**Physical Well-Being and Motor Development: Safety and Injury Prevention Learning Progression**

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| **Domain: Physical Well-Being and Motor Development** | | | | |
| **Strand: Health** | | | | |
| **Learning Progression: Safety and Injury Prevention** | | | | |
| **Operational Definition: Demonstrates the ability to apply basic safety rules and consequences of unsafe behavior at home, school, and community** | | | | |
|  | **A** | **B** | **C** | **D** |
| **Safe and Unsafe Behaviors** | Responds to communication of others. | Needs direct adult guidance to stay safe. |  | Seeks information or assistance from adult in challenging or unsafe situations. |
| **Safety Rules** | Responds to communication of others. | Orients toward familiar adult in unsafe or unfamiliar situations. |  | Follows specific adult requests about safety when provided adult guidance to follow through. |

**Observational Rubric:** Safe and Unsafe Behaviors

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| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| (Same as Levels 1-5) | **A** | Child responds to communication of others. | **Jeremiah**—Jeremiah oriented toward me when I pointed or looked at him. |
| **B** | Child needs direct adult guidance to stay safe. | **Sara**—Sara moved toward the door of the classroom. I noticed a parent opening the door to come in, so I communicated to Sara, “Wait,” as I quickly stopped the door from opening to ensure that it did not bump into Sara. |
| **Adaptations: Evidence Examples** | **Vision:**  **Hearing:** | **Becky**—Becky stopped moving when she felt the edge of the rug. I helped her feel the tile floor to know it was safe to keep crawling.  **Kendall**—Kendall began to move in front of the swing set where a child was swinging. I quickly got in front of her, signed and said “stop,” and then pointed to the swing. |
| **D** | Child seeks information or assistance from adult in challenging or unsafe situations. | **Jacob**—Jacob climbed three rungs of a geodome climber, paused, and called me over to help him get back down. |
| **Adaptations: Evidence Examples** | **Vision:** | **Carly**—I let Carly know I was nearby while she played in the sandbox. When she finished playing, she stood up and called for me then reached out her arms so I could help her step out of the sandbox without tripping. |

**Observational Rubric:** Safety Rules

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| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| (Same as Levels 1-5) | **A** | Child responds to communication of others. | **Kylie**—Kylie orients toward me when I point or look at her. |
| **B** | Child orients toward familiar adult in unsafe or unfamiliar situations. | **Terrance**—Terrance looks in my direction when an unfamiliar adult enters the room. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Jonathon**—Jonathon cried out when he heard unfamiliar adults talking.  **Iris**—Iris vocalized to get my attention when the children suddenly ran by close to her. |
| **D** | Child follows specific adult requests about safety when provided adult guidance to follow through. | **Layne**—Layne climbs to the top of the slide and sits down behind another child after I ask her to wait for the other child to slide down. Layne looks at me and when I nod yes, she begins to slide down the slide. |
| **Adaptations: Evidence Examples** | **Vision:**  **Hearing:** | **Allison**—Allison used her arms as “bumpers” when I reminded her by saying “bumpers up!” as she walked. I helped position her arms one on top of the other.  **Mandy**—Mandy understood and followed my safety request not to run in the classroom when I signed “no running.” |