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 KIDS\(^1\) 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

<table>
<thead>
<tr>
<th>KIDS Measure</th>
<th>Illinois Early Learning Standards Kindergarten (IELS-K)</th>
<th>KIDS Measure Corresponds with IELS-K in the Following Ways:</th>
</tr>
</thead>
</table>
| **ATL-REG 1: Curiosity and Initiative in Learning** | **Learning Standard 31.C**  
Demonstrate skills related to achieving personal and academic goals. | Child develops initiative and increasingly complex skills in discovering new information (31.C).                        |

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\(^1\) Desired Results Developmental Profile-Kindergarten for the Kindergarten Individual Development Survey
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<tr>
<th>KIDS Measure</th>
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<td>people, things, materials, and events.</td>
<td></td>
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</table>
| ATL-REG 2: Self-Control of Feelings and Behavior | **Learning Standard 31.A**  
Identify and manage one’s emotions and behavior. | Child develops ability to express feelings in a socially appropriate manner and control behavior to follow group rules (31.A).  
Child develops self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively (32.D). |
| **Definition:** Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time. | **Learning Standard 32.D**  
Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. |  |
Demonstrate individual responsibility during group physical activities. | Child is able to work independently for short periods of time (21.A).  
Child makes increasingly independent, self-initiated, and persistent efforts at mastering activities (31.C). |
| **Definition:** Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult. | **Learning Standard 31.C**  
Demonstrate skills related to achieving personal and academic goals. |  |
| ATL-REG 4: Shared Use of Space and Materials | **Learning Standard 15.B**  
Understand that scarcity necessitates choices by consumers. | Child shares resources in the classroom and becomes aware of the difference between needs and wants (15.B).  
Child develops abilities to independently share resources (21.B).  
Child develops abilities to initiate sharing and cooperation with peers (32.C). |
| **Definition:** Child develops the capacity to share the use of space and materials with others. | **Learning Standard 21.B**  
Demonstrate cooperative skills using structured group physical activities. |  |
|  | **Learning Standard 32.C** |  |
### ATL-REG 4: Shared Use of Space and Materials (cont.)

**Definition:** Child develops the capacity to share the use of space and materials with others.

#### Learning Standard 32.D

Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

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<td>Use communication and social skills to interact effectively with others.</td>
<td>Child makes efforts to share that can help prevent conflict in peer interaction (32.D).</td>
<td></td>
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</tbody>
</table>

### 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.