Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: Language Builder: Academic Readiness Intervention System (ARIS)

Type of Curriculum: ☐ Infant   ☐ Toddler   X Preschool   ☐ Family Child Care

Content includes all domains?   x Yes   ☐ No

If No, select specific domains included in the curriculum:

☐ Approaches to Learning ☐ Cognitive Development   ☐ Creative Development   ☐ Language and Literacy   ☐ Mathematics

☐ Physical Development and Wellness   ☐ Science   ☐ Social and Emotional Development
☐Social Studies

Describe the research base of the curriculum, including references:

STAGES Learning Experience

Stages Learning brings decades of expertise working with targeted student populations through curricula interventions, support materials, and teacher training and development. Angela Nelson, founder and CEO, started her career as a UCLA undergrad studying under pioneer ABA researcher Dr. O. Ivar Lovaas. Lacking ready-made resources, she created picture cards to engage her students, and in no time, colleagues were asking for copies. When word spread and demand increased, Angela took the plunge and launched Stages Learning. She went on to earn a law degree from UCLA School of Law and obtained a Master's Degree in Education from Harvard's Graduate School of Education.

The credibility and expertise of the Stages team extend beyond the impressive resume of our founder and CEO. In addition to Angela Nelson's 30 years of experience in autism education, she is also surrounded by a diverse team of experts with experience in early childhood, educational technology, special education, and administration.

ARIS Curriculum

Stages' first curriculum offering, Language Builder: Academic Readiness Intervention System ("ARIS"), was launched two years ago, and it has already been embraced by over 260 districts spread across 47 states. Stages is honored to have ARIS chosen by districts of every size and demographics and for programs featuring students with a myriad of learning readiness gaps. In December 2023, ARIS was recognized by the IEI Supes' Choice Award for Excellence in Special Education after being vetted by a panel of superintendents.

Language Builder: Academic Readiness Intervention System (ARIS) curriculum is the first and only complete curriculum designed to support students with cognitive disabilities, significant language delays, and autism designed to pinpoint and eliminate any gaps in learning readiness. ARIS is based on a whole-child approach, including seven distinct categories of intervention: approaches to learning, language, functional routines, social-emotional, motor skills, reading and

writing readiness and mathematics readiness. These seven categories directly address the range of needs most identified by districts across the state of Ohio and the nation to address learning readiness deficits. By approaching readiness to learn and cognitive disabilities through this seven-category approach, Stages Learning is the right curriculum to support the emotional, cognitive, and behavioral needs of the State of Ohio's Step Up to Quality Program. Plus, it offers a consistent solution for your early childhood students because everything (from manipulatives to language building cards and lesson plans) is included in one complete kit. (see image)

The ARIS curriculum tackles readiness to learn through a Whole-Child approach by training teachers in a research-based,scaffolded teaching approach. This comprehensive curriculum covers all seven content categories, plus it includes:

● a behavior management system
● a system for data tracking
● detailed lesson plans
● differentiation strategies
● generalization techniques
● supplemental materials
● vocabulary supports
● reproducible activity sheets
● and custom home communication sheets.

To aid in your review:

The Language Builder: ARIS Scope & Sequence. Linked and uploaded.

Alignment to Ohio Early Learning and Development Standards. Linked and uploaded.

Sample kit available upon request.

Research References:
ARIS is supported by a white paper written in connection with the Harvard Graduate School of Education

and decades of independent research conducted using Stages' Language Builder Materials.

Richards, J., Stebbins, L. The Research Effectiveness of the Language Builder® Academic Readiness Intervention System (ARIS). Research White Paper. Consulting Services for Education (CS4Ed). April 2019. Linked and attached. Note: Pages 14-17 include dozens of research references to support the pedagogy of ARIS.

Case Study: Optimizing Instruction. Building Capacity. How a School District Eliminated DIY Lesson Planning for Students with Special Needs (Alabaster City Schools, Alabama). 2023. Linked and attached.

Case Study: ARIS Helps Reduce Out of District Placements (Weehawken Township School District, New Jersey). 2023. Linked and attached.

Customer References:

Ohio video testimonial on ARIS from Stacy Barker, principal at Heritage Elementary School, Lima City Schools. sbarker@spartan.limacityschools.org

"*ARIS has been an incredibly valuable tool for our ASD programs in building continuity of evidence-based instructional design across our K-12 programs. It aligns perfectly with our domain-based, tiered EBPframework and supports new and experienced teachers with delivering high-quality, specially designed instruction.*"

Christi Dickey, Supervisor of Special Education at Midland County, Michigan ESA
cdickey@midlandesa.org

"*ARIS has been a great addition to our student services toolbox at Old National Trail Special Services. We appreciate the support from Rachel and her team at Stages Learning. As we are in our first year of implementation of utilizing ARIS, we are encouraged with the rollout, and look forward to further impact on the students we serve!*"

Joe Kwisz, Director of Special Education at Old National Trail Special Services and President of Indiana CASE
jkwisz@ont.k12.in.us

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	**Approaches to Learning:** **Attention & Imitation -** Lessons 1, 5, and 7-9 were designed to teach children foundational skills such as how to attend/respond to others, imitate, build rapport with others, and learn how to participate in a learning environment. **Social Emotional:** **Independent Play/Work -** Lessons 63-64 and 118-121 teach children to engage in new and unfamiliar play activities independently. **Group Play & Socialization -** Lessons 69-75 and 124-126 engage children and develop independent skills in a variety of new and unfamiliar play, tasks, and experiences. **Functional Routines:** **Classroom Routines** - Lessons 79, 82-86, 88, and 130 encourage transitioning to and exploring new tasks and engaging in tasks independently. *All ARIS lessons utilize discrete trials when teaching new skills to help children gain confidence and skill in areas where they require repetition, routine, and structure to learn.

AL 1.b. Completes activities with increasingly complex steps.	**● Approaches to Learning:**
	   ○ **Attention & Imitation -** Lessons 1-9 teach foundational skills of attending to and responding to an adult.
	   ○ **Following Directions** - Lessons 10-11 and 94-95 teach the skill of following directions that increase in complexity
	   ○ **Understanding Concepts of Tim**e - Lessons 100-102 address the order of events and relating activities to time through sequences, following more complex directions containing first, next, then, and last, and relating familiar routine activities to time.
	
	● Functional Routines:
	   ○ **Self-Care & Healthy Habits** - Lessons 76-78 and 127-128 include children participating in and understanding the components and steps of common self-care daily routines including following a visual schedule independently.
	   ○ **Classroom Routines** - Lessons 79-88 and 130 systematically teach children to understand the order and complete the steps of classroom routines independently.
	
	* All of ARIS' lessons include a lesson progression that slowly increases in complexity as the student learns the skill. The ARIS User Portal has task analysis resources to break down skills into smaller steps to teach.

AL 1.c. Persists in completing a task with increasing concentration.	**● Approaches to Learning:**
	   ○ **Attention & Imitation -** Lessons 1-6 develop foundational skills to engage with and respond to others and things in their environment.
	
	● Motor Skills:
	   ○ **Fine Motor -** Lessons 53 and 56-57 develop the skill of completing tasks with increasing concentration through dressing skills and creating block and bead structures.
	
	● Social/Emotional:
	   ○ **Independent Play/Work** - Lessons 63-64 and 119-121 teach children to complete tasks that require increasing concentration, such as completing increasingly complex block structures, art projects, and play sequences.
	   ○ **Group Play & Socialization** - Lessons 69-72, 75, and 124 develop the skills of maintaining engagement briefly with others and carrying out activities from beginning to end.
	
	● Functional Routines:
	   ○ **Self-Care and Healthy Habits** - Lessons 76-78 teach children to complete common self-care tasks from beginning to end independently.
	   ○ **Classroom Routines** - Lessons 79-88 and 130 teach children to complete common classroom routines from beginning to end independently.

AL 2.a. Develops a growth mindset.	● **Language:**
	   ○ **Intraverbals** - Lesson 44: Social Responses teaches children how to respond in social situations, such as celebrating others or indicating they completed a task.
	
	● **Social Emotional:**
	   ○ **Emotional Health & Wellbeing** - Lesson 68: Social Narratives can be used to teach children to understand more abstract social concepts and how to respond.
	   ○ **Independent Play/Work** - Lesson 121 teaches children to create a picture and share it with others.
	
	● **Functional Routines:**
	   ○ **Classroom Routines** - Lesson 86: Classroom Tasks teaches children to engage in appropriate behavior and have confidence to complete simple tasks independently.

Cognitive Development	

CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	● **Approaches to Learning:**
	   ○ **Understanding Concepts of Time** - Lessons 100-102 teach children to order events and relate activities to time.
	   ○ **Recall & Recital** - Lessons 103 -107 build children's ability to recall and retell past experiences.
	● **Language:**
	   ○ **Receptive Language** - Lessons 23-24 teach children to identify people, objects, actions, shapes, and other concepts in books and their environment.
	   ○ **Expressive Language** - Lessons 33-34 teach children to identify people, objects, actions, shapes, and other concepts in books and their environment.
	
	● **Functional Routines:**
	   ○ **Self-Care & Healthy Habits** - Lesson 127 teaches children to remember common objects and their uses, and Lesson 128 focuses on describing common routine sequences.
	
	● **Reading & Writing Readiness:**
	   ○ **Narrative & Comprehension** - Lessons 150-153 introduce children to basic storytelling by ordering sequences, describing familiar items, retelling familiar stories, and answering simple questions.
	
	*All ARIS lessons work on generalizing skills, which require children to recall information about objects, people, and skills they've learned and use them in multiple settings.

| CO 2.a. Demonstrates increasing ability to think symbolically. | **Approaches to Learning:** **Matching -** Lessons 12-16 build children's ability to match identical objects, identical pictures, object/picture, and similar objects. **Motor Skills:** **Fine Motor** - Lessons 47-52 and 116-117 develop the fine motor skills needed to draw lines and shapes when creating pictures. **Social Emotional:** **Independent Play/Work** - Lessons 63-64 and 118-121 develop the skill of thinking symbolically by teaching functional use of play objects engaging in sequenced pretend play, and creating art projects. **Group Play & Socialization** - Lessons 69 and 124-125 teach children to attend to others and objects in their environment and engage in increasingly complex and sequenced play. **Functional Routines:** **Classroom Routines** - Lesson 79: Following a Schedule teaches children to follow pictures on schedule for classroom activities **Self-care & Healthy Habits:** Lesson 127: What Object Would You Use? teaches students to understand appropriate objects to use for known routines. **Community Life** - Lesson 133: Safety Signs teaches children to identify important community and safety signs. |

CO 3.a. Uses increasingly complex strategies to solve problems.	● **Language:**
	  ○ **Intraverbals** - Lessons 40-46 build children's ability to respond to and communicate with others for a variety of purposes, such as requesting, asking, and answering questions.
	
	● **Motor Skills:**
	  ○ **Fine Motor** - In Lesson 57: Stringing Beads, children learn to copy increasingly complex bead structures.
	
	● S**ocial Emotional:**
	  ○ **Emotional Health & Wellbeing** - Lessons 65-68 and 122-123 build skills for children to recognize, understand, and how to respond to a variety of emotions and emotional scenarios.
	  ○ **Independent Play/Work** - Lessons 63-64 and 118-121 build children's ability to plan and carry out a sequence of actions for a specific goal during play.
	
	● **Functional Routines:**
	  ○ **Classroom Routines** - Lessons 85-86, 88, and 130 develop skills to plan and carry out a sequence of actions independently during common routines.
	
	● **Math Readiness:**
	  ○ **Geometry** - Lesson 187: Joining Shapes develops the skill of learning to combine shapes to make new shapes.

CO 4.a. Develops ability to be flexible in own thinking and behavior.	**Language:** **Intraverbals** - Lessons 40-46 build skills for children to respond to others and be able to communicate for a variety of purposes to get their needs met, such as asking for help, requesting, and asking and answering questions. **Social Emotional:** **Emotional Health & Wellbeing** - Lessons 68 and 122-123 build skills for children to recognize, understand, and how to respond to a variety of emotions and emotional scenarios. **Independent Play/Work** - In Lesson 118, children learn to use play objects appropriately and in imaginative ways and repeat actions with toys to cause a known reaction. **Group Play & Socialization** - Lessons 69-75 and 124-126 build the social, language, and self-regulation skills needed to interact and play with others in a variety of activities. **Functional Routines:** **Self-Care & Healthy Habits** - Lessons 76-78 and 127-129 build children's social, language, and self-regulation skills necessary for children to participate in a variety of self-care activities. **Classroom Routines** - Lessons 79-88 and 130 build the social, language, and self-regulation skills necessary for children to participate in a variety of independent and cooperative group daily activities.

Creative Development

CR 1.a. Expresses ideas and feelings through visual art.	**Approaches to Learning:** **Attention & Imitation** - Lesson 1: Pairing & Accepting Reinforcers has tools to determine preferences of different items, materials, and activities. **Motor Skills:** **Fine Motor:** Lessons 47-55 and 57 allow children to explore different materials and develop fine motor skills necessary to use materials such as crayons, glue, and scissors. Lessons 116-117 teach children how to draw pictures and create with clay. **Social Emotional:** **Independent Play/Work** - Lessons 120-121 teach children to plan and create content with different art materials.
CR 1.b. Expresses self creatively through music and dance.	**Social Emotional:** **Group Play & Socialization** - Lesson 72: Participation in Group Songs with Actions facilitates learning through participation in fun and engaging songs.

CR 2.a. Develops ability to express new ideas through imaginative and inventive play.	**● Approaches to Learning:** 　○ **Attention & Imitation** - Lesson 8: Non-Verbal Imitation develops the skill of imitating the actions of others. **● Social Emotional:** 　○ **Independent Play/Work** - Lessons 63 - 64 and 118-121 develop increasingly imaginative play skills by learning how to use objects in play and engaging in play sequences. 　○ **Group Play & Socialization** - Lessons 124-125 develop imaginative play skills through observing and engaging in narration during play with others. *ARIS provides blocks and manipulatives that can be utilized while teaching play skills.
Language and Literacy	
LL 1.a. Demonstrates understanding of increasingly complex language.	**● Approaches to Learning:** 　○ **Attention & Imitation** - Lessons 1-9 teach children to attend to and respond to others. 　○ **Following Directions** - Lessons 10-11 and 94-95 teach children to follow increasingly complex directions 　○ **Understanding Concepts of Time** - Lesson 101: First, Next, Then, Last with Commands develops the skill of following multistep directions in a specific order. **● Language:** 　○ **Receptive Language** - Lessons 17-25 and 108-111 teach children an understanding of vocabulary in a variety of categories. 　○ **Parts of Speech** - Lessons 36-39 teach children an understanding of prepositions, opposites, pronouns and verb tense. **● Social Emotional:** 　○ **Emotional Health & Wellbeing** - Lessons 66 and 122 teach children to receptively identify emotions. **● Math Readiness**: 　○ **Measurement & Data**: Lesson 190: Receptive Mathematical Comparisons teach children to identify items based on compared attributes. In Lesson 93: Object Placement, children follow directions containing prepositions.

LL 1.b. Develops and expands understanding of vocabulary and concepts.	**Approaches to Learning:** **Attention & Imitation** - Lessons 1-9 develop foundational skills of attending to and responding to others to start engaging in back-and-forth interactions. **Sorting & Classifying** - Lessons 96-99 teach the concepts of sorting and naming items in categories and set exclusions. **Language:** **Receptive Language** - Lessons 17-25 and 108-111 teach children an understanding of vocabulary in a variety of categories. **Expressive Language** - Lessons 26-35 and 112-115 develop children's knowledge and use of vocabulary in a variety of categories. **Parts of Speech** - Lessons 36-39 develop children's understanding and use of prepositions, pronouns, opposites, and verb tenses. **Social Emotional:** **Emotional Health & Wellbeing -** Lessons 66-67 and 122 teach expressive and receptive vocabulary for emotions. **Group Play & Socialization** - In Lesson 125: Narrated Play, children learn to use narration during play. **Functional Routines:** **Community Life:** Lessons 131-133 develop vocabulary and concepts of community helper functions, locations, and safety signs. **Math Readiness** **Geometry** - Lessons 90-92 and 186 teach skills such as expressive and receptive vocabulary for shapes and shape attributes. **Numbers & Counting** - Lesson 179: Ordinal Numbers develops an understanding of the concept of ordinal numbers **Measurement & Data**: Lessons 190 and 191 teach children to identify items based on compared attributes.

LL 1.c. Communicates using increasingly complex language.	- A**pproaches to Learning:** **Attention & Imitation:** Lesson 9: Verbal Imitation teaches students to imitate simple sounds, progressing to imitating simple phrases/sentences. **Recall & Recital** - Lessons 103-107 develop the skill of using increasingly complex language to describe past actions and events. **Language:** **Expressive Language:** Lessons 26-35 and 112-115 develop communication skills and vocabulary for labeling and combining words into phrases and sentences using increasingly complex language. **Parts of Speech** - Lessons 36-39 teach students to understand and use prepositions, opposites, pronouns, and verb tenses. **Intraverbals** - Lessons 40-46 develop the skill of using increasingly complex language for a variety of communicative functions such as requesting, making choices, and asking and answering questions. **Social Emotional:** **Group Play & Socialization** - Lesson 125: Narrated Play develops the skill of using narration in pretend play scenarios. **Reading & Writing Readiness:** **Narratives & Comprehension**: Lessons 150-152 develop the skill of using increasingly complex language when ordering sequences, describing, and telling a story.
LL 1.d. Participates in conversations with increasing application of turn-taking skills.	**Approaches to Learning:** **Attention & Imitation** - Lessons 1-9 develop foundational skills of attending to and responding to others. **Language:** **Intraverbals:** Lessons 40-46 teach conversational skills such as requesting, making choices, social responses, and asking and answering wh questions.

LL 1.e. Develops comprehension of read-aloud text.	● **Language:** 　○ **Receptive Languag**e - In Lesson 23: Receptive Labeling - in Books, children learn to engage with and flip through books with an adult to find pictures. 　○ **Expressive Language** - In Lesson 33: Expressive Labeling - in Books, children learn to identify pictures while engaging with and flipping through books with an adult. ● **Social Emotional:** 　○ **Group Play & Socialization** - In Lesson 72: Participation in Group Songs with Actions, children learn to participate in songs. 　○ **Emotional Health & Wellbeing** - Lesson 68: Social Narratives teaches students to succeed in common social situations through reading social narratives with an adult. ● **Reading & Writing Readiness:** 　○ **Narrative & Comprehension** - Lessons 150-153 develop comprehension of read-aloud text through sequencing, retelling, and answering wh questions.
LL 2.a. Develops awareness of syllables in spoken words.	● **Approaches to Learning:** 　○ **Attention & Imitation** - Lesson 8: Non-Verbal Imitation teaches students to imitate the actions of others. Lesson 9: Verbal Imitation teaches students to attend to and imitate simple vocalizations and progresses to more difficult vocalizations, words, and simple phrases/sentences. *All ARIS Language lessons develop the ability for children to use single words and connected speech for a variety of communicative purposes.
LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.	● **Approaches to Learning:** 　○ **Attention & Imitation** - Lesson 8: Non-Verbal Imitation teaches students to imitate the actions of others. Lesson 9: Verbal Imitation teaches students to imitate simple vocalizations and progresses to more difficult vocalizations, words, and simple phrases/sentences. ● **Reading & Writing Readiness:** 　○ **Phonological Awareness & Decoding**: Lessons 160-163 develop skills of expressive and receptive phonics, decoding words, and identifying the initial sounds of words. *All ARIS Language lessons develop the ability for children to use single words and connected speech for a variety of communicative purposes.

LL 2.c. Develops understanding of rhyme.	● **Approaches to Learning:**
	  ○ **Attention & Imitation** - Lesson 9: Verbal Imitation focuses on building children's ability to imitate and vocalize different sounds. Lesson 8: Non-Verbal Imitation teaches students to imitate the actions of others.
	
	● **Reading & Writing Readiness**
	  ○ **Rhyming -** In Lesson 164: Sorting Pictures by Rhyming Sounds, children learn to identify and sort together words that rhyme represented by pictures.

LL 3.a. Develops knowledge of print organization.	● **Language:**
	  ○ **Receptive Languag**e - In Lesson 23: Receptive Labeling - in Books, children learn to engage with and flip through books with an adult to find pictures.
	  ○ **Expressive Language** - In Lesson 33: Expressive Labeling - in Books, children learn to identify pictures while engaging with and flipping through books with an adult.

LL 3.b. Develops knowledge of the alphabet.	● **Reading & Writing Readiness:** ○ **Print Awareness & Letter Knowledge -** Lessons 134-141 develop knowledge of the alphabet, including identifying uppercase and lowercase letters and matching upper to lowercase letters.

LL 4.a. Develops understanding that writing represents spoken language.	● **Motor Skills:**
	  ○ **Fine Motor** - Lesson 47: Holding a Crayon & Scribbling teaches children to scribble and make marks on paper.
	
	● **Social Emotional:**
	  ○ **Independent Play/Work** - Lesson 121: Drawing, Coloring & Presenting Pictures teaches students to create pictures and describe them to an adult.
	
	● **Functional Routines:**
	  ○ **Community Life** - Lesson 133: Safety Signs develops the skill of identifying important community and safety signs.
	
	● **Reading & Writing Readiness**
	  ○ Lessons 142-146 teach children to trace, copy, and write letters and their name.

LL 4.b. Draws and writes using increasingly sophisticated grasp.	● **Motor Skills:**
	  ○ **Fine Motor** - Lessons 47-52 and 116 develop the skill to use writing utensils with an increasingly sophisticated grasp and control while scribbling, tracing, coloring, and drawing.
	
	● **Reading & Writing Readiness:**
	  ○ **Writing** - Lessons 142-146 teach children to trace, copy, and write letters and their name using an increasingly sophisticated grasp and control.
	
	● **Math Readiness:**
	  ○ **Numbers & Counting** - Lessons 180-181 teach children to trace and write numbers.

Mathematics	
MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	● **Math Readiness:** 　○ **Numbers & Counting** - Lessons 168-169 and 178 address understanding the counting sequence and reciting numbers in order.
MA 1.b. Develops understanding of one-to-one correspondence and cardinality.	● **Math Readiness**: 　○ **Numbers & Counting** - Lessons 170-172 and 177 develop skills of 1:1 correspondence and cardinality.
MA 1.c. Develops ability to subitize small quantities.	● **Math Readiness:** 　○ **Numbers & Counting -** Lessons 172: Counting Sets and 177: 10-Frames develop the skill of identifying small quantities without counting.
MA 1.d. Develops ability to recognize and name written numerals.	● **Math Readiness:** 　○ **Numbers & Counting-** Lessons 173-174 develop the ability to recognize and name numbers 1-10. Lessons 175-176 expand this by recognizing and naming numbers 11+.
MA 2.a. Develops understanding of number relationships and operations.	● **Math Readiness:** 　○ **Operations -** Lessons 182-183 teach children to add and subtract using counter objects. 　○ **Measurement & Data** - Lessons 190-191 teach expressive and receptive mathematical comparisons to identify concepts such as more and less. *ARIS' supplemental materials include manipulatives and numerous reproducible activity sheets to work on addition and subtraction.
MA 3.a. Develops knowledge of measurement to compare and describe objects.	● **Math Readiness:** 　○ **Measurement & Data -** Lessons 189-191 teach children to order objects by size and to expressively and receptively identify items based on compared attributes. ● **Language**: 　○ **Parts of Speech** - Lesson 37: Opposites aids in developing vocabulary and understanding of attributes such as heavy/light and big/small.

MA 3.b. Develops the ability to sort.	**● Approaches to Learning:** 　**○ Matching -** Lessons 12-16 develop the skills of matching identical objects, pictures, colors, and similar items. 　**○ Sorting & Classifying** - Lessons 96-97 teach children to sort items into different groups based on class, feature, and function. **● Reading & Writing Readiness:** 　**○ Print Awareness & Letter Knowledge -** Lessons 134-135 and 140 develop the skill of matching identical and similar letters. **● Math Readiness:** 　**○ Geometry:** Lessons 89: Identical Matching - Shapes and 92: Sorting by Shape/Color/Size/Style teach children to sort and classify objects by one or more attributes. 　**○ Time & Money** - Lesson 198: Matching - Money develops the skill of matching identical coins and paper money
MA 3.c. Develops understanding of patterns.	**● Math Readiness:** 　**○ Patterns** - Lessons 165-167 develop skills of recognizing, duplicating, and creating color, shape, and more complex patterns.
MA 4.a Develops ability to recognize shapes and their attributes.	**● Math Readiness:** 　**○ Geometry** - Lessons 89-91 develop skills of matching shapes and recognizing and labeling shapes. Lessons 186-187 work on children recognizing attributes of shapes and joining shapes to create new shapes. **● Motor Skills** 　**○ Fine Motor** - Lessons 49-50, 52, and 116 develop the skill of drawing shapes and using shapes to create pictures.
MA 4.b. Develops understanding of spatial relationships.	**● Language:** 　**○ Parts of Speech** - Lesson 36: Identifying Prepositions develops language and teaches children to receptively identify and expressively label a variety of position words. **● Math Readiness:** 　**○ Geometry** - Lesson 93: Object Placement teaches children to follow directions to position an object spatially in reference to another object.
Physical Development and Wellness	
PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.	**● Approaches to Learning:** 　**○ Attention & Imitation -** Lesson 8:Non-Verbal Imitation teaches children to imitate a variety of actions to be able to practice, develop, and perform actions independently. **● Motor:** 　**○ Gross Moto**r - Lessons 58-62 develop a variety of locomotor and non-locomotor skills such as jumping, throwing, bouncing, and hopping.

PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	**Approaches to Learning:** **Attention & Imitation -** Lesson 8:Non-Verbal Imitation teaches children to imitate a variety of actions to be able to practice, develop, and perform actions independently. **Motor Skills:** **Fine Motor** - Lessons 47-57 and 116-117 develop a variety of fine motor skills to perform tasks requiring precise movements such as tracing a variety of lines and shapes, drawing, stacking blocks, dressing skills, and stringing beads. *ARIS provides blocks, beads, and a variety of tracing and coloring reproducible activity sheets to use for developing and practicing fine motor skills.
PW 1.c. Develops oral motor skills.	**Approaches to Learning**: **Attention & Imitation** - Lessons 8: Non-Verbal Imitation and 9: Verbal Imitation develop children's ability to imitate and practice different fine motor movements, such as blowing and coordinating mouth movements to produce speech. **Functional Routines:** **Self-Care & Healthy Habits** - Lesson 77: Snack Time can be used to teach and practice mealtime expectations such as taking bites with utensils and sipping from a cup.
PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.	**Motor Skills:** **Gross Motor** - Lesson 62: Expanded Gross Motor develops a variety of coordinated movements and actions. **Social Emotional:** **Group Play & Socialization** - Lesson 75: Recess aids in teaching coordinated actions and interactions with others.
PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.	**Language:** **Receptive Languag**e - Lesson 17: Receptive Labeling - Body Parts builds awareness of own body and the ability to point to body parts when asked. **Expressive Language** - Lesson 26: Expressive Labeling - Body Parts builds awareness of own body and the ability to name body parts on self and in pictures.
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	**Motor Skills:** **Fine Motor** - Lesson 56: Dressing Skills develops fine motor aspects of dressing so children can complete personal care tasks independently. **Functional Routines:** **Self-Care & Healthy Habits** - Lessons 76-78 develop skills for completing personal care tasks independently including restroom use, eating routines, and handwashing. Lessons 127-128 teach children to identify needed items for self-care and steps for typical self-care activities so they can complete personal care tasks independently. *The ARIS Implementation Guide and the ARIS User Portal provide tools and resources for task analysis that can be used to develop a variety of common health and self-care routines in school and at home.

PW 2.c. Consumes healthy food and develops healthy eating habits.	● **Functional Routines:**
	  ○ **Self-Care & Healthy Habits** - Lessons 77: Snack Time and 129: A Healthy Plate can be utilized to teach feeding routines and develop a basic understanding of different food groups and choosing a variety of foods.
	
	● **Language:**
	  ○ **Intraverbals**: Lessons 40, 42, and 43 develop communication skills for requesting, responding to making a choice, and accepting/rejecting in a variety of situations which can include food needs/wants.

PW 2.d. Develops healthy sleep and rest behaviors.	● **Language:**
	  ○ **Intraverbals** - Lesson 44: Social Responses can be used to teach children to respond/communicate appropriately in social settings, such as communicating the need for a break.
	
	● **Social Emotional:**
	  ○ **Emotional Health & Wellbeing** - Lessons 122-123 develop skills of identifying and responding to emotional scenarios. Lesson 68: Social Narratives can be used to develop an understanding of the importance of healthy sleep and rest behaviors or the need for a break and to understand expectations for rest time in school and at home.
	
	● **Functional Routines:**
	  ○ **Classroom Routines** - Lesson 87: Token Board can be used to teach children the idea of working for a break.
	
	The ARIS Implementation Guide and ARIS User Portal provide tools and resources for task analysis that can be used for a variety of common health and self-care routines in school or at home, including healthy sleep and rest behaviors.

PW 2.e. Participates in preferred physical activities and develops an understanding that being physically active is healthy.	● **Motor Skills:**
	  ○ **Gross Motor** - Lessons 58-62 develop a variety of skills to be used in physical play and activities
	
	● **Social Emotional:**
	  ○ **Group Play & Socialization** - Lessons 73-75 and 126 develop skills for playing structured and unstructured physical activities and games with adults and peers

PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	● **Social Emotional:**
	  ○ **Emotional Health & Well-Being** - Lesson 68: Social Narratives can be used to develop social narratives to communicate the importance of safety rules, practices, expectations, and behaviors.
	
	● **Functional Routines:**
	  ○ **Community Life** - Lessons 131-133 develop an understanding of safety signs and community helpers and locations.

Science	

SC 1.a. Explores and investigates objects and events in the environment.	**Approaches to Learning:** **Attention & Imitation** - Lesson 1: Pairing & Accepting Reinforcers encourages children to interact and explore a variety of objects/activities. **Language:** **Intraverbals**- Lesson 46: Asking Wh Questions teaches children to ask questions about objects and events in the environment. **Social Emotional:** **Independent Play/Work-** Lesson 118: Functional Use of Play objects teaches children to explore and use play objects appropriately. **Group Play & Socialization-** Lesson 69: Joint Attention teaches foundational skills for children to attend to objects and events in their environment.
SC 1.b. Develops ability to reason about cause and effect.	**Functional Routines** **Classroom Routines-** Lesson 87: Token Board develops the skill that earning tokens results in access to desired items while learning desired behaviors. **Social Emotional:** **Independent Play/Work -** Lesson 118: Functional Use of Play objects teaches children to use play objects appropriately, resulting in a known desired effect. **Emotional Health & Wellbeing** - Lessons 122-123 teach children to recognize events have a cause/effect in emotion scenarios.
Social Emotional Development	
SE 1.a. Develops and expands understanding of oneself as a unique person.	**Approaches to Learning:** **Attention & Imitation** - Lessons 1, 3, and 6 build awareness of self and others such as responding to their name and eye contact. **Language:** **Receptive Language** - Lessons 17 and 20 build awareness of familiar people and parts of their own body. Lessons 108 and 111 teach children to recognize features/characteristics. **Expressive Language** - Lessons 26 and 28 build awareness of familiar people and parts of their own body. Lessons 112 and 115 teach children to identify features/characteristics. **Parts of Speech** - Lesson 38: Understanding Pronouns teaches children to refer to self using appropriate pronouns. **Social Emotional:** **Group Play & Socialization -** Lesson 69: Joint Attention builds the skill of attending to others and their interests/actions.

SE 1.b. Develops understanding of emotions.	● **Social Emotional:** 　○ **Emotional Health & Wellbeing** Lessons 65-68 and 122-123 develop skills of recognizing and understanding emotions of self and others and how to respond to emotional scenarios.
SE 2.a. Begins to manage emotions and actions.	● **Approaches to Learning:** 　○ **Attention & Imitation** - Lessons 2 and 5 teach children to manage their emotions/actions and be ready to learn. Lesson 7: Waiting teaches the ability to delay gratification. ● **Language:** 　○ **Intraverbals** - Lessons 40-43 teach skills such as how to get needs met, make choices, and ask for help. ● **Social Emotional:** 　○ **Emotional Health & Wellbein**g - Lesson 68: Social Narratives can be used to teach children to understand strategies for calming and regulating emotions and safe actions. ● **Functional Routines:** 　○ **Classroom Routines** - Lesson 87: Token Board teaches children to stay regulated and to delay gratification. Lessons 79, 83-84, and 88 develop skills for children to manage actions when transitioning activities/locations and independently. *The ARIS Implementation Guide and ARIS User Portal provide a token economy, data-keeping sheets, strategies for behavior management, and resources for developing routines to help educators teach children how to regulate their emotions/behaviors.
SE 3.a. Develops empathy toward and understanding of others.	● **Language:** 　○ **Intraverbals -** Lesson 44 -Social Responses teach ways to respond to others in social situations. ● **Social Emotional:** 　○ **Emotional Health & Wellbeing** - Lessons 65-68 and 122-123 teach how to recognize the emotions of others, understand how they feel, and respond to emotional scenarios.

SE 4.a. Develops secure, trusting relationships with adults.	● **Approaches to Learning:** 　○ **Attention & Imitation** - Lesson 1: Pairing & Accepting Reinforcers builds child/adult rapport. Lesson 6: Eye Contact teaches children to make eye contact. ● **Language:** 　○ **Intraverbals** - Lessons 40-46 teach children to get their needs met, ask for help, and develop skills for back-and-forth conversation. ● **Social Emotional:** 　○ **Group Play & Socialization** - Lessons 69-73 and 124-125 teach children to interact and engage with adults. 　○ **Independent Play/Work** - Lesson 121: Drawing, Coloring & Presenting Pictures teach children to engage with adults in positive interactions to show off work.
SE 4.b.Develops socially competent behaviors with peers.	● **Approaches to Learning:** 　○ **Attention & Imitation -** Lesson 6: Eye Contact teaches children to make eye contact with others. ● **Social Emotional:** 　○ **Group Play & Socialization** - Lessons 69-71, 74-75, and 124-126 teach children to attend to and engage in play and group interactions with peers. ● **Functional Routines:** 　○ **Classroom Routines** - Lessons 85: Center Time and 130: Group Work develop the social skills necessary to participate in cooperative group activities with peers.
SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.	● **Language:** 　○ **Intraverbals** - Lessons 41: Requesting Help and 44: Social Responses teach children to communicate and respond appropriately in social situations such as a conflict. ● **Social Emotional:** 　○ **Emotional Health & Wellbein**g - Lessons 68 and 122-123 can be utilized to understand and identify conflicts and how to respond.
Social Studies	

SS 1.a. Develops awareness of own culture and other characteristics of groups of people.	● **Language:** 　○ **Receptive Language** - Lessons 20 and 111 develop skills to identify self and others as belonging to groups by observable characteristics. 　○ **Expressive Languag**e - Lessons 28 and 115 develop skills to identify self and others as belonging to one or more groups by observable characteristics. * The ARIS Implementation Guide and ARIS User Portal provide tools and resources to develop routines for children which can be used in multiple familiar environments such as school and home.
SS 1.b. Develops a basic understanding of needs and wants.	● **Approaches to Learning:** 　○ **Attention & Imitation -** Lesson 7: Waiting teaches children to recognize not all needs/ wants can be met immediately. ● **Language:** 　○ **Intraverbals -** Lessons 40-43 teach children to identify and express their own needs and wants to others. ● **Social Emotional:** 　○ **Group Play & Socialization** - Lessons 69-75 and 124-126 give opportunities and teach awareness of others' needs and wants in activities. 　○ **Emotional Health & and Wellbein**g - Lessons 65-68 and 122-123 teach children to recognize and understand the emotions and needs of others and how to respond. ● **Functional Routines:** 　○ **Classroom Routines** - Lesson 130: Group Work develops social, language, and self-regulation skills to participate in group learning activities.
SS 1.c. Develops an understanding that everyone has rights and responsibilities within a group.	● **Approaches to Learning:** 　○ **Attention & Imitation** - Lessons 2-5 and 7 teach foundational skills of responding to others and guidance when redirected. ● **Functional Routines**: 　○ **Self-Care & Healthy Habit**s - Lessons 76-78 and 127-129 have children participating in, following rules, and carrying out tasks in simple self-care routines. 　○ **Classroom Routines -** Lessons 79-88 and 130 have children participating in, following rules, and carrying out tasks in a variety of common classroom routines. ● **Social Emotional:** 　○ **Group Play & Socialization** - Lessons 69-75 and 124-126 build an understanding of group rules and interactions. r

| SS 1.d. Develops the ability to take care of the materials in the environment. | ● **Functional Routines:**
　○ **Self-Care & Healthy Habits** - Lessons 76-78 and 127-128 teach children to identify, use, and take care of their own materials and/or materials in their environment during self-care routines.
　○ **Classroom Routines** - Lessons 80-82, 85-86, and 130 teach children to use and take care of materials and resources during classroom routines. |