



**Kindergarten Individual Development Survey (KIDS)
Correspondence to Illinois Learning Standards:
The KIDS Approaches to Learning – Self-Regulation (ATL-REG) Domain and the
Illinois Early Learning Standards Kindergarten (IELS-K)**

There are many commonalities between the structure and content of the KIDS¹ Approaches to Learning – Self-Regulation (ATL-REG) domain and the organization of the approaches to learning and self-regulation structure and content of the Illinois Early Learning Standards Kindergarten (IELS-K). These commonalities reflect a shared understanding of the developmental importance of different social-emotional, social studies, and self-regulatory skills to children’s achievement in school. Thus, although the KIDS does not cover some approaches to learning and self-regulation content of the IELS-K and, likewise, the KIDS has several measures whose content is not included in the IELS-K, there is considerable overlap. Both address common elements of this area of development.

The central theme underlying the correspondence of the KIDS to the IELS-K is that both emphasize the importance of self-regulation to children’s school success, with a common focus on behavioral self-management in learning activities, emotional self-control in social interactions, and social self-regulation with peers. In each case, children’s capacities to exert self-regulation contribute to success in many ways. The following table shows correspondences between the KIDS measures and the IELS-K.

**Correspondence between the KIDS Instrument and
the Illinois Early Learning Standards Kindergarten**

KIDS Measure	Illinois Early Learning Standards Kindergarten (IELS-K)	KIDS Measure Corresponds with IELS-K in the Following Ways:
<p>ATL-REG 1: Curiosity and Initiative in Learning</p> <p>Definition: Child explores the environment in increasingly focused ways to learn about</p>	<p>Learning Standard 31.C</p> <p>Demonstrate skills related to achieving personal and academic goals.</p>	<p>Child develops initiative and increasingly complex skills in discovering new information (31.C).</p>

¹ Desired Results Developmental Profile-Kindergarten for the Kindergarten Individual Development Survey

KIDS Measure	Illinois Early Learning Standards Kindergarten (IELS-K)	KIDS Measure Corresponds with IELS-K in the Following Ways:
<p>people, things, materials, and events.</p>		
<p>ATL-REG 2: Self-Control of Feelings and Behavior</p> <p>Definition: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.</p>	<p>Learning Standard 31.A Identify and manage one’s emotions and behavior.</p> <p>Learning Standard 32.D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Child develops ability to express feelings in a socially appropriate manner and control behavior to follow group rules (31.A).</p> <p>Child develops self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively (32.D).</p>
<p>ATL-REG 3: Engagement and Persistence</p> <p>Definition: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</p>	<p>Learning Standard 21.A Demonstrate individual responsibility during group physical activities.</p> <p>Learning Standard 31.C Demonstrate skills related to achieving personal and academic goals.</p>	<p>Child is able to work independently for short periods of time (21.A).</p> <p>Child makes increasingly independent, self-initiated, and persistent efforts at mastering activities (31.C).</p>
<p>ATL-REG 4: Shared Use of Space and Materials</p> <p>Definition: Child develops the capacity to share the use of space and materials with others.</p>	<p>Learning Standard 15.B Understand that scarcity necessitates choices by consumers.</p> <p>Learning Standard 21.B Demonstrate cooperative skills using structured group physical activities.</p> <p>Learning Standard 32.C</p>	<p>Child shares resources in the classroom and becomes aware of the difference between needs and wants (15.B).</p> <p>Child develops abilities to independently share resources (21.B).</p> <p>Child develops abilities to initiate sharing and cooperation with peers (32.C).</p>

KIDS Measure	Illinois Early Learning Standards Kindergarten (IELS-K)	KIDS Measure Corresponds with IELS-K in the Following Ways:
<p>ATL-REG 4: Shared Use of Space and Materials (cont.)</p> <p>Definition: Child develops the capacity to share the use of space and materials with others.</p>	<p>Use communication and social skills to interact effectively with others.</p> <p>Learning Standard 32.D</p> <p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Child makes efforts to share that can help prevent conflict in peer interaction (32.D).</p>

IELS-K Goal(s) or Learning Standard(s) not addressed by KIDS Domain

- Learning Standard 31.B: Recognize personal qualities and external supports.
- Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.
- Learning Standard 32.A: Recognize the feelings and perspectives of others.
- Learning Standard 32.B: Recognize individual and group similarities and differences.
- Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- Learning Standard 33.A: Consider ethical, safety, and societal factors in making decisions.
- Learning Standard 33.B: Apply decision-making skills to deal responsibly with daily academic and social situations.
- Learning Standard 33.C: Contribute to the well-being of one’s school and community.

Note from expert: Although this list is accurate, please note that many of the standards that not addressed by the KIDS ATL-REG domain are addressed in other KIDS domains.