



Crosswalks of We Grow Together and Existing Standards and Frameworks

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We Grow Together Crosswalks

We Grow Together (WGT) is a professional development system for caregivers who work with infants and toddlers in center-based care or family child care homes. The nine modules in WGT (Exhibit 1) are based on research and nationally recommended best practices for interacting with infants and toddlers. Each module focuses on key practices that enable caregivers to use high quality caregiving techniques (Exhibit 1).

The crosswalks in this report show how the key practices in the nine modules of WGT align with six nationally applicable standards and frameworks related to caregiver-child interactions that support the development of infants and toddlers.

The six standards and frameworks in this document are:

1. [Child Development Associate® \(CDA®\) Credential™ Competency Standards](#)
2. [Collaborative for Understanding the Pedagogy of Infant/Toddler Development \(CUPID\) Competencies](#)
3. [Division for Early Childhood \(DEC\) Recommended Practices](#)
4. [Head Start Early Learning Outcomes Framework \(ELOF\)](#)
5. [Head Start Program Performance Standards \(HSPPS\)](#)
6. [ZERO TO THREE Critical Competencies for Infant-Toddler Educators™](#)

Our Method

To develop the crosswalks, a team of Mathematica researchers first organized each of the six standards and frameworks by the individual competencies or standards and categories (for example, domains or sections of the Head Start Program Performance Standards) they are grouped under.¹ The team did not include in the crosswalk categories that did not have individual competencies or standards related to caregiver-child interactions (such as a caregiver's professional development or communication with community partners). For the remaining categories included here, the team compared each WGT key practice to each individual competency or standard using available documentation. Competencies or standards that would be partially or entirely met by learning and implementing a WGT key practice are marked with an X. Two team members who developed WGT content reviewed all crosswalks; they met to discuss or look for further documentation to reach consensus about whether a WGT key practice aligned with an individual competency or standard.

¹ We use the terms of each individual framework with each crosswalk (for example, standards, competency, area, domain).

Exhibit 1. WGT professional development system: modules and their associated key practices

Module	Key practices
 Support Social-Emotional Development: Caregiver-Child Relationships	<ul style="list-style-type: none"> • Responding to children’s social cues • Responding to children’s emotional cues • Responding to children in distress • Building a positive relationship • Supervising and joining in play and activities
 Support Children’s Language Use	<ul style="list-style-type: none"> • Responding to children’s cues • Taking turns in conversation • Asking questions • Extending children’s language use • Supporting children’s use of new words
 Support Children’s Understanding of Language	<ul style="list-style-type: none"> • Using different types of talk • Using lots of specific and new words • Supporting learning about concepts • Engaging children in books • Using themes and projects
 Support Social-Emotional Development: Regulation of Behavior and Emotions	<ul style="list-style-type: none"> • Using responsive routines • Managing behavior and setting limits • Responding to emotional cues • Supporting self-regulation
 Support Social-Emotional Development: Support Non-Mobile Infants’ Peer Interactions	<ul style="list-style-type: none"> • Supporting peer interaction and play • Creating a sense of belonging • Supervising and joining in play and activities
 Support Social-Emotional Development: Support Toddlers’ Peer Interactions	<ul style="list-style-type: none"> • Supporting peer interaction and play • Extending pretend play • Supporting social problem-solving • Creating a sense of belonging
 Support Literacy	<ul style="list-style-type: none"> • Engaging children in books • Encouraging a positive attitude toward books • Using new words and sentences • Making connections to things not present
 Support Infants’ Cognitive Development	<ul style="list-style-type: none"> • Supporting object exploration • Supporting children in making choices • Supporting learning about concepts • Extending knowledge about the world
 Support Toddlers’ Cognitive Development	<ul style="list-style-type: none"> • Scaffolding problem-solving • Supporting children in making choices • Extending pretend play • Extending knowledge about the world

More information about WGT and its content is in the final report of the WGT 2019 field test (Atkins-Burnett et al. 2020).

Sources

- Atkins-Burnett, Sally, Louisa Tarullo, Shannon Monahan, Felicia Hurwitz, Timothy Bruursema, Ann Li, Elizabeth Blesson, Judy Cannon, Ayesha De Mond, and Anna Heckler. “The We Grow Together Professional Development System: Final Report of the 2019 Field Test.” OPRE Report #2020-170. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020. [The We Grow Together Professional Development System: Final Report of the 2019 Field Test | The Administration for Children and Families \(hhs.gov\)](https://www.hhs.gov/opre/reports/2020-170-the-we-grow-together-professional-development-system-final-report-of-the-2019-field-test/).
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- Division for Early Childhood. “DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014.” Division for Early Childhood, 2014. www.dec-sped.org/recommendedpractices.
- Office of Head Start. “Head Start Early Learning Outcomes Framework: Ages Birth to Five.” Administration for Children and Families, U.S. Department of Health and Human Services, 2015. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>.
- Office of Head Start. “Head Start Program Performance Standards and Other Regulations.” Administration for Children and Families, U.S. Department of Health and Human Services, 2000. <https://purl.fdlp.gov/GPO/LPS53786>

Crosswalk of We Grow Together and Child Development Associate® Credential's Competency Standards

The Child Development Associate® (CDA®) Credential is an internationally recognized credential for caregivers of young children. The CDA® competency standards are divided into 8 subject areas, 6 competency areas, and 13 functional areas. The following crosswalk tables illustrate how WGT modules and key practices align with 5 of the 8 CDA® subject areas related to caregiver-child interactions that support children's development:

- Subject Area 1: Planning a safe and healthy learning environment (Exhibit 2)
- Subject Area 2: Advancing children's physical and intellectual development (Exhibit 3)
- Subject Area 3: Supporting children's social and emotional development (Exhibit 4)
- Subject Area 7: Observing and recording children's behavior (Exhibit 5)
- Subject Area 8: Understanding principles of child development and learning (Exhibit 6)

Three CDA® subject areas (building productive relationships with families, managing an effective program, and maintaining a commitment to professionalism) are not related to caregiver-child interactions and are not included in this crosswalk.

Information last updated: August 30, 2021

Sources

Atkins-Burnett, Sally, Louisa Tarullo, Shannon Monahan, Felicia Hurwitz, Timothy Bruursema, Ann Li, Elizabeth Blesson, Judy Cannon, Ayesha De Mond, and Anna Heckler. "The We Grow Together Professional Development System: Final Report of the 2019 Field Test." OPRE Report #2020-170. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020. [The We Grow Together Professional Development System: Final Report of the 2019 Field Test | The Administration for Children and Families \(hhs.gov\)](https://www.hhs.gov/ohrp/evaluation-and-reporting/evaluation-reports/2020-170-the-we-grow-together-professional-development-system-final-report-of-the-2019-field-test).

Council for Professional Recognition. "Child Development Associate® (CDA®) Credential Competency Standards." n.d. www.cdacouncil.org/about/cda-credential/competency-standards.

CDA® Subject Area 1: Planning a Safe and Healthy Learning Environment

This CDA® subject area focuses on whether caregivers create an environment in which children can safely interact and play. It encompasses aspects such as first aid, nutrition, and space planning. Several key practices in eight WGT modules align with this subject area, with many practices aligning with the learning environment functional area.

Exhibit 2. WGT and CDA® crosswalk: planning a safe and healthy learning environment

WGT module	WGT key practice	1. Planning a safe and healthy learning environment: functional areas		
		Physically safe	Physically healthy	Learning environment
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues			X
	Responding to children's emotional cues			X
	Responding to children in distress			X
	Building a positive relationship			X
	Supervising and joining in play and activities	X		X
Support Children's Language Use	Responding to children's cues			X
	Taking turns in conversation			X
	Asking questions			X
	Extending children's language use			X
	Supporting children's use of new words			X
Support Children's Understanding of Language	Using different types of talk			X
	Using lots of specific and new words			X
	Supporting learning about concepts			X
	Engaging children in books			X
	Using themes and projects			X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines		X	X
	Managing behavior and setting limits	X		X
	Responding to emotional cues			X
	Supporting self-regulation			
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play			X
	Creating a sense of belonging			X
	Supervising and joining in play and activities	X		X

WGT module	WGT key practice	1. Planning a safe and healthy learning environment: functional areas		
		Physically safe	Physically healthy	Learning environment
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play			X
	Extending pretend play			X
	Supporting social problem-solving			X
	Creating a sense of belonging			X
Support Literacy	Engaging children in books			X
	Encouraging a positive attitude toward books			
	Using new words and sentences			X
	Making connections to things not present			X
Support Infants' Cognitive Development	Supporting object exploration			X
	Supporting children in making choices			X
	Supporting learning about concepts			X
	Extending knowledge about the world			X
Support Toddlers' Cognitive Development	Scaffolding problem-solving			X
	Supporting children in making choices			X
	Extending pretend play			X
	Extending knowledge about the world			X

CDA® Subject Area 2: Advancing Children's Physical and Intellectual Development

This CDA® subject area focuses on fostering a child's physical, language, and cognitive (thinking and learning) development. All nine WGT modules have key practices that align with at least one functional area, with the largest number of key practices aligning with the cognitive and communication functional areas.

Exhibit 3. WGT and CDA® crosswalk: advancing children's physical and intellectual development

WGT module	WGT key practice	2. Advancing children's physical and intellectual development: functional areas			
		Physical	Cognitive	Communication	Creative
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues			X	
	Responding to children's emotional cues			X	
	Responding to children in distress				
	Building a positive relationship				
	Supervising and joining in play and activities				X
Support Children's Language Use	Responding to children's cues			X	
	Taking turns in conversation			X	
	Asking questions			X	
	Extending children's language use			X	
	Supporting children's use of new words			X	
Support Children's Understanding of Language	Using different types of talk			X	X
	Using lots of specific and new words			X	
	Supporting learning about concepts		X	X	
	Engaging children in books			X	X
	Using themes and projects		X	X	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines				
	Managing behavior and setting limits				
	Responding to emotional cues			X	
	Supporting self-regulation				

WGT module	WGT key practice	2. Advancing children's physical and intellectual development: functional areas			
		Physical	Cognitive	Communication	Creative
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play			X	X
	Creating a sense of belonging				
	Supervising and joining in play and activities				X
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play			X	X
	Extending pretend play		X	X	X
	Supporting social problem-solving			X	
	Creating a sense of belonging				
Support Literacy	Engaging children in books			X	X
	Encouraging a positive attitude toward books			X	X
	Using new words and sentences			X	
	Making connections to things not present		X	X	
Support Infants' Cognitive Development	Supporting object exploration	X	X		X
	Supporting children in making choices		X		
	Supporting learning about concepts		X	X	
	Extending knowledge about the world		X		X
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X	X		X
	Supporting children in making choices		X		
	Extending pretend play		X	X	X
	Extending knowledge about the world		X		X

CDA® Subject Area 3: Supporting Children's Social and Emotional Development and Provide Positive Guidance

This CDA® subject area focuses on fostering the social and emotional development of children, with topics including self-regulation, socialization, and adult modeling. Four WGT modules focus on this subject area, all under the area of Support Social-Emotional Development: caregiver-child relationships; regulation of behavior and emotions; support non-mobile infants' peer interactions; and support toddlers' peer interactions. Some key practices in other modules align with at least one functional area.

Exhibit 4. WGT and CDA® crosswalk: supporting children's social and emotional development and positive guidance

WGT module	WGT key practice	3. Support social and emotional development: functional areas		
		Self	Social	Guidance
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X	X	X
	Responding to children's emotional cues	X	X	X
	Responding to children in distress	X		
	Building a positive relationship	X		
	Supervising and joining in play and activities	X		X
Support Children's Language Use	Responding to children's cues	X	X	X
	Taking turns in conversation			
	Asking questions			
	Extending children's language use			
	Supporting children's use of new words			
Support Children's Understanding of Language	Using different types of talk			
	Using lots of specific and new words			
	Supporting learning about concepts			
	Engaging children in books			
	Using themes and projects			
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines			X
	Managing behavior and setting limits		X	X
	Responding to emotional cues	X	X	X
	Supporting self-regulation		X	X

WGT module	WGT key practice	3. Support social and emotional development: functional areas		
		Self	Social	Guidance
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play		X	X
	Creating a sense of belonging	X	X	
	Supervising and joining in play and activities		X	X
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play		X	X
	Extending pretend play		X	
	Supporting social problem-solving		X	X
	Creating a sense of belonging	X	X	
Support Literacy	Engaging children in books			
	Encouraging a positive attitude toward books			
	Using new words and sentences			
	Making connections to things not present			
Support Infants' Cognitive Development	Supporting object exploration			
	Supporting children in making choices			
	Supporting learning about concepts			
	Extending knowledge about the world			
Support Toddlers' Cognitive Development	Scaffolding problem-solving			
	Supporting children in making choices			
	Extending pretend play		X	
	Extending knowledge about the world			

CDA® Subject Area 7: Observing and Recording Children's Behavior

This CDA® subject area focuses on skills and techniques caregivers can use to observe children, record their behavior, and assess various types of information to determine a child's growth and learning. All nine WGT modules address this subject area. The WGT resources include an action plan caregivers can use to develop and implement goals for child development.

Exhibit 5. WGT and CDA® crosswalk: observing and recording children's behavior

WGT module	WGT key practice	7. Observing and recording children's behavior
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X
	Responding to children's emotional cues	X
	Responding to children in distress	X
	Building a positive relationship	X
	Supervising and joining in play and activities	X
Support Children's Language Use	Responding to children's cues	X
	Taking turns in conversation	X
	Asking questions	X
	Extending children's language use	X
	Supporting children's use of new words	X
Support Children's Understanding of Language	Using different types of talk	X
	Using lots of specific and new words	X
	Supporting learning about concepts	X
	Engaging children in books	X
	Using themes and projects	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X
	Managing behavior and setting limits	X
	Responding to emotional cues	X
	Supporting self-regulation	X
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X
	Creating a sense of belonging	X
	Supervising and joining in play and activities	X

WGT module	WGT key practice	7. Observing and recording children's behavior
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play	X
	Extending pretend play	X
	Supporting social problem-solving	X
	Creating a sense of belonging	X
Support Literacy	Engaging children in books	X
	Encouraging a positive attitude toward books	X
	Using new words and sentences	X
	Making connections to things not present	X
Support Infants' Cognitive Development	Supporting object exploration	X
	Supporting children in making choices	X
	Supporting learning about concepts	X
	Extending knowledge about the world	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X
	Supporting children in making choices	X
	Extending pretend play	X
	Extending knowledge about the world	X

CDA® Subject Area 8: Understanding Principles of Child Development and Learning

This CDA® subject area focuses on ensuring that caregivers have a comprehensive understanding of early childhood development, with topics including developmental expectations for children and an understanding of early brain development. All nine WGT modules address this subject area. Each WGT key practice includes a handout and presentation that describe its importance and how to implement it with infants and toddlers.

Exhibit 6. WGT and CDA® crosswalk: understanding principles of child development and learning

WGT module	WGT key practice	8. Understanding principles of child development and learning
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X
	Responding to children's emotional cues	X
	Responding to children in distress	X
	Building a positive relationship	X
	Supervising and joining in play and activities	X
Support Children's Language Use	Responding to children's cues	X
	Taking turns in conversation	X
	Asking questions	X
	Extending children's language use	X
	Supporting children's use of new words	X
Support Children's Understanding of Language	Using different types of talk	X
	Using lots of specific and new words	X
	Supporting learning about concepts	X
	Engaging children in books	X
	Using themes and projects	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X
	Managing behavior and setting limits	X
	Responding to emotional cues	X
	Supporting self-regulation	X
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X
	Creating a sense of belonging	X
	Supervising and joining in play and activities	X

WGT module	WGT key practice	8. Understanding principles of child development and learning
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play	X
	Extending pretend play	X
	Supporting social problem-solving	X
	Creating a sense of belonging	X
Support Literacy	Engaging children in books	X
	Encouraging a positive attitude toward books	X
	Using new words and sentences	X
	Making connections to things not present	X
Support Infants' Cognitive Development	Supporting object exploration	X
	Supporting children in making choices	X
	Supporting learning about concepts	X
	Extending knowledge about the world	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X
	Supporting children in making choices	X
	Extending pretend play	X
	Extending knowledge about the world	X

Crosswalk of We Grow Together with Competencies of the Collaborative for Understanding the Pedagogy of Infant/Toddler Development

The Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID) is a consortium dedicated to improving care of infants and toddlers by improving higher education’s teaching of infant/toddler development. CUPID developed a set of competencies for practitioners who care for infants and toddlers.

There are nine domains of CUPID competencies. Within each domain, competencies are organized into four categories: knowledge, dispositions, skills in creating environments and structures, and skills in interaction. The following crosswalk table illustrates how WGT modules and key practices align with six of the nine domains in the category of skills in interactions (Exhibit 7). The domains evaluated in this category include:

- Health and safety
- Reflective practice
- Understanding & supporting relationships
- Understanding & supporting learning
- Guidance of infant/toddler behavior
- Diversity and inclusion

Three domains (partnering with and supporting families; assessing development, learning, and environments; and professionalism) are not related to caregiver-child interactions and are not included in this crosswalk.

Information last updated: September 2, 2021

Sources

Atkins-Burnett, Sally, Louisa Tarullo, Shannon Monahan, Felicia Hurwitz, Timothy Bruursema, Ann Li, Elizabeth Blesson, Judy Cannon, Ayesha De Mond, and Anna Heckler. “The We Grow Together Professional Development System: Final Report of the 2019 Field Test.” OPRE Report #2020-170. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020. [The We Grow Together Professional Development System: Final Report of the 2019 Field Test | The Administration for Children and Families \(hhs.gov\)](https://www.hhs.gov/ohr/2020-170).

Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID). “Draft Competencies for the Infant/Toddler Workforce.” Unpublished manuscript, 2015.

CUPID Category: Skills in Interactions

This category focuses on how caregivers demonstrate sensitive responses to children’s needs. At the advanced level, caregivers demonstrate that they foster positive peer interactions to support social development. All nine WGT modules have key practices that align with at least one domain in the skills in interactions category.

Exhibit 7. WGT and CUPID crosswalk: skills in interactions

WGT module	WGT key practice	1. Health and safety ^a	2. Reflective practice ^{b,c}	3. Understanding and supporting relationships ^d	4. Understanding and supporting learning ^e	5. Guidance of infant/toddler behavior ^f	8. Diversity and Inclusion
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues		X	X		X	
	Responding to children's emotional cues		X	X		X	
	Responding to children in distress		X	X		X	
	Building a positive relationship		X	X			
	Supervising and joining in play and activities		X	X			
Support Children's Language Use	Responding to children's cues		X	X	X	X	
	Taking turns in conversation		X		X		
	Asking questions		X		X		
	Extending children's language use		X		X		
	Supporting children's use of new words		X		X		
Support Children's Understanding of Language	Using different types of talk		X		X		
	Using lots of specific and new words		X		X		
	Supporting learning about concepts		X		X		
	Engaging children in books		X		X		
	Using themes and projects		X		X		

WGT module	WGT key practice	1. Health and safety ^a	2. Reflective practice ^{b,c}	3. Understanding and supporting relationships ^d	4. Understanding and supporting learning ^e	5. Guidance of infant/toddler behavior ^f	8. Diversity and Inclusion
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X	X			X	
	Managing behavior and setting limits	X	X			X	
	Responding to emotional cues		X	X		X	
	Supporting self-regulation	X	X			X	
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play		X	X		X	X
	Creating a sense of belonging		X	X			X
	Supervising and joining in play and activities		X	X			
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play		X	X		X	X
	Extending pretend play		X	X	X		
	Supporting social problem-solving		X	X	X	X	
	Creating a sense of belonging		X	X			X
Support Literacy	Engaging children in books		X		X		
	Encouraging a positive attitude toward books		X		X		
	Using new words and sentences		X		X		
	Making connections to things not present		X		X		
Support Infants' Cognitive Development	Supporting object exploration		X		X		X
	Supporting children in making choices		X		X	X	
	Supporting learning about concepts		X		X		
	Extending knowledge about the world		X		X		
Support Toddlers'	Scaffolding problem-solving		X		X		
	Supporting children in making choices		X		X	X	
	Extending pretend play		X	X	X		

WGT module	WGT key practice	1. Health and safety ^a	2. Reflective practice ^{b,c}	3. Understanding and supporting relationships ^d	4. Understanding and supporting learning ^e	5. Guidance of infant/toddler behavior ^f	8. Diversity and Inclusion
Cognitive Development	Extending knowledge about the world		X		X		

^a Modeling healthy self-care practices and incorporating them into everyday routines.

^b Observing, reflecting, and translating reflections into own behavior changes.

^c Pausing in reaction to others. Observing, reflecting, and translating reflections into changes in how to plan and respond to interactions and experiences.

^d Warm and sensitive/responsive interactions. Respectful interactions. Creating opportunities for child to contribute to relationship. Observing children's unique contributions to relationships and creating opportunities to expand on those.

^e Knowledge of developmental trajectories and processes of development. Strategies to scaffold development of skills.

^f Observing child carefully. Accurately interpreting the child's cues and goals. Speaking for the baby (reflection on behavior and internal states); effective encouragement. Modeling the desired behavior. Building on emerging child competencies; scaffolding emotion regulation (helping child build tools to manage challenging situations—including practices for the whole class and individualized practices).

Crosswalk of We Grow Together and Division for Early Childhood Recommended Practices

The Division for Early Childhood (DEC) is an organization dedicated to providing support for children with special needs and their families. The DEC Recommended Practices in Early Intervention/Early Childhood Special Education provide evidence-based guidance to caregivers and families on how to improve learning outcomes and development for children (newborn to age 5) who have or are at risk of developmental delays or disabilities.

The DEC Recommended Practices are divided into eight topic areas. The following crosswalk tables illustrate how WGT modules and key practices align with three of the eight topic areas related to caregiver-child interactions:

- Environment (Environmental Practices 1 and 6) (Exhibit 8)
- Instruction (Instructional Practices 1, 4–9) (Exhibit 9)
- Interaction (Interaction Practices 1–5) (Exhibit 10)

Five topic areas (assessment, family, teaming and collaboration, and transition) are not related to caregiver-child interactions and are not included in this crosswalk.

Information last updated: August 31, 2021

Sources

Atkins-Burnett, Sally, Louisa Tarullo, Shannon Monahan, Felicia Hurwitz, Timothy Bruursema, Ann Li, Elizabeth Blesson, Judy Cannon, Ayesha De Mond, and Anna Heckler. “The We Grow Together Professional Development System: Final Report of the 2019 Field Test.” OPRE Report #2020-170. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020. [The We Grow Together Professional Development System: Final Report of the 2019 Field Test | The Administration for Children and Families \(hhs.gov\)](#).

Division for Early Childhood. “DEC recommended practices in early intervention/early childhood special education 2014.” 2014. www.dec-sped.org/recommendedpractices

DEC Recommended Practice Topic Area: Environment

This DEC topic area focuses on creating a physical, social, and temporal environment conducive to the development of children who have or are at risk of developmental disabilities. Several key practices in five WGT modules align with Environment Practices 1 and 6. The crosswalk tables do not include Environmental Practices 2–4, which address strategies for working with families and other adults to adapt the environment, because WGT does not specifically address strategies to adapt the physical environment of early care and education settings.

Exhibit 8. WGT and DEC crosswalk: environment

WGT module	WGT key practice	Environment practices	
		E.1. Daily routines and activities to promote participation in learning experiences ^a	E.6. Movement and regular physical activity ^b
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X	
	Responding to children's emotional cues	X	
	Responding to children in distress		
	Building a positive relationship		
	Supervising and joining in play and activities	X	
Support Children's Language Use	Responding to children's cues	X	
	Taking turns in conversation	X	
	Asking questions	X	
	Extending children's language use	X	
	Supporting children's use of new words	X	
Support Children's Understanding of Language	Using different types of talk		
	Using lots of specific and new words		
	Supporting learning about concepts	X	
	Engaging children in books	X	
	Using themes and projects		
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X	
	Managing behavior and setting limits	X	
	Responding to emotional cues	X	
	Supporting self-regulation	X	X

WGT module	WGT key practice	Environment practices	
		E.1. Daily routines and activities to promote participation in learning experiences ^a	E.6. Movement and regular physical activity ^b
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X	
	Creating a sense of belonging	X	
	Supervising and joining in play and activities	X	
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play	X	
	Extending pretend play	X	
	Supporting social problem-solving	X	
	Creating a sense of belonging	X	
Support Literacy	Engaging children in books	X	
	Encouraging a positive attitude toward books	X	
	Using new words and sentences		
	Making connections to things not present		
Support Infants' Cognitive Development	Supporting object exploration	X	X
	Supporting children in making choices	X	
	Supporting learning about concepts	X	
	Extending knowledge about the world	X	
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X	
	Supporting children in making choices	X	
	Extending pretend play	X	
	Extending knowledge about the world		

^aPractitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

^bPractitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.

DEC Recommended Practice Topic Area: Instruction

This DEC topic area focuses on systematic strategies that inform what to teach, when to teach it, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others. All nine WGT modules have key practices that align with at least one practice in the table.

Exhibit 9. WGT and DEC crosswalk: instruction

WGT module	WGT key practice	Instruction practices						
		INS1 Active learning engagement ^a	INS4 Support, access, adaptations ^b	INS5 Learning embedded in activities and routine ^c	INS6 Systematic instructional strategies ^d	INS7 Explicit feedback ^e	INS8 Peer- mediated intervention ^f	INS9 Proactive behavior guidance ^g
Support Social- Emotional Development: Caregiver- Child Relationships	Responding to children's social cues					X		
	Responding to children's emotional cues		X			X		X
	Responding to children in distress							
	Building a positive relationship					X		
	Supervising and joining in play and activities	X	X					X
Support Children's Language Use	Responding to children's cues			X		X		
	Taking turns in conversation	X		X		X		
	Asking questions	X		X				
	Extending children's language use	X		X		X		
	Supporting children's use of new words	X		X				

WGT module	WGT key practice	Instruction practices						
		INS1	INS4	INS5	INS6	INS7	INS8	INS9
		Active learning engagement ^a	Support, access, adaptations ^b	Learning embedded in activities and routine ^c	Systematic instructional strategies ^d	Explicit feedback ^e	Peer-mediated intervention ^f	Proactive behavior guidance ^g
Support Children's Understanding of Language	Using different types of talk			X				
	Using lots of specific and new words			X				
	Supporting learning about concepts			X	X	X		
	Engaging children in books	X		X				
	Using themes and projects	X		X				
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines		X					X
	Managing behavior and setting limits					X		X
	Responding to emotional cues		X			X		X
	Supporting self-regulation							X
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play		X				X	
	Creating a sense of belonging							
	Supervising and joining in play and activities	X	X					
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play		X				X	
	Extending pretend play	X	X	X			X	
	Supporting social problem-solving							X
	Creating a sense of belonging							

WGT module	WGT key practice	Instruction practices						
		INS1	INS4	INS5	INS6	INS7	INS8	INS9
		Active learning engagement ^a	Support, access, adaptations ^b	Learning embedded in activities and routine ^c	Systematic instructional strategies ^d	Explicit feedback ^e	Peer-mediated intervention ^f	Proactive behavior guidance ^g
Support Literacy	Engaging children in books	X		X				
	Encouraging a positive attitude toward books	X	X					
	Using new words and sentences			X				
	Making connections to things not present			X				
Support Infants' Cognitive Development	Supporting object exploration	X	X	X	X			
	Supporting children in making choices	X		X		X		
	Supporting learning about concepts	X		X	X	X		
	Extending knowledge about the world	X		X				
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X	X	X				
	Supporting children in making choices	X		X		X		
	Extending pretend play	X	X	X			X	
	Extending knowledge about the world	X		X				

^a Practitioners, working with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.

^b Practitioners plan for and provide the level of support, accommodations, and adaptations necessary for the child to access, participate, and learn within and across activities and routines.

^c Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

^d Practitioners use systematic instructional strategies with fidelity to teach skills and to promote children's engagement and learning.

^e Practitioners use explicit feedback and consequences to increase children's engagement, play, and skills.

^f Practitioners use peer-mediated intervention to teach skills and to promote children's engagement and learning.

^g Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.

DEC Recommended Practice Topic Area: Interaction

This DEC topic area focuses on interactions that promote children’s emotional, language, and cognitive abilities. All nine WGT modules have key practices that align with at least one of the interaction practices.

Exhibit 10. WGT and DEC crosswalk: interaction

WGT module	WGT key practice	Interaction practices				
		INT1	INT2 ^b	INT3 ^c	INT4 ^d	INT5 ^e
		Respond contingently to emotions ^a	Support interactions with other children and adults	Promote communication development	Promote cognitive development	Promote problem-solving behavior
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X	X	X		
	Responding to children's emotional cues	X				
	Responding to children in distress	X				
	Building a positive relationship	X				
	Supervising and joining in play and activities		X		X	
Support Children's Language Use	Responding to children's cues	X		X		
	Taking turns in conversation			X		
	Asking questions			X		
	Extending children's language use			X		
	Supporting children's use of new words			X		
Support Children's Understanding of Language	Using different types of talk			X		
	Using lots of specific and new words			X		
	Supporting learning about concepts			X	X	
	Engaging children in books				X	
	Using themes and projects				X	

WGT module	WGT key practice	Interaction practices				
		INT1	INT2 ^b	INT3 ^c	INT4 ^d	INT5 ^e
		Respond contingently to emotions ^a	Support interactions with other children and adults	Promote communication development	Promote cognitive development	Promote problem-solving behavior
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines					
	Managing behavior and setting limits					X
	Responding to emotional cues	X				
	Supporting self-regulation					X
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play		X		X	X
	Creating a sense of belonging		X			
	Supervising and joining in play and activities		X		X	
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play		X		X	X
	Extending pretend play		X		X	
	Supporting social problem-solving		X			X
	Creating a sense of belonging		X			
Support Literacy	Engaging children in books					
	Encouraging a positive attitude toward books					
	Using new words and sentences					
	Making connections to things not present				X	
Support Infants' Cognitive Development	Supporting object exploration				X	
	Supporting children in making choices				X	X
	Supporting learning about concepts			X	X	
	Extending knowledge about the world				X	

WGT module	WGT key practice	Interaction practices				
		INT1	INT2 ^b	INT3 ^c	INT4 ^d	INT5 ^e
		Respond contingently to emotions ^a	Support interactions with other children and adults	Promote communication development	Promote cognitive development	Promote problem-solving behavior
Support Toddlers' Cognitive Development	Scaffolding problem-solving				X	X
	Supporting children in making choices				X	X
	Extending pretend play		X		X	
	Extending knowledge about the world				X	

^a Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the child's range of emotional expressions.

^b Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

^c Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and nonverbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.

^d Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity and by joining in and expanding on the child's focus, actions, and intent.

^e Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

Crosswalk of We Grow Together and Head Start Early Learning Outcomes Framework

The Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF; Office of Head Start 2015) details domain-specific skills, behaviors, and knowledge that programs should foster in children to support development and learning.

The ELOF is divided into five domains and multiple sub-domains. Each domain includes ELOF goals for infants and toddlers and ELOF goals for preschoolers. The following crosswalk tables illustrate how WGT modules and key practices align with the ELOF goals for infants and toddlers under a given domain (and sub-domain):

- Approaches to learning (Exhibit 11)
- Social and emotional development (Exhibit 12)
- Language and communication (Exhibit 13)
- Cognition (Exhibit 14)
- Perceptual, motor, and physical development (Exhibit 15)

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Sources

Atkins-Burnett, Sally, Louisa Tarullo, Shannon Monahan, Felicia Hurwitz, Timothy Bruursema, Ann Li, Elizabeth Blesson, Judy Cannon, Ayesha De Mond, and Anna Heckler. “The We Grow Together Professional Development System: Final Report of the 2019 Field Test.” OPRE Report #2020-170. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020. [The We Grow Together Professional Development System: Final Report of the 2019 Field Test | The Administration for Children and Families \(hhs.gov\)](#).

Office of Head Start. “Head Start Early Learning Outcomes Framework: Ages Birth to Five.” Administration for Children and Families, U.S. Department of Health and Human Services, 2015. <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>.

ELOF Domain: Approaches to Learning

This domain focuses on how children learn. Three WGT modules focus on this domain: Support Social-Emotional Development: Regulation of Behavior and Emotions; Support Infants' Cognitive Development; and Support Toddlers' Cognitive Development. Some key practices in other modules align with at least one of the sub-domains.

Exhibit 11. WGT and ELOF crosswalk: approaches to learning

WGT module	WGT key practice	ELOF approaches to learning: sub-domains			
		Emotional and behavioral self-regulation	Cognitive self-regulation	Initiative and curiosity	Creativity
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues				
	Responding to children's emotional cues	X	X		
	Responding to children in distress	X			
	Building a positive relationship				
	Supervising and joining in play and activities			X	X
Support Children's Language Use	Responding to children's cues				
	Taking turns in conversation				
	Asking questions			X	
	Extending children's language use				X
	Supporting children's use of new words				X
Support Children's Understanding of Language	Using different types of talk				X
	Using lots of specific and new words				
	Supporting learning about concepts		X	X	
	Engaging children in books		X		
	Using themes and projects			X	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X	X		
	Managing behavior and setting limits	X			
	Responding to emotional cues	X	X		
	Supporting self-regulation	X	X		

WGT module	WGT key practice	ELOF approaches to learning: sub-domains			
		Emotional and behavioral self-regulation	Cognitive self-regulation	Initiative and curiosity	Creativity
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play			X	X
	Creating a sense of belonging				
	Supervising and joining in play and activities			X	X
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play			X	X
	Extending pretend play			X	X
	Supporting social problem-solving	X			
	Creating a sense of belonging				
Support Literacy	Engaging children in books			X	X
	Encouraging a positive attitude toward books			X	
	Using new words and sentences			X	X
	Making connections to things not present				X
Support Infants' Cognitive Development	Supporting object exploration		X	X	
	Supporting children in making choices		X	X	
	Supporting learning about concepts		X	X	
	Extending knowledge about the world			X	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving		X	X	
	Supporting children in making choices		X	X	
	Extending pretend play			X	X
	Extending knowledge about the world			X	X

ELOF Domain: Social and Emotional Development

This ELOF domain focuses on positive social and emotional development as a foundation of lifelong development and learning. Four WGT modules focus on this domain, all under Support Social-Emotional Development: caregiver-child relationships; regulation of behavior and emotions; support non-mobile infants' peer interactions; and support toddlers' peer interactions. One key practice within the Support Children's Language Use module aligns with several sub-domains.

Exhibit 12. WGT and ELOF crosswalk: social and emotional development

WGT module	WGT key practice	ELOF social and emotional development: sub-domains			
		Relationships with adults	Relationships with other children	Emotional functioning	Sense of identity and belonging
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X		X	X
	Responding to children's emotional cues	X		X	X
	Responding to children in distress	X		X	
	Building a positive relationship	X		X	X
	Supervising and joining in play and activities	X	X		
Support Children's Language Use	Responding to children's cues	X		X	X
	Taking turns in conversation				
	Asking questions				
	Extending children's language use				
	Supporting children's use of new words				
Support Children's Understanding of Language	Using different types of talk				
	Using lots of specific and new words				
	Supporting learning about concepts				
	Engaging children in books				
	Using themes and projects				
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines			X	
	Managing behavior and setting limits		X		
	Responding to emotional cues	X		X	X
	Supporting self-regulation		X	X	

WGT module	WGT key practice	ELOF social and emotional development: sub-domains			
		Relationships with adults	Relationships with other children	Emotional functioning	Sense of identity and belonging
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play		X	X	X
	Creating a sense of belonging		X	X	X
	Supervising and joining in play and activities		X		X
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play		X	X	X
	Extending pretend play		X		
	Supporting social problem-solving		X	X	X
	Creating a sense of belonging		X	X	X
Support Literacy	Engaging children in books				
	Encouraging a positive attitude toward books				
	Using new words and sentences				
	Making connections to things not present				
Support Infants' Cognitive Development	Supporting object exploration				
	Supporting children in making choices				
	Supporting learning about concepts				
	Extending knowledge about the world				
Support Toddlers' Cognitive Development	Scaffolding problem-solving				
	Supporting children in making choices				
	Extending pretend play		X		
	Extending knowledge about the world				

ELOF Domain: Language and Communication

This ELOF domain focuses on children’s emerging abilities in listening to and understanding language and in using language. Three WGT modules focus on this domain: Support Children's Language Use; Support Children's Understanding of Language; and Support Literacy. Several key practices within the social-emotional development and cognitive WGT modules align with at least one sub-domain.

Exhibit 13. WGT and ELOF crosswalk: language and communication

WGT module	WGT key practice	ELOF language and communication: sub-domains			
		Attending and understanding	Communicating and speaking	Vocabulary	Emergent literacy
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X	X		
	Responding to children's emotional cues		X	X	
	Responding to children in distress		X		
	Building a positive relationship				
	Supervising and joining in play and activities				
Support Children's Language Use	Responding to children's cues	X	X		
	Taking turns in conversation	X	X		
	Asking questions	X	X	X	
	Extending children's language use	X	X	X	
	Supporting children's use of new words	X	X	X	
Support Children's Understanding of Language	Using different types of talk	X	X	X	X
	Using lots of specific and new words	X		X	
	Supporting learning about concepts	X	X	X	X
	Engaging children in books	X	X	X	X
	Using themes and projects	X		X	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines				
	Managing behavior and setting limits				
	Responding to emotional cues		X	X	
	Supporting self-regulation				

WGT module	WGT key practice	ELOF language and communication: sub-domains			
		Attending and understanding	Communicating and speaking	Vocabulary	Emergent literacy
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X	X		
	Creating a sense of belonging				
	Supervising and joining in play and activities				
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play	X	X		
	Extending pretend play				
	Supporting social problem-solving				
	Creating a sense of belonging				
Support Literacy	Engaging children in books	X	X	X	X
	Encouraging a positive attitude toward books				X
	Using new words and sentences			X	X
	Making connections to things not present			X	X
Support Infants' Cognitive Development	Supporting object exploration				X
	Supporting children in making choices				
	Supporting learning about concepts	X	X	X	X
	Extending knowledge about the world	X	X	X	
Support Toddlers' Cognitive Development	Scaffolding problem-solving				
	Supporting children in making choices				
	Extending pretend play				
	Extending knowledge about the world	X	X	X	X

ELOF Domain: Cognition

This domain focuses on reasoning, memory, problem-solving, and thinking skills. Two WGT modules focus on this domain: Support Infants' Cognitive Development and Support Toddlers' Cognitive Development. Several key practices within the other WGT modules align with the ELOF infant and toddler goals for thinking and learning.

Exhibit 14. WGT and ELOF cognition crosswalk

WGT module	WGT key practice	ELOF cognition: sub-domains				
		Exploration and discovery	Memory	Reasoning and problem-solving	Emergent mathematical thinking	Imitation and symbolic representation and play
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues					
	Responding to children's emotional cues					
	Responding to children in distress					
	Building a positive relationship					
	Supervising and joining in play and activities					X
Support Children's Language Use	Responding to children's cues					
	Taking turns in conversation					
	Asking questions	X	X	X		
	Extending children's language use	X				X
	Supporting children's use of new words	X	X			
Support Children's Understanding of Language	Using different types of talk			X		
	Using lots of specific and new words					
	Supporting learning about concepts	X			X	X
	Engaging children in books					X
	Using themes and projects				X	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines					
	Managing behavior and setting limits			X		
	Responding to emotional cues					
	Supporting self-regulation			X		

WGT module	WGT key practice	ELOF cognition: sub-domains				
		Exploration and discovery	Memory	Reasoning and problem-solving	Emergent mathematical thinking	Imitation and symbolic representation and play
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X				X
	Creating a sense of belonging					
	Supervising and joining in play and activities					X
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play	X				X
	Extending pretend play	X				X
	Supporting social problem-solving			X		
	Creating a sense of belonging					
Support Literacy	Engaging children in books					X
	Encouraging a positive attitude toward books					
	Using new words and sentences					
	Making connections to things not present		X			X
Support Infants' Cognitive Development	Supporting object exploration	X			X	X
	Supporting children in making choices			X		
	Supporting learning about concepts	X			X	X
	Extending knowledge about the world	X	X	X	X	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving			X	X	
	Supporting children in making choices			X		
	Extending pretend play	X				X
	Extending knowledge about the world	X	X	X	X	X

ELOF Domain: Perceptual, Motor, and Physical Development

This ELOF domain focuses on perception, gross motor and fine motor development; and on health, safety, and nutrition. Several key practices in five WGT modules align with the ELOF infant and toddler goals for perception, motor, and physical development.

Exhibit 15. Crosswalk of WGT and ELOF: perceptual, motor, and physical development

WGT module	WGT key practice	ELOF perceptual, motor, and physical development sub-domains			
		Perception	Gross motor	Fine motor	Health, safety, and nutrition
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues				
	Responding to children's emotional cues				
	Responding to children in distress				
	Building a positive relationship				
	Supervising and joining in play and activities				
Support Children's Language Use	Responding to children's cues				
	Taking turns in conversation				
	Asking questions				
	Extending children's language use				
	Supporting children's use of new words				
Support Children's Understanding of Language	Using different types of talk				
	Using lots of specific and new words				
	Supporting learning about concepts	X	X	X	
	Engaging children in books				
	Using themes and projects				
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines				X
	Managing behavior and setting limits				X
	Responding to emotional cues				
	Supporting self-regulation	X	X		X

WGT module	WGT key practice	ELOF perceptual, motor, and physical development sub-domains			
		Perception	Gross motor	Fine motor	Health, safety, and nutrition
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X	X	X	
	Creating a sense of belonging				
	Supervising and joining in play and activities				
Support Social-Emotional Development: Support Toddlers' Peer interaction	Supporting peer interaction and play	X	X	X	
	Extending pretend play	X			
	Supporting social problem-solving				
	Creating a sense of belonging				
Support Literacy	Engaging children in books				
	Encouraging a positive attitude toward books				
	Using new words and sentences				
	Making connections to things not present				
Support Infants' Cognitive Development	Supporting object exploration	X	X	X	
	Supporting children in making choices				
	Supporting learning about concepts	X	X	X	
	Extending knowledge about the world	X			
Support Toddlers' Cognitive Development	Scaffolding problem-solving				
	Supporting children in making choices				
	Extending pretend play				
	Extending knowledge about the world	X			

Crosswalk of We Grow Together with Head Start Program Performance Standards

The Head Start Program Performance Standards (HSPPS) set forth the requirements local grantee recipients must meet to support the cognitive, social, emotional, and healthy development of children from birth to age five. The HSPPS encompass requirements to provide education, health, mental health, nutrition, and family and community engagement services, as well as rules for local program governance and aspects of federal administration of the program. The following crosswalk tables illustrate how WGT modules and key practices align with the HSPPS, specifically Subpart C – Education and Child Development Program Services: [45 CFR §1302.31 Teaching and the learning environment](#), as they relate to caregiver-child interactions that support children’s development:

- 45 CFR §1302.31(a): Teaching and the learning environment (Exhibit 16)
- 45 CFR §1302.31(b): Effective teaching practices (Exhibit 17)
- 45 CFR §1302.31(c): Learning environment (Exhibit 18)
- 45 CFR §1302.31(d): Materials and space for learning (Exhibit 19)
- 45 CFR §1302.31(e): Promoting learning through approaches to rest, meals, routines, and physical activity (Exhibit 20)

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Source

Atkins-Burnett, Sally, Louisa Tarullo, Shannon Monahan, Felicia Hurwitz, Timothy Bruursema, Ann Li, Elizabeth Blessen, Judy Cannon, Ayesha De Mond, and Anna Heckler. “The We Grow Together Professional Development System: Final Report of the 2019 Field Test.” OPRE Report #2020-170. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020. [The We Grow Together Professional Development System: Final Report of the 2019 Field Test | The Administration for Children and Families \(hhs.gov\)](#).

Office of Head Start. “Head Start Program Performance Standards and Other Regulations.” Administration for Children and Families, U.S. Department of Health and Human Services, 2000. <https://purl.fdlp.gov/GPO/LPS53786>.

HSPPS 45 CFR §1302.31(a): Teaching and the learning environment

This standard focuses on ensuring that caregivers and other staff provide a responsive, effective, and organized learning environment. It also encompasses all the other practices covered in this crosswalk. All nine WGT modules align with this standard.

Exhibit 16. Crosswalk of WGT and HSPPS: teaching and the learning environment

WGT module	WGT key practice	Teaching and the learning environment
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X
	Responding to children's emotional cues	X
	Responding to children in distress	X
	Building a positive relationship	X
	Supervising and joining in play and activities	X
Support Children's Language Use	Responding to children's cues	X
	Taking turns in conversation	X
	Asking questions	X
	Extending children's language use	X
	Supporting children's use of new words	X
Support Children's Understanding of Language	Using different types of talk	X
	Using lots of specific and new words	X
	Supporting learning about concepts	X
	Engaging children in books	X
	Using themes and projects	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X
	Managing behavior and setting limits	X
	Responding to emotional cues	X
	Supporting self-regulation	X
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X
	Creating a sense of belonging	X
	Supervising and joining in play and activities	X

WGT module	WGT key practice	Teaching and the learning environment
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play	X
	Extending pretend play	X
	Supporting social problem-solving	X
	Creating a sense of belonging	X
Support Literacy	Engaging children in books	X
	Encouraging a positive attitude toward books	X
	Using new words and sentences	X
	Making connections to things not present	X
Support Infants' Cognitive Development	Supporting object exploration	X
	Supporting children in making choices	X
	Supporting learning about concepts	X
	Extending knowledge about the world	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X
	Supporting children in making choices	X
	Extending pretend play	X
	Extending knowledge about the world	X

HSPPS 45 CFR §1302.31(b): Effective teaching practices

This standard focuses on creating a nurturing and responsive environment that fosters trust and emotional security. All nine WGT modules align with this standard.

Exhibit 17. Crosswalk of WGT and HSPPS: effective teaching practices

WGT module	WGT key practice	Effective teaching practices
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X
	Responding to children's emotional cues	X
	Responding to children in distress	X
	Building a positive relationship	X
	Supervising and joining in play and activities	X
Support Children's Language Use	Responding to children's cues	X
	Taking turns in conversation	X
	Asking questions	X
	Extending children's language use	X
	Supporting children's use of new words	X
Support Children's Understanding of Language	Using different types of talk	X
	Using lots of specific and new words	X
	Supporting learning about concepts	X
	Engaging children in books	X
	Using themes and projects	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X
	Managing behavior and setting limits	X
	Responding to emotional cues	X
	Supporting self-regulation	X
Support Social-Emotional Development: Support Non-	Supporting peer interaction and play	X
	Creating a sense of belonging	X

WGT module	WGT key practice	Effective teaching practices
Mobile Infants' Peer Interactions	Supervising and joining in play and activities	X
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play	X
	Extending pretend play	X
	Supporting social problem-solving	X
	Creating a sense of belonging	X
Support Literacy	Engaging children in books	X
	Encouraging a positive attitude toward books	X
	Using new words and sentences	X
	Making connections to things not present	X
Support Infants' Cognitive Development	Supporting object exploration	X
	Supporting children in making choices	X
	Supporting learning about concepts	X
	Extending knowledge about the world	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X
	Supporting children in making choices	X
	Extending pretend play	X
	Extending knowledge about the world	X

HSPPS 45 CFR §1302.31(c): Learning environment

This standard focuses on providing organized and developmentally appropriate learning environments with “adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences.” For infants and toddlers, these should be integrated into appropriate routines and learning experiences that “promote relational learning.” Several key practices in eight WGT modules align with this standard.

Exhibit 18. Crosswalk of WGT and HSPPS: learning environment

WGT module	WGT key practice	Learning environment
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	
	Responding to children's emotional cues	
	Responding to children in distress	
	Building a positive relationship	X
	Supervising and joining in play and activities	X
Support Children's Language Use	Responding to children's cues	
	Taking turns in conversation	
	Asking questions	
	Extending children's language use	
	Supporting children's use of new words	
Support Children's Understanding of Language	Using different types of talk	
	Using lots of specific and new words	
	Supporting learning about concepts	X
	Engaging children in books	X
	Using themes and projects	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X
	Managing behavior and setting limits	
	Responding to emotional cues	
	Supporting self-regulation	X

WGT module	WGT key practice	Learning environment
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	X
	Creating a sense of belonging	
	Supervising and joining in play and activities	X
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play	X
	Extending pretend play	X
	Supporting social problem-solving	
	Creating a sense of belonging	
Support Literacy	Engaging children in books	X
	Encouraging a positive attitude toward books	X
	Using new words and sentences	
	Making connections to things not present	
Support Infants' Cognitive Development	Supporting object exploration	X
	Supporting children in making choices	X
	Supporting learning about concepts	X
	Extending knowledge about the world	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving	
	Supporting children in making choices	X
	Extending pretend play	X
	Extending knowledge about the world	X

HSPPS 45 CFR §1302.31(d): Materials and space for learning

This standard focuses on having equipment, materials, supplies, and space that support the other standards addressed in this crosswalk. Several key practices in six WGT modules align with this standard.

Exhibit 19. Crosswalk of WGT and HSPPS: materials and space for learning

WGT module		WGT key practice	Materials and space for learning
Support Social-Emotional Development: Caregiver-Child Relationships		Responding to children's social cues	
		Responding to children's emotional cues	
		Responding to children in distress	
		Building a positive relationship	
		Supervising and joining in play and activities	
Support Children's Language Use		Responding to children's cues	
		Taking turns in conversation	
		Asking questions	
		Extending children's language use	
		Supporting children's use of new words	
Support Children's Understanding of Language		Using different types of talk	
		Using lots of specific and new words	
		Supporting learning about concepts	
		Engaging children in books	X
		Using themes and projects	X
Support Social-Emotional Development: Regulation of Behavior and Emotions		Using responsive routines	
		Managing behavior and setting limits	
		Responding to emotional cues	
		Supporting self-regulation	

WGT module	WGT key practice	Materials and space for learning
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	
	Creating a sense of belonging	X
	Supervising and joining in play and activities	
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play	
	Extending pretend play	X
	Supporting social problem-solving	
	Creating a sense of belonging	X
Support Literacy	Engaging children in books	X
	Encouraging a positive attitude toward books	X
	Using new words and sentences	
	Making connections to things not present	
Support Infants' Cognitive Development	Supporting object exploration	X
	Supporting children in making choices	
	Supporting learning about concepts	
	Extending knowledge about the world	X
Support Toddlers' Cognitive Development	Scaffolding problem-solving	
	Supporting children in making choices	
	Extending pretend play	X
	Extending knowledge about the world	X

HSPPS 45 CFR §1302.31(e): Promoting learning through approaches to rest, meals, routines, and physical activity

This standard focuses on creating schedules for young children that give them adequate rest, meals, and physical activity. Two key practices within the Support Social-Emotional Development: Regulation of Behavior and Emotions module—using responsive routines and supporting self-regulation—align with this standard.

Exhibit 20. Crosswalk of WGT and HSPPS: promoting learning through approaches to rest, meals, routines, and physical activity

WGT module	WGT key practice	Promoting learning through approaches to rest, meals, routines, and physical activity
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	
	Responding to children's emotional cues	
	Responding to children in distress	
	Building a positive relationship	
	Supervising and joining in play and activities	
Support Children's Language Use	Responding to children's cues	
	Taking turns in conversation	
	Asking questions	
	Extending children's language use	
	Supporting children's use of new words	
Support Children's Understanding of Language	Using different types of talk	
	Using lots of specific and new words	
	Supporting learning about concepts	
	Engaging children in books	
	Using themes and projects	
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines	X
	Managing behavior and setting limits	
	Responding to emotional cues	
	Supporting self-regulation	X

WGT module	WGT key practice	Promoting learning through approaches to rest, meals, routines, and physical activity
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play	
	Creating a sense of belonging	
	Supervising and joining in play and activities	
Support Social-Emotional Development: Support Toddlers' Peer Interactions	Supporting peer interaction and play	
	Extending pretend play	
	Supporting social problem-solving	
	Creating a sense of belonging	
Support Literacy	Engaging children in books	
	Encouraging a positive attitude toward books	
	Using new words and sentences	
	Making connections to things not present	
Support Infants' Cognitive Development	Supporting object exploration	
	Supporting children in making choices	
	Supporting learning about concepts	
	Extending knowledge about the world	
Support Toddlers' Cognitive Development	Scaffolding problem-solving	
	Supporting children in making choices	
	Extending pretend play	
	Extending knowledge about the world	

Crosswalk of We Grow Together and ZERO TO THREE Critical Competencies for Infant-Toddler Educators

ZERO TO THREE (ZTT) is a national nonprofit organization founded by researchers and clinicians with the goal of developing and disseminating knowledge supporting early development in children from birth to age 3. The ZTT Critical Competencies for Infant-Toddler Educators (Dean et al. 2016) are part of ZTT's evidence-based workforce services. They are designed to help educators working with infants and toddlers in group settings to support and nurture all aspects of development.

The ZTT Critical Competencies for Infant-Toddler Educators focus on teacher-child interaction skills that support infants' and toddlers' social-emotional, cognitive, and language and literacy development. The critical competencies are organized into three learning and development areas, each of which has corresponding sub-areas. The following crosswalk tables illustrate how WGT modules and key practices align with the critical competencies areas and sub-areas:

- Social-emotional development (Exhibit 21)
- Cognitive development (Exhibit 22)
- Language and literacy development (Exhibit 23)

Information last updated: August 27, 2021

Sources

Atkins-Burnett, Sally, Louisa Tarullo, Shannon Monahan, Felicia Hurwitz, Timothy Bruursema, Ann Li, Elizabeth Blessen, Judy Cannon, Ayesha De Mond, and Anna Heckler. "The We Grow Together Professional Development System: Final Report of the 2019 Field Test." OPRE Report #2020-170. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020. [The We Grow Together Professional Development System: Final Report of the 2019 Field Test | The Administration for Children and Families \(hhs.gov\)](#).

Dean, A., S. LeMoine, and M. Mayoral. "ZERO TO THREE Critical competencies for infant-toddler educators." ZERO TO THREE, 2016.

ZERO TO THREE Critical Competencies for Infant-Toddler Educators: Supporting Social-Emotional Development

This area is focused on fostering warm, positive, and responsive relationships between infants and toddlers, and their caregivers. Four WGT modules focus on this area, all under Support Social-Emotional Development: caregiver-child relationships; regulation of behavior and emotions; support non-mobile infants' peer interactions; and support toddlers' peer interactions.

Exhibit 21. Crosswalk of WGT and ZTT's Critical Competencies: supporting social-emotional development

WGT module	WGT key practice	Supporting social-emotional development: sub-areas					
		Building warm, positive and nurturing relationships	Providing consistent and responsive caregiving	Supporting emotional expression and regulation	Promoting socialization	Guiding behavior	Promoting children's sense of identity and belonging
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X	X		X		
	Responding to children's emotional cues	X	X	X		X	
	Responding to children in distress	X	X	X			
	Building a positive relationship	X					X
	Supervising and joining in play and activities	X	X			X	
Support Children's Language Use	Responding to children's cues	X	X	X	X		
	Taking turns in conversation		X				
	Asking questions						
	Extending children's language use						
	Supporting children's use of new words						
Support Children's Understanding of Language	Using different types of talk						
	Using lots of specific and new words						

WGT module	WGT key practice	Supporting social-emotional development: sub-areas					
		Building warm, positive and nurturing relationships	Providing consistent and responsive caregiving	Supporting emotional expression and regulation	Promoting socialization	Guiding behavior	Promoting children's sense of identity and belonging
	Supporting learning about concepts						
	Engaging children in books						
	Using themes and projects						
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines		X	X	X	X	
	Managing behavior and setting limits			X		X	
	Responding to emotional cues	X	X	X		X	
	Supporting self-regulation		X	X		X	
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play				X		X
	Creating a sense of belonging	X			X		X
	Supervising and joining in play and activities	X	X			X	
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play				X		X
	Extending pretend play				X		
	Supporting social problem-solving				X	X	
	Creating a sense of belonging	X			X		X
Support Literacy	Engaging children in books						
	Encouraging a positive attitude toward books						

WGT module	WGT key practice	Supporting social-emotional development: sub-areas					
		Building warm, positive and nurturing relationships	Providing consistent and responsive caregiving	Supporting emotional expression and regulation	Promoting socialization	Guiding behavior	Promoting children's sense of identity and belonging
	Using new words and sentences						
	Making connections to things not present						
Support Infants' Cognitive Development	Supporting object exploration						
	Supporting children in making choices					X	
	Supporting learning about concepts						
	Extending knowledge about the world						
Support Toddlers' Cognitive Development	Scaffolding problem-solving						
	Supporting children in making choices					X	
	Extending pretend play				X		
	Extending knowledge about the world						

ZERO TO THREE's Critical Competencies for Infant-Toddler Educators: Supporting Cognitive Development

This area encourages educators to support infants and toddlers as they discover basic scientific and mathematic concepts through exploration and play. Two WGT modules focus on this area: Support Infants' Cognitive Development and Support Toddlers' Cognitive Development. Some key practices in other modules align with at least one of the sub-areas.

Exhibit 22. Crosswalk of WGT and ZTT's Critical Competencies: cognitive development

WGT module	WGT key practice	Supporting cognitive development: sub-areas			
		Facilitating exploration and concept development	Building meaningful curriculum	Promoting imitation, symbolic representation, and play	Supporting reasoning and problem-solving
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues				
	Responding to children's emotional cues				
	Responding to children in distress				
	Building a positive relationship				
	Supervising and joining in play and activities	X		X	
Support Children's Language Use	Responding to children's cues				
	Taking turns in conversation				
	Asking questions				
	Extending children's language use				
	Supporting children's use of new words		X		
Support Children's Understanding of Language	Using different types of talk				X
	Using lots of specific and new words		X		
	Supporting learning about concepts	X	X		
	Engaging children in books		X	X	
	Using themes and projects		X		
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines				
	Managing behavior and setting limits				X
	Responding to emotional cues				
	Supporting self-regulation				

WGT module	WGT key practice	Supporting cognitive development: sub-areas			
		Facilitating exploration and concept development	Building meaningful curriculum	Promoting imitation, symbolic representation, and play	Supporting reasoning and problem-solving
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play			X	
	Creating a sense of belonging				
	Supervising and joining in play and activities	X		X	
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play			X	
	Extending pretend play		X	X	
	Supporting social problem-solving				X
	Creating a sense of belonging				
Support Literacy	Engaging children in books		X	X	
	Encouraging a positive attitude toward books				
	Using new words and sentences		X		
	Making connections to things not present			X	
Support Infants' Cognitive Development	Supporting object exploration	X	X		X
	Supporting children in making choices	X	X		X
	Supporting learning about concepts	X	X		
	Extending knowledge about the world	X	X	X	
Support Toddlers' Cognitive Development	Scaffolding problem-solving	X	X		X
	Supporting children in making choices	X	X		X
	Extending pretend play		X	X	
	Extending knowledge about the world	X	X	X	

ZERO TO THREE's Critical Competencies for Infant-Toddler Educators: Supporting Language and Literacy Development

This area encourages caregivers to support infants' and toddlers' language and literacy development by creating a language-rich, nurturing, and positive environment. Three WGT modules focus on this area: Support Children's Language Use; Support Children's Understanding of Language; and Support Literacy. Some key practices in other modules align with at least one of the sub-areas.

Exhibit 23. Crosswalk of WGT and ZTT Critical Competencies: language and literacy development

WGT module	WGT key practice	Supporting language and literacy development: sub-areas		
		Promoting communication exchange	Expanding expressive and receptive language and vocabulary	Promoting early literacy
Support Social-Emotional Development: Caregiver-Child Relationships	Responding to children's social cues	X	X	
	Responding to children's emotional cues	X	X	
	Responding to children in distress			
	Building a positive relationship			
	Supervising and joining in play and activities			
Support Children's Language Use	Responding to children's cues	X	X	
	Taking turns in conversation	X	X	
	Asking questions	X	X	
	Extending children's language use	X	X	
	Supporting children's use of new words	X	X	
Support Children's Understanding of Language	Using different types of talk		X	X
	Using lots of specific and new words		X	X
	Supporting learning about concepts		X	X
	Engaging children in books		X	X
	Using themes and projects		X	X
Support Social-Emotional Development: Regulation of Behavior and Emotions	Using responsive routines			
	Managing behavior and setting limits			
	Responding to emotional cues	X	X	
	Supporting self-regulation			

WGT module	WGT key practice	Supporting language and literacy development: sub-areas		
		Promoting communication exchange	Expanding expressive and receptive language and vocabulary	Promoting early literacy
Support Social-Emotional Development: Support Non-Mobile Infants' Peer Interactions	Supporting peer interaction and play			
	Creating a sense of belonging			
	Supervising and joining in play and activities			
Support Social-Emotional Development: Support Toddlers' Peer Interaction	Supporting peer interaction and play			
	Extending pretend play			
	Supporting social problem-solving			
	Creating a sense of belonging			
Support Literacy	Engaging children in books		X	X
	Encouraging a positive attitude toward books		X	X
	Using new words and sentences		X	X
	Making connections to things not present		X	X
Support Infants' Cognitive Development	Supporting object exploration			
	Supporting children in making choices			
	Supporting learning about concepts		X	X
	Extending knowledge about the world			
Support Toddlers' Cognitive Development	Scaffolding problem-solving			
	Supporting children in making choices			
	Extending pretend play			
	Extending knowledge about the world			

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