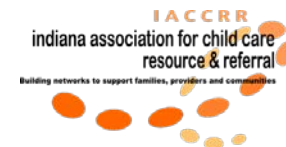


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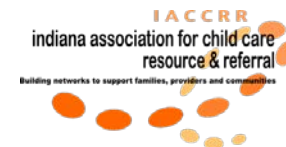
ENGLISH/LANGUAGE ARTS	
1. COMMUNICATION PROCESS	
<p>ELA 1.1. Demonstrate receptive communication. (p. 7)</p>	<p>P-ATL 8. Child holds information in mind and manipulates it to perform tasks. (p. 19)</p> <p>IT-LC 1. Child attends to, understands, and responds to communication and language from others. (p. 36)</p> <p>IT-LC 7. Child understands an increasing number of words used in communication with others. (p. 39)</p> <p>P-LC 2. Child understands and responds to increasingly complex communication and language from others. (p. 42)</p> <p>P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (p. 44)</p> <p>P-LC 7. Child shows an understanding of word categories and relationships among words. (p. 45)</p> <p>IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (p. 53)</p>



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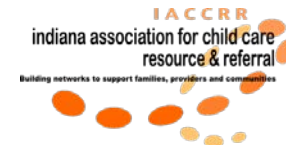
<p>ELA 1.2. Demonstrate expressive communication. (p. 7)</p>	<p>P-ATL 12. Child expresses creativity in thinking and communication. (p. 21)</p> <p>IT-LC 1. Child attends to, understands, and responds to communication and language from others. (p. 36)</p> <p>IT-LC 2. Child learns from communications and language experiences with others. (p. 36)</p> <p>IT-LC 3. Child communicates needs and wants non-verbally and by using language. (p. 37)</p> <p>IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (p. 37)</p> <p>IT-LC 5. Child uses increasingly complex language in conversation with others. (p. 38)</p> <p>IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (p. 38)</p> <p>IT-LC 8. Child uses an increasing number of words in communication and conversation with others. (p. 39)</p> <p>P-LC 2. Child understands and responds to increasingly complex communication and language from others. (p. 42)</p> <p>P-LC 3. Child communicates needs and wants non-verbally and by using language. (p. 43)</p> <p>P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. (p. 44)</p> <p>P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (p. 44)</p>
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<p>ELA 1.3. Demonstrate ability to engage in conversations. (p. 8)</p>	<p>P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (p. 30) IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (p. 37) IT-LC 5. Child uses increasingly complex language in conversation with others. (p. 38) IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (p. 38) P-LC 1. Child attends to communication and language from others. (p, 42) P-LC 2. Child understands and responds to increasingly complex communication and language from others. (p. 42) P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (p. 43) P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (p. 43)</p>
2. EARLY READING	
<p>ELA 2.1. Demonstrate awareness of the alphabet. (p. 9)</p>	<p>IT-LC 11. Child recognizes pictures and some symbols, signs or words. (p. 40) P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (p. 47)</p>



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<p>ELA 2.2. Demonstrate phonological awareness. (p. 9)</p>	<p>IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (p. 39) P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (p. 46) P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (p. 47)</p>
<p>ELA 2.3. Demonstrate awareness and understanding of concepts of print. (p. 10)</p>	<p>IT-LC 10. Child handles books and relates them to their stories or information. (p. 40) P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (p. 46)</p>
<p>ELA 2.4. Demonstrate comprehension. (p. 10)</p>	<p>IT-LC 12. Child comprehends meaning from pictures and stories. (p. 40) P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (p. 47) P-LIT 5. Child asks and answers questions about a book that was read aloud. (p. 48)</p>
<p>3. EARLY WRITING</p>	
<p>ELA 3.1. Demonstrate mechanics of writing. (p. 11)</p>	<p>IT-LC 13. Child makes marks and uses them to represent objects or actions. (p. 41) P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (p. 49)</p>
<p>ELA 3.2. Demonstrate ability to communicate a story. (p. 11)</p>	<p>P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (p. 49)</p>
<p style="text-align: center;">MATHEMATICS</p>	

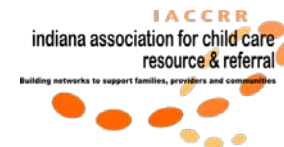


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1. NUMERACY	
M 1.1. Demonstrate strong sense of counting. (p. 14)	P-MATH 1. Child knows number names and the count sequence. (p. 57) P-MATH 2. Child recognizes the number of objects in a small set. (p. 57) P-MATH 3. Child understands the relationship between numbers and quantities. (p. 57)
M 1.2. Demonstrate understanding of written numerals. (p. 14)	P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (p. 58)
M 1.3. Recognition of number relations. (p. 15)	IT-C 8. Child develops sense of number and quantity. (p. 55) P-MATH 4. Child compares numbers. (p. 58)
2. COMPUTATION AND ALGEBRAIC THINKING	
M 2.1. Exhibit understanding of mathematic structure. (p. 16)	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (p. 59)
M 2.2. Demonstrate awareness of patterning. (p. 16)	P-MATH 7. Child understands simple patterns. (p. 59)
3. DATA ANALYSIS	
M 3.1. Demonstrate understanding of classifying. (p. 17)	IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (p. 55) P-MATH 9. Child identifies, describes, compares, and composes shapes. (p. 60) P-SCI 3. Child compares and categorizes observable phenomena. (p. 63)
4. GEOMETRY	

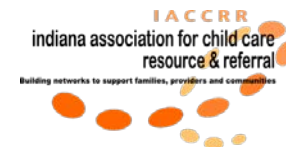


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M 4.1. Understanding of spatial relationships. (p. 17)	IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (p. 55) P-MATH 10. Child explores the positions of objects in space. (p. 61)
M 4.2. Exhibit ability to identify, describe, analyze, compare, and create shapes. (p. 17)	IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (p. 55) P-MATH 9. Child identifies, describes, compares, and composes shapes. (p. 60)

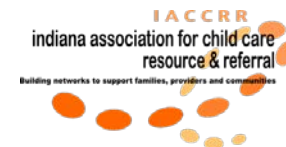
5. MEASUREMENT	
M 5.1. Understand concept of time. (p. 18)	IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. (p. 13) IT-C 3. Child recognizes the difference between familiar and unfamiliar people, objects, actions, or events. (p. 53) IT-C 5. Child uses memories as a foundation for more complex actions or thoughts. (p. 53)
M 5.2. Understand measurement through description and comparison. (p. 18)	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (p. 60) P-SCI 2. Child engages in scientific talk. (p. 62) P-SCI 3. Child compares and categorizes observable phenomena. (p. 63)
SOCIAL EMOTIONAL SKILLS	
1. SENSE OF SELF	



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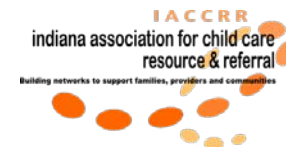
<p>SE 1.1. Demonstrate self awareness and confidence. (p. 21)</p>	<p>IT-SE 10. Child shows awareness about self and how to connect with others. (p. 27)</p> <p>IT-SE 11. Child understands some characteristics of self and others. (p. 27)</p> <p>IT-SE 12. Child shows confidence in own abilities through relationships with others. (p. 28)</p> <p>P-SE 8. Child manages emotions with increasing independence. (p. 32)</p> <p>P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (p. 32)</p> <p>P-SE 10. Child expresses confidence in own skills and positive feelings about self. (p. 33)</p>
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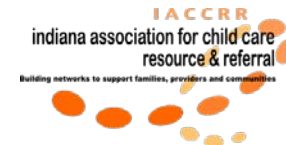
<p>E 1.2. Demonstrate identification and expression of emotions. (p. 21)</p>	<p>IT-ATL 1. Child manages feelings and emotions with support of familiar adults. (p. 12) P-ATL 1. Child manages emotions with increasing independence. (p. 16) IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with adults. (p. 24) IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (p. 24) IT-SE 6. Child learns to express a range of emotions. (26) IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. (p. 26) IT-SE 8. Child expresses care and concern toward others. (p. 26) IT-SE 9. Child manages emotions with the support of familiar adults. (p. 27) P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (p. 31) P-SE 7. Child expresses care and concern toward others. (p. 32)</p>
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2. SELF REGULATION	
<p>SE 2.1. Demonstrate self-control. (p. 22)</p>	<p>IT-ATL 1. Child manages feelings and emotions with support of familiar adults. (p. 12)</p> <p>IT-ATL 2. Child manages actions and behavior with support of familiar adults. (p. 12)</p> <p>IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. (p. 13)</p> <p>P-ATL 1. Child manages emotions with increasing independence. (p. 16)</p> <p>P-ATL 4. Child manages actions, words, and behavior with increasing independence. (p. 17)</p> <p>P-ATL 5. Child demonstrates an increasing ability to control impulses. (p. 18)</p> <p>IT-SE 9. Child manages emotions with the support of familiar adults. (p. 27)</p> <p>P-SE 8. Child manages emotions with increasing independence. (p. 26)</p>
3. CONFLICT RESOLUTION	

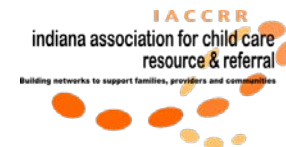


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<p>SE 3.1. Demonstrate conflict resolution. (p. 22)</p>	<p>IT-ATL 2. Child manages actions and behavior with support of familiar adults. (p. 12) P-ATL 4. Child manages actions, words, and behavior with increasing independence. (p. 13) P-SE 2. Child engages in prosocial and cooperative behaviors with adults. (p. 29) P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (p. 31)</p>
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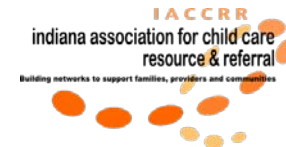
4. BUILDING RELATIONSHIPS	
<p>SE 4.1. Demonstrate relationship skills. (p. 23)</p>	<p>IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with adults. (p. 24) IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (p. 24) IT-SE 3. Child learns to use adults as a resource to meet needs. (p. 24) IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. (p. 25) IT-SE 5. Child imitates and engages in play with other children. (p. 25) IT-SE 10. Child shows awareness about self and how to connect with others. (p. 27) P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (p. 29) P-SE 3. Child engages in and maintains positive interactions and</p>



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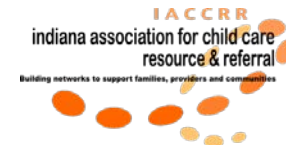
	relationships with other children. (p. 30)
APPROACHES TO PLAY AND LEARNING	
1. INITIATIVE AND EXPLORATION	
APL 1.1. Demonstrate initiative and self-direction. (p. 26)	IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. (p. 14) P-ATL 10. Child demonstrates initiative and independence. (p. 20)



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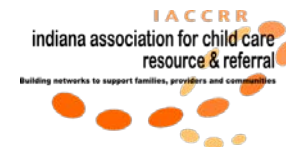
APL 1.2. Demonstrate interest and curiosity as a learner. (p. 26)	<p>IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events. (p. 14)</p> <p>P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20)</p> <p>IT-C 6. Child learns to use a variety of strategies in solving problems. (p. 54)</p> <p>IT-C 7. Child uses reasoning and planning to solve problems. (p. 54)</p>
2. FLEXIBLE THINKING	
APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 27)	<p>IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. (p. 13)</p> <p>IT-ATL 8. Child uses creativity to increase understanding and learning. (p. 15)</p> <p>IT-ATL 9. Child shows imagination in play and interactions with others. (p. 15)</p> <p>P-ATL 9. Child demonstrates flexibility in thinking and behavior.(p. 19)</p> <p>P-ATL 13. Child uses imagination in play and interactions with others. (p. 21)</p> <p>IT-C 12. Child uses objects or symbols to represent something else. (p. 56)</p>



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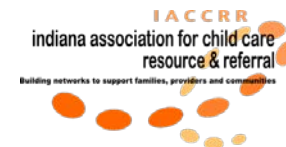
3. ATTENTIVENESS AND PERSISTENCE.	
<p>APL 3.1. Demonstrate development of sustained attention and persistence. (p. 27)</p>	<p>IT-ATL 3. Child maintains focus and sustains attention with support. (p. 13) IT-ATL 4. Child develops the ability to show persistence in actions and behavior. (p. 13) P-ATL 5. Child demonstrates an increasing ability to control impulses. (p. 18) P-ATL 7. Child persists in tasks. (p. 19)</p>
4. SOCIAL INTERACTIONS	
<p>APL 4.1. Demonstrate development of social interactions during play. (p. 28)</p>	<p>IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. (p. 25) IT-SE 5. Child imitates and engages in play with other children. (p. 25) P-SE 4. Child engages in cooperative play with other children. (p. 30)</p>



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SCIENCE	
1. PHYSICAL SCIENCE	
SC 1.1. Demonstrate ability to explore objects in the physical world. (p. 31)	<p>P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20)</p> <p>IT-C 1. Child actively explores people and objects to understand self, others, and objects. (p. 52)</p> <p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (p. 62)</p> <p>P-SCI 3. Child compares and categorizes observable phenomena. (p. 63)</p> <p>IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (p. 68)</p>

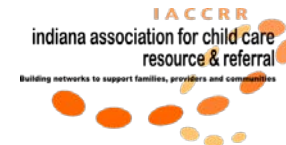


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<p>SC 1.2. Demonstrate awareness of the physical properties of objects. (p. 31)</p>	<p>P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20) IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. (p. 52) IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (p. 55) P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (p. 62) P-SCI 2. Child engages in scientific talk. (p. 62) P-SCI 3. Child compares and categorizes observable phenomena. (p. 63)</p>
2. EARTH AND SPACE SCIENCE	
SC 2.1. Recognize the characteristics of Earth and sky. (p. 32)	P-SCI 2. Child engages in scientific talk. (p. 62)
SC 2.2. Recognize seasonal and weather related changes. (p. 32)	P-SCI 2. Child engages in scientific talk. (p. 62)

3. LIFE SCIENCE	
SC 3.1. Demonstrate awareness of life. (p. 33)	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (p. 62) P-SCI 2. Child engages in scientific talk. (p. 62)
4. ENGINEERING	
SC 4.1. Demonstrate engineering design skills. (p. 33)	IT-C 7. Child uses reasoning and planning ahead to solve problems. (p. 54)
5. SCIENTIFIC INQUIRY AND METHOD	

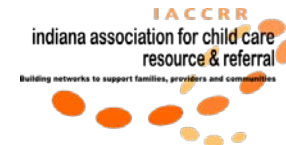


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<p>SC 5.1. Demonstrate scientific curiosity. (p. 34)</p>	<p>P-ATL 11. Child shows interest in and curiosity about the world around them. (20) P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (p. 62) P-SCI 4. Child asks a question, gathers information, and makes predictions. (p. 64) P-SCI 5. Child plans and conducts investigations and experiments. (p. 64) P-SCI 6. Child analyzes results, draws conclusions, and communicates results. (p. 65)</p>
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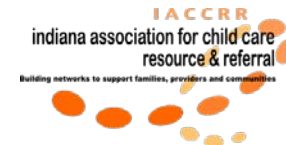
SOCIAL STUDIES	
1. SELF	



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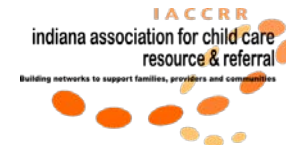
<p>SS 1.1. Demonstrate development of self. (p. 37)</p>	<p>IT-SE 11. Child understands some characteristics of self and others. (p. 27) IT-SE 13. Child develops a sense of belonging through relationships with others. (p. 28) P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (p. 32) P-SE 11. Child has sense of belonging to family, community, and other groups. (p. 33)</p>
2. HISTORY AND EVENTS	
<p>SS 2.1. Demonstrate awareness of chronological thinking. (p. 37)</p>	<p>IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (p. 53)</p>
<p>SS 2.2. Demonstrate awareness of historical knowledge. (p. 38)</p>	<p>IT-LC 5. Child uses increasingly complex language in conversation with others. (p. 53)</p>
<p>SS 2.3. Demonstrate awareness of the foundations of government. (p. 38)</p>	<p>IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (p. 53)</p>
<p>SS 2.4. Demonstrate awareness of the functions of government. (p. 38)</p>	<p>IT-ATL 2. Child manages actions and behavior with support of familiar adults. (p. 12) P-ATL 2. Child follows classroom rules and routines with increasing independence. (p. 16) P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (p. 31)</p>



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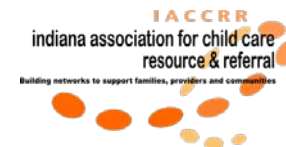
3. GEOGRAPHY	
SS 3.1. Demonstrate awareness of the world in spatial terms. (p. 39)	IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (p. 55) IT-C 12. Child uses objects or symbols to represent something else. (p. 56) P-MATH 10. Child explores the positions of objects in space. (p. 61)
SS 3.2. Demonstrate awareness of places and regions. (p. 39)	IT-C 4. Child recognizes the stability of people and objects in the environment. (53)
SS 3.3. Demonstrate awareness of environment and society. (p. 33)	IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events. (p. 14)
4. ECONOMICS	
SS 4.1. Demonstrate awareness of economics. (p. 40)	IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. (p. 14) IT-SE 3. Child learns to use adults as a resource to meet needs. (p. 24) IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (p. 56)
5. CITIZENSHIP	
SS 5.1. Demonstrate awareness of citizenship. (p. 40)	P-ATL 2. Child follows classroom rules and routines with increasing independence. (p. 16) P-ATL 7. Child persists in tasks. (p. 19)



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CREATIVE ARTS	
1. MUSIC	
CA 1.1. Demonstrate creative music expression. (p. 43)	IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (p. 39)
2. DANCE	
CA 2.1. Demonstrate creative movement expression. (p. 43)	P-ATL 12. Child expresses creativity in thinking and communication. (p. 21) IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (p. 69)
3. VISUAL ARTS	
CA 3.1. Demonstrate creative expression through the visual art process. (p. 44)	IT-ATL 9. Child shows imagination in play and interactions with others. (p. 15) P-ATL 13. Child uses imagination in play and interactions with others. (p. 21) IT-LC 13. Child makes marks and uses them to represent objects or actions. (p. 41)
CA 3.2. Demonstrate creative expression through visual art production. (p. 44)	P-ATL 10. Child demonstrates initiative and independence. (p. 20) IT-LC 13. Child makes marks and uses them to represent objects or actions. (p. 41) P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (p. 62)
CA 3.3. Demonstrate creative expression through art appreciation.	P-ATL 13. Child uses imagination in play and interactions with others. (p. 21)

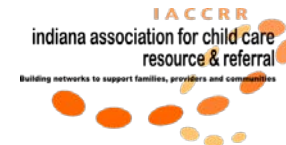


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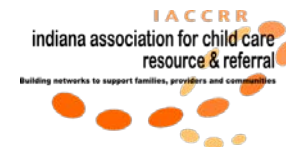
4. DRAMATIC PLAY	
<p>CA 4.1. Demonstrate creative expression through dramatic play. (p. 45)</p>	<p>IT-ATL 9. Child shows imagination in play and interactions with others. (p. 19) P-ATL 10. Child demonstrates initiative and independence. (p. 20) P-ATL 13. Child uses imagination in play and interactions with others. (21) IT-SE 5. Child imitates and engages in play with other children. (p. 25) P-SE 4. Child engages in cooperative play with other children. (p. 30) IT-C 11. Child observes and imitates sounds, words, gestures, actions and behaviors. (p. 56) IT-C 12. Child uses objects or symbols to represent something else. (p. 56) IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (p. 56)</p>
PHYSICAL HEALTH AND GROWTH	
1. HEALTH AND WELL-BEING	
<p>PHG 1.1. Demonstrate development of healthy practice. (p. 48)</p>	<p>IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (p. 71) P-PMP 4. Child demonstrates personal hygiene and self-care skills.</p>



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	(p. 74)
PHG 1.2. Demonstrate development of safety practice. (p. 48)	IT-PMP 10. Child uses safe behaviors with support from adults. (p. 71) P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (p. 75)
PHG 1.3. Demonstrate development of nutrition awareness. (p. 49)	IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (p. 71) P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (p. 74)
2. SENSES	
PHG 2.1. Demonstrate how the five senses support processing information. (p. 49)	IT-C 1. Child actively explores people and objects to understand self, others, and objects. (p. 52) IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (p. 68)

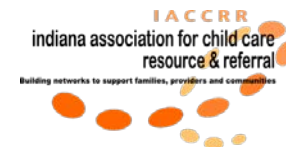


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<p>PHG 2.2. Demonstrate development of body awareness. (p. 49)</p>	<p>IT-SE 10. Child shows awareness about self and how to connect with others. (p. 27) IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (p. 68) IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (p. 69) IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (p. 69) P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (p. 72) P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (p. 72)</p>
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3. MOTOR SKILLS	
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<p>PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50)</p>	<p>IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (p. 68) IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (p. 69) IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (p. 69) IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (p. 69) IT-PMP 6. Child coordinates hand and eye movements to perform actions. (p. 70) IT-PMP 7. Child uses hands for exploration, play, and daily routines. (p. 70) IT-PMP 8. Child adjusts reach and grasp to use tools. (p. 70) P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (p. 72) P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (p. 72) P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. (p. 73)</p>
<p>PHG 3.2. Demonstrate development of oral motor skills. (p. 50)</p>	<p>N/A</p>
<p>4. PERSONAL CARE</p>	
<p>PHG 4.1. Demonstrate increase independence in personal care routines. (p. 50)</p>	<p>P-PMP 4. Child demonstrates personal hygiene and self-care skills. (p. 74)</p>

