest in listening, vocalizing, singing, and moving*
- *attempting to use a variety of materials*
- *using their imagination*
- *beginning to engage in pretend play*
- *noticing shapes, textures, temperature, light, colors, sounds, tastes, aromas and movements*

| <b>PRESCHOOL INDICATORS</b>                                             | <b>EXAMPLES YOU MAY OBSERVE</b>                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expresses curiosity                                                     | <ul style="list-style-type: none"> <li>• Is alert and smiles while watching other children reach into the mystery box</li> <li>• Notices that it is darker when the sun goes behind a cloud</li> <li>• Wonders, “Why do leaves fall off trees?”</li> <li>• Explores what happens when you add white paint to red paint a drop at a time</li> </ul> |
| Uses words, their bodies, objects, and/or materials for self-expression | <ul style="list-style-type: none"> <li>• Deliberately takes one toy when shown two and asked, “Which one do you want to play with today?”</li> <li>• Gallops across the yard like a horse</li> <li>• Creates a tea party using twigs and leaves</li> <li>• Builds a village from blocks</li> </ul>                                                 |
| Creates stories and pictures                                            | <ul style="list-style-type: none"> <li>• Makes scribbles on a paper and tells about a dinosaur that eats trees</li> <li>• Paints a family picture using relative sizes</li> <li>• Creates a make-believe story about their pet</li> <li>• Uses color, shape and texture to create a design</li> </ul>                                              |
| Makes up songs and rhythms                                              | <ul style="list-style-type: none"> <li>• Sings a song about what they are doing</li> <li>• Beats a drum slowly, then quickly and then slowly once again</li> <li>• Repeats sounds and rhythmic patterns in a made-up song</li> </ul>                                                                                                               |
| Engages in pretend play                                                 | <ul style="list-style-type: none"> <li>• Picking up a pretend phone and says, “Hi Mommy.”</li> <li>• Offers, “Let’s play school.”</li> <li>• Suggests, “Let’s play doctor and Jamal will be the nurse and Colette can be the doctor.”</li> </ul>                                                                                                   |
| Expresses ideas and feelings in a variety of ways                       | <ul style="list-style-type: none"> <li>• Points to a picture of a crying child when asked “What’s the matter?”</li> <li>• Completes a difficult puzzle and yells out, “I did it!”</li> <li>• Stomps feet and says, “I’m mad!”</li> <li>• Brings a picture of a flower to an adult and says, “I love you.”</li> </ul>                               |
| Uses and finds humor in a widening variety of situations                | <ul style="list-style-type: none"> <li>• Laughs <i>before</i> a puppet pops up from behind a screen to say hello in anticipation</li> <li>• Marches around the room to show-off an array of inside-out clothes</li> <li>• Repeats a series of knock-knock jokes with glee</li> <li>• Hides the teacher’s coat just before outdoor time</li> </ul>  |
| Appreciates, displays, and describes their own work                     | <ul style="list-style-type: none"> <li>• Indicates, “I made it all by myself.”</li> <li>• Describes play dough sculpture</li> <li>• Demonstrates the process used in making a collage</li> </ul>                                                                                                                                                   |
| Notices the creative expression of others                               | <ul style="list-style-type: none"> <li>• Imitates a friend’s drawing of the sun</li> <li>• Joins a friend pretending to be a tree swaying in the wind</li> <li>• Comments on a friends happy picture</li> </ul>                                                                                                                                    |

**Domain Area:** Approaches to Learning

**Guiding Question:** How do young children develop and use strategies to solve problems?

Correlation to K-12 Frameworks: **Supporting the development of a variety of approaches to learning in the early years provides a foundation for success in school in the K-12 Curriculum Frameworks in Science, Social studies, English, language Arts, math and Career Development.**

**Context Statement:**

Young children learn about their world in many ways. From infancy, learning is a process of encountering problems and inventing solutions. Children use a variety of strategies to solve problems in everyday life and delight in these discoveries. Even the youngest infants and toddlers are motivated by curiosity and interest to explore their environments. Preschoolers use increasingly sophisticated ways to solve problems. A growing ability to solve problems enables young children to take pride in their accomplishments. All children need a sense of accomplishment in order to feel comfortable trying new things. Adults can facilitate young children's growth in this area by providing them with interesting, appropriate, and satisfying play opportunities that encourage repetition, exploration, and experimentation.

**Strands (standards)**

Five interconnected strands that are important when thinking about this area of learning and development are:

- ◆ **Play: children's interaction and experimentation with materials, objects, and people**
- ◆ **Learning style:** children's different approaches to acquiring information and problem solving
- ◆ **Risk taking:** children's increasing comfort with trying new experiences and tasks
- ◆ **Engagement:** children's ability to show initiative and to persevere in their activities
- ◆ **Reflection:** children's ability to draw on prior experiences, and apply these discoveries, inventions, and solutions to new situations

*Infant/Toddler level indicators that precede development of various Approaches to Learning on the preschool level include:*

- *exhibiting curiosity*
- *using their senses to explore*
- *repeating favorite behaviors and actions*
- *learning from experiences through trial and error*
- *engaging in play to explore people and objects in their environment*
- *recognizing when they have solved a problem or made a discovery*

| <b>PRESCHOOL INDICATORS</b>                                                        | <b>EXAMPLES YOU MAY OBSERVE</b>                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shows willingness to approach new situations                                       | <ul style="list-style-type: none"> <li>• Gently holds a squirming bunny rabbit for the first time</li> <li>• Observes how to complete an obstacle course before beginning</li> <li>• Seeks advice on how to make a piece of wood shorter</li> </ul>                                                                      |
| Uses imaginative play to experiment with various roles, situations, and strategies | <ul style="list-style-type: none"> <li>• Pretends to be a dog</li> <li>• Pretends to be the teacher reading a story</li> <li>• Reminds doll to brush teeth</li> </ul>                                                                                                                                                    |
| Learns from prior experiences                                                      | <ul style="list-style-type: none"> <li>• Washes hands after playing with finger paint</li> <li>• Avoids stepping in dog droppings</li> <li>• After learning to access one computer program by clicking an icon, clicks the icon on new program</li> </ul>                                                                |
| Solves problems through trial and error                                            | <ul style="list-style-type: none"> <li>• Pulls lever for a toy to make a noise</li> <li>• Turns puzzle piece in all directions to figure out where it fits</li> <li>• Chooses a wider base when rebuilding a tower that has tumbled</li> </ul>                                                                           |
| Solves problems through interaction with others                                    | <ul style="list-style-type: none"> <li>• Taps an adult on the shoulder to get her attention to ask for help</li> <li>• Asks adult for an instrument to join the band</li> <li>• Helps friend to clean up block area so everyone can hear a story</li> <li>• Says, "You paint the back and I'll do the front."</li> </ul> |
| Demonstrates increasing ability to complete tasks                                  | <ul style="list-style-type: none"> <li>• Plays with a toy for longer periods of time before pushing it away</li> <li>• Puts toys away before going on to next task</li> <li>• Completes a five-piece puzzle</li> <li>• Finishes multi-step art activity</li> </ul>                                                       |
| Becomes comfortable with engaging in challenging tasks                             | <ul style="list-style-type: none"> <li>• Rebuilds tower when it tumbles</li> <li>• Repeatedly gets back on balance beam after slipping off</li> <li>• Learns to pump on a swing</li> </ul>                                                                                                                               |
| Begins to make plans and follow through with them                                  | <ul style="list-style-type: none"> <li>• Tells parent who he wants to invite to birthday party</li> <li>• Collects sticks and stones to use to make a dam and change direction of water trickling from a drainpipe</li> <li>• Continues to work on Lego structure for a number of days</li> </ul>                        |

**Domain Area:** Social/Emotional Development

**Guiding Question:** How do young children develop an understanding of themselves and others?

Correlation to K-12 Frameworks: **Supporting social and emotional development in the early years provides a foundation for success in school and in the K-12 Curriculum Frameworks in Social Studies, Health and Career development.**

**Context Statement:**

The child’s sense of self and awareness of others—family, friends, community and culture—are the most powerful elements influencing how a young child experiences and learning. For the infant and toddler, a consistently nurturing and safe environment fosters a healthy sense of self and the ability to trust others. Such an environment provides the foundation for preschool children to navigate increasingly complex social situations and become contributing members of their communities. Through social interactions, many of which are play, children build their knowledge of self and those around them. Adults can support young children’s social-emotional development by offering them time to interact with adults and other children.

**Strands (standards)**

Four interconnected strands that are important when thinking about this area of learning and development are:

- ◆ **Self-concept:** children’s sense of self
- ◆ **Identity:** children’s ideas about their place in the world
- ◆ **Social competence:** children’s ability to navigate social situations
- ◆ **Emotional expression:** children’s ability to express feelings and understand behaviors

*Infant/Toddler level indicators that precede Social and Emotional Development on the preschool level include:*

- *developing attachments to primary caregivers*
- *demonstrating awareness of self and their own abilities*
- *acquiring a sense of belonging*
- *increasingly exploring people, places, and things*
- *recognizing similarities and differences between people*
- *showing empathy by responding to social and emotional cues*
- *communicating a widening array of needs*
- *exploring emotions and their impact on self and others*

| <b>PRESCHOOL INDICATORS</b>                                                                                 | <b>EXAMPLES YOU MAY OBSERVE</b>                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plays both by themselves and cooperatively with others                                                      | <ul style="list-style-type: none"> <li>• Builds with blocks next to another child</li> <li>• Joins other children in playing 'house'</li> <li>• Says, "Let's play!" after a disagreement</li> </ul>                                                                                                                                                         |
| Communicates social and emotional interests and needs                                                       | <ul style="list-style-type: none"> <li>• Shakes head to say "No" instead of pushing an undesired food off the table</li> <li>• Indicates, "Mine!" when another child tries to take a toy away</li> <li>• Says, "I'm mad! I wanted to paint and the easel is closed today!"</li> <li>• Sits in book area to re-group when frustrated</li> </ul>              |
| Develops self-help skills                                                                                   | <ul style="list-style-type: none"> <li>• Pushes arms through a coat sleeve when the coat is held by an adult</li> <li>• Puts hat on without reminders</li> <li>• Throws trash away after picnic</li> <li>• Gets a sponge to clean up after spilling juice</li> </ul>                                                                                        |
| Follows routines and participates successfully in small and large groups                                    | <ul style="list-style-type: none"> <li>• Anticipates the next activity by looking at an object that will be used in the activity</li> <li>• Goes to the carpet after clean-up time to wait for next activity</li> <li>• Joins group of children sorting shells in the discovery area</li> <li>• Reminds friend to wash hands before eating lunch</li> </ul> |
| Knows how their actions affect others by showing sympathy, empathy and an understanding of cause and effect | <ul style="list-style-type: none"> <li>• Smiles when others are happy</li> <li>• Comforts friend who is afraid of thunder during a storm</li> <li>• Helps playmate open a milk carton</li> </ul>                                                                                                                                                            |
| Demonstrates willingness to investigate new and different environments                                      | <ul style="list-style-type: none"> <li>• Chooses to play in new areas</li> <li>• Explores a chicken coop on field trip</li> <li>• Joins friends in the classroom next door</li> </ul>                                                                                                                                                                       |
| Begins to develop problem solving skills by negotiating conflicts and differences                           | <ul style="list-style-type: none"> <li>• Uses a scoop at the sand table while waiting for the strainer</li> <li>• Asks adult for help when two children want the same toy</li> <li>• Negotiates a trade that gets the child the toy he wants</li> </ul>                                                                                                     |
| Adapts to the challenges of different environments                                                          | <ul style="list-style-type: none"> <li>• Talks quietly in the library</li> <li>• Follows along with the routine of the classroom next door</li> <li>• Participates in group games in the gym</li> </ul>                                                                                                                                                     |

**Domain Area:** Physical Development

Guiding Question: **How do young children use their bodies to explore and participate in their world?**

Correlation to K-12 Frameworks: **Supporting physical development in the early years provides a foundation for success in the K-12 curriculum Frameworks in the area physical development and health.**

**Context Statement:**

From the time they are born, children use their bodies to explore and experience the world. Physical learning is purposeful in that it enables children to take advantage of the educational opportunities that exist in any environment. Through movement and play, young children gain control of and use their bodies to increase their understanding of their world. Adults can support young children's exploration process by giving them the opportunity to experience a variety of settings.

**Strands (standards)** The three interconnected strands that are important when thinking about this area of learning and development are:

- ◆ **Body awareness and control:** Children's ability to gather information with their senses to gain knowledge of their bodies, including balance and increasing control of actions;
- ◆ **Large muscle development and coordination:** Children's ability to move in different ways using their whole bodies; and
- ◆ **Small muscle development and coordination:** Children's ability to use their eyes and hands together to accomplish tasks and solve problems.

*Infant/Toddler level indicators that precede Physical Development on the preschool level include:*

- *demonstrating increasing body strength, flexibility, and control*
- *showing a range of mobility skills*
- *using their senses to explore people, places, and things*
- *using their bodies to explore environments*
- *increasingly recognizing bodily needs*
- *responding to sensory clues*
- *purposefully exploring and using objects and equipment*

| <b>PRESCHOOL INDICATORS</b>                                                      | <b>EXAMPLES YOU MAY OBSERVE</b>                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exhibits awareness of individual body parts and their coordination               | <ul style="list-style-type: none"> <li>• Deliberately reaches for a toy placed in front on a tray to play with it</li> <li>• Claps hands to music</li> <li>• Watches feet while walking on the edge of the curb</li> <li>• Gallops when attempting to skip</li> </ul>                                                          |
| Shows awareness of their body and movements in relationship to space and objects | <ul style="list-style-type: none"> <li>• Sits down on the floor with a group of children to listen to a story without bumping into anyone</li> <li>• Gets on hands and knees to crawl through a tunnel</li> <li>• Jumps on sheets of bubble wrap</li> <li>• Steers doll stroller around objects and through tunnels</li> </ul> |
| Demonstrates ability in a variety of physically challenging experiences          | <ul style="list-style-type: none"> <li>• Walks down the hallway without falling by holding on to a stroller with another child in it</li> <li>• Climbs a ladder</li> <li>• Kicks ball in intended direction</li> <li>• Peddles a tricycle</li> </ul>                                                                           |
| Uses hands, tools and/or instruments with skill for a range of purposes          | <ul style="list-style-type: none"> <li>• Brings spoon to mouth to take a bite of pudding when the spoon is attached to a special wrist splint</li> <li>• Makes cookies with play dough</li> <li>• Cuts big circles</li> <li>• Traces and copies simple shapes, and letters</li> </ul>                                          |
| Continues sensory exploration of the environment                                 | <ul style="list-style-type: none"> <li>• Lying on a mat, tries to reach a group of children playing with musical instruments by “scooting” toward them</li> <li>• Walks cautiously along a stone wall</li> <li>• Blows on bubbles to keep them afloat</li> <li>• Rides trike through a rain puddle</li> </ul>                  |

## Linking Preschool Special Education Outcomes and NH Early Learning Guidelines

### Preschooler Special Education Outcome #1:

#### **CHILDREN HAVE POSITIVE SOCIAL RELATIONSHIPS.**

| Sub-Outcomes/Indicators                                                                                               | NH-Early Learning Guidelines<br>Domain Area |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Children solve problems through interaction with others.                                                              | Approaches to Learning                      |
| Children express ideas and feelings in a variety of ways.                                                             | Creative Aesthetic Development              |
| Children enjoy looking at books, listening to stories, and talking about them.                                        | Communication and Literacy                  |
| Children respond to directions and engage in conversations.                                                           | Social/Emotional                            |
| Children play by both themselves and cooperatively with others.                                                       |                                             |
| Children follow routines and participate appropriately in small and large groups.                                     |                                             |
| Children know how their actions affect others by showing sympathy, empathy, and an understanding of cause and effect. |                                             |
| Children develop problem solving skills by negotiating conflicts and differences.                                     |                                             |
| Children adapt to the expectations of different situations and environments.                                          |                                             |

**Preschool Special Education Outcome #2:**

**CHILDREN ACQUIRE AND USE KNOWLEDGE AND SKILLS.**

| <b>Sub-Outcomes/Indicators</b>                                                                       | <b>NH-Early Learning Guidelines Domain Area</b> |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Children show willingness to approach new situations.                                                | Approaches to Learning                          |
| Children use imaginative play to experiment with various roles, situations, and strategies.          |                                                 |
| Children learn from prior experiences.                                                               |                                                 |
| Children demonstrate increasing ability to complete tasks.                                           |                                                 |
| Children begin to make plans and follow through with them.                                           |                                                 |
| Children express curiosity.                                                                          | Creative/Aesthetic                              |
| Children create stories and pictures.                                                                |                                                 |
| Children engage in pretend play.                                                                     |                                                 |
| Children appreciate, display, and describe their own work.                                           |                                                 |
| Children make-up songs and rhythms.                                                                  | Communication and Literacy                      |
| Children use gestures, sounds, words and/or sentences to relate information about their experiences. |                                                 |
| Children play with sounds of spoken language including letter sounds, rhymes and words               |                                                 |
| Children understand how books work and that print carries a message                                  |                                                 |
| Children retell familiar stories and create new ones.                                                |                                                 |
| Children understand that symbols may be used to communicate                                          |                                                 |
| Children relate stories, understanding that stories have a beginning, middle, and end                |                                                 |
| Children show interest in recording meaningful information.                                          |                                                 |
| Children begin to recognize and form meaningful letters and words.                                   | Physical                                        |
| Children continue sensory exploration of their environment.                                          |                                                 |
| Children demonstrate ability in a variety of physically challenging experiences.                     | Cognitive                                       |
| Children begin to compare and contrast people, places, things and ideas.                             |                                                 |
| Children investigate and demonstrate and describe cause and effect relationships.                    |                                                 |
| Children group and order objects according to specific features (i.e. shape, size, texture, color).  |                                                 |
| Children use numbers and counting to solve problems and express quantities.                          |                                                 |
| Children make predictions about what might happen by drawing on experience and/or observations.      |                                                 |
| Children express awareness of and use words to describe concepts.                                    |                                                 |
| Children demonstrate willingness to investigate new and different environments.                      |                                                 |

**Preschool Special Education Outcome #3:**

**CHILDREN TAKE APPROPRIATE ACTION TO MEET THEIR NEEDS.**

| <b>Sub-Outcomes/Indicators</b>                                                            | <b>NH-Early Learning Guidelines Domain Area</b> |
|-------------------------------------------------------------------------------------------|-------------------------------------------------|
| Children solve problems through trial and error.                                          | Approaches to Learning                          |
| Children become comfortable with engaging in challenging tasks.                           |                                                 |
| Children use words, their bodies, objects and/or materials for self-expression.           | Creative/Aesthetic                              |
| Children comprehend and follow safety practices.                                          | Health and Safety                               |
| Children grow in independence in caring for physical and emotional needs.                 |                                                 |
| Children choose a variety of healthy foods.                                               |                                                 |
| Children comprehend and follow healthy practices.                                         |                                                 |
| Children use gestures, sounds, words or other means to communicate wants and/or needs.    | Communication and Literacy                      |
| Children exhibit awareness of individual body parts and demonstrate coordination.         | Physical                                        |
| Children show awareness of their body and movements in relationship to space and objects. |                                                 |
| Children use hand, tools, and/or instruments with skill for a range of purposes.          |                                                 |
| Children communicate social interest and emotional needs.                                 | Social/Emotional                                |
| Children develop self-help skills.                                                        |                                                 |
| Children collect and organize materials and information to enhance play.                  | Cognitive                                       |

## Participants

### ELCG Project Coordinator and Cornerstone Preschool Sub-committee Facilitator

E. Nancy Evans, M. Ed. PTAN/SERESC

### ELCG Task Force (2003-2004)

|                    |                                         |
|--------------------|-----------------------------------------|
| Sheila Brisson     | Manchester School District              |
| Sheila Demers      | Merrimack School District               |
| Sally Downing      | Rockingham County CCR&R                 |
| Irene Dwyer        | Gov. Wentworth Regional School District |
| Glenda Guzouskas   | Henniker School District                |
| Widge Kent         | Plymouth School District                |
| Sheila Hamel Pike  | Strafford Learning Center               |
| Karen Hood         | Littleton School District               |
| Christena Lassonde | Bedford School District                 |
| LeeAnn Michelin    | Bow School District                     |
| JoAnn Mulligan     | Manchester School District              |
| Meg Rugg           | Windham-Pelham School District          |
| Laura Smith        | Rochester School District               |
| Tammy Vittum       | Fall Mountain Regional School District  |

### Cornerstone Preschool Sub-committee (2004-2005)

|                        |                                        |
|------------------------|----------------------------------------|
| Barbara Abate          | Parent                                 |
| Susan Astone           | Hollis School District                 |
| Tracey Bateman         | Parent                                 |
| Fran Baumhor           | Hampstead School District              |
| Sandy Brailier         | EEIN                                   |
| Leslie Couse           | University of New Hampshire            |
| Joleen Fernald         | PTAN Region 3                          |
| Melissa Garrison Kelly | Parent                                 |
| Glenda Guzouskas       | Manchester School District             |
| Nick Hardy             | Learning Innovation at WestED          |
| Maureen LaClair        | Lakes Region Community Council         |
| Mary Lane              | NH Department of Education             |
| Christena Lassonde     | Bedford School District                |
| Ruth Littlefield       | NH Department of Education             |
| Dawn Marquis           | Parent Information Center              |
| Genine Mattice         | Claremont School District              |
| JoAnn Mulligan         | Manchester School District             |
| Heather Murphy-Hicks   | Fall Mountain Regional School District |
| Debra Nelson           | UNH/Institute on Disability            |
| Julie Noel             | Parent                                 |
| Terry Ohlson-Martin    | NH Family Voices                       |
| Meg Rugg               | Windham-Pelham School District         |
| Mary Ann Sarbanis      | Hampstead School District              |
| Beth Setear            | Portsmouth School District             |
| Sheri Stanley          | Deerfield School District              |
| Cheryl Sweeney         | Lakes Region Community Council         |
| Tammy Vittum           | Fall Mountain Regional School District |