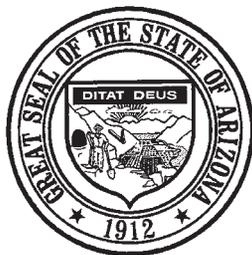


Arizona's Infant and Toddler Developmental Guidelines

1st Edition



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BACKGROUND

FirstThings First (Arizona Early Childhood Development and Health Board) is a public agency that exists to increase the quality of, and access to, the early childhood development and health system that ensures a child entering school comes healthy and ready to succeed. Governed by the State Board and 31 Regional Partnership Councils, FirstThings First engages diverse constituencies across the state to accomplish its mission. Organizational values include a child and family centered focus that is coordinated and collaborative; a comprehensive systems approach with continuous inquiry, learning and reflection; and, transparency and strong accountability toward achieving outcomes that will ensure all young children start kindergarten ready to succeed in school and life.



In an ongoing effort to build a comprehensive and coordinated early childhood system that ensures all of Arizona's young children are ready for school and set for life, FirstThings First, with key partners and stakeholders recognized the need for and drafted this first edition of the Arizona Infant and Toddler Developmental Guidelines. With permission, this first edition is an adaptation of the Early Childhood Indicators of Progress 2007, Minnesota's Early Learning Guidelines for Birth to Three.

Planning began in April 2010 with guidance from a task force comprised of infant and toddler development experts, early learning providers and technical assistance from the national ZERO TO THREE organization. Many individuals in the field of education have also offered their expertise and diverse perspectives in the development of this document by attending public forums or by submitting comments through public comment postings on the FirstThings First website (www.azttf.gov). The participants and comments came from all facets of the early childhood and family support communities including early childhood teachers, teachers and administrators from school districts, Tribal communities, Head Start, Early Head Start, child care (both center and home based), Arizona Early Intervention Program, migrant early childhood programs, and career and technical high school early childhood education programs. These educators represented the diversity of programs throughout the state of Arizona. It is through their commitment to promote early childhood development, provide exceptional, high quality opportunities for children, and enhance learning for every child in Arizona that has made this publication possible. We offer our sincerest thanks to all who have generously given their time and knowledge to the completion of these guidelines.

ACKNOWLEDGEMENTS

A core group of individuals worked diligently on this document including Kesara Vilay (First Things First), Sandy Foreman (First Things First), Colleen Norton (First Things First intern), and Trudi Norman-Murch (Southwest Human Development). Special thanks to Kathi Boling, Technical Assistance Specialist with the National Infant Toddler Child Care Initiative and Linda Gillespie, Technical Assistance Manager, for ZERO TO THREE for their guidance and support. We greatly appreciate their dedication to task, perseverance, and commitment to the highest standards for early learning.

These guidelines were developed based upon the Early Childhood Indicators of Progress 2007, Minnesota's Early Learning Guidelines for Birth to Three with permission from the Minnesota Department of Human Services and Department of Health.

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1.0 Introduction

INTRODUCTION

Thriving, productive and healthy adults contribute to strong communities, a vibrant economy and are more apt to be successful parents of future generations. As neuroscience has clearly shown, the brain grows and develops rapidly in the first years, and young children need stimulation and interaction throughout their lives. Stress, trauma, negative interactions and harmful environments can be most damaging in the very early years. Connections in the brain become stronger when they are used often, and connections that are not used die away in childhood and early adolescence. It is true for adults and true for babies — “use it or lose it”! Babies and young children need stimulation to develop socially, emotionally, physically and intellectually. Learning begins at birth and early experiences in the first three years of a child’s life promote positive future learning. The surge of research and knowledge over the past few decades has given us all a better understanding of how vital the first years are - and how to maximize a child’s potential for the betterment of all society. The early childhood years are the essential foundation for later achievement in school and life.

In an effort to maximize opportunities for optimal early childhood development and health, it is important to understand what young children need to know and before starting Kindergarten. Recognizing this need to understand what young children need to know and do, many in the field of early childhood development began to gather this information in comprehensive documents. These documents were eventually referred to as ‘Early Learning Guidelines’. The National Infant and Toddler Child Care Initiative defines early learning guidelines as research-based, measurable expectations of what children should know (understand) and do (competencies and skills)

in different domains of learning. Early learning guidelines should be applicable to care provided by parents and families, as well as to various early care and education settings. National and state efforts, including efforts in Arizona, are under way to support development of early learning guidelines that identify essential learning outcomes for infants and toddlers. In Arizona, First Things First, along with the Arizona Department of Education and other partners, developed infant and toddler early learning guidelines. *The Arizona Infant and Toddler Developmental Guidelines* document recognizes the importance of shared responsibility and accountability to achieve positive outcomes for all children. Arizona’s infants and toddlers are cared for, nurtured and educated in a variety of settings, including their own homes, family, friend and neighbor homes, child care centers, family child care homes, preschools and other early education programs. This document, like its companions, the *Arizona Early Learning Standards* (for all children 3 to 5 years of age) and the *Arizona Program Guidelines for Quality Early Care and Education* (for all programs serving children birth through Kindergarten), stresses the importance of collective efforts among families, early care and education professionals, health care professionals, family support providers, community members and policymakers in supporting the learning and development of young children.



2.0 Purpose & Goals

PURPOSE AND GOALS

Arizona's Infant and Toddler Developmental Guidelines are part of a continuum of early learning guidelines which provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children, presented within a context of shared responsibility and accountability to help young children meet these expectations. Specifically, these guidelines describe expectations about what infants and toddlers should know (understand) and do (competencies and skills) across multiple domains of development during specific age ranges, as well as what adults can do to support children's optimal learning and development.

The document was developed with three goals in mind:

1. To help parents, families and other caregivers understand the appropriate development of infants and toddlers.
2. To promote healthy growth and development for infants and toddlers, both in their own homes and in high quality child care and education settings.
3. To promote the development of comprehensive and coordinated services which utilize the Infant Toddler Developmental Guidelines framework to benefit infants, toddlers and their families.

Early learning guidelines and standards are often confused with early childhood program standards; however, these terms have different meanings and intended uses. Program standards are expectations about the characteristics or quality of early care and education programs, not individual children. Program standards which apply to infant and toddler programs in Arizona include state licensing regulations, the newly revised *Arizona Program Guidelines for Quality*

Early Care and Education: Birth to Kindergarten 3rd Edition, Quality First (Arizona's quality rating and improvement system), and federal standards for Early Head Start.



Arizona is using the term "developmental guidelines" for ages birth to 3 to emphasize flexibility in the application and uses of this document and to avoid having them confused with program standards. This term also reflects a less structured approach in the care and education of very young children than is the case with academic learning standards. *Arizona's Infant and Toddler Developmental Guidelines* are intended to be a resource to support the learning and development of Arizona's infants and toddlers, while promoting high quality early childhood education and health programs.



3.0 Infant & Toddler Developmental Period

THE INFANT AND TODDLER DEVELOPMENTAL PERIOD

The infant and toddler period of growth and development spans the years from birth to age 3. Development and learning during this age period takes place within the context of trusting relationships and interactions with others. The social and emotional competence that develops during this period is the basis for, and influences, all later learning (Ounce of Prevention, 2004; Zero to Three, 2004). *Arizona's Infant and Toddler Developmental Guidelines* are intended as a framework for supporting the growth and development of very young children during these early years of life. The indicators, examples and strategies are based on widely held developmental expectations observed in infants and toddlers. Three broad age groups are commonly used to describe major changes during the infant and toddler period (Lally, et al, 2003; WestEd, 2004). **Young infants**, between the ages of birth to 8 months, are in a stage of very rapid development that includes the integration of sensory, motor, social/emotional, language and cognitive systems. Babies at this age need the emotional security that comes from close relationships with primary caregivers. **Older infants** are defined as 6 months to 18 months. Their increased ability to explore and move greatly affects their interactions with their social and physical environments. Infants at this age eagerly explore their surroundings but need familiar and trusted adults as a secure base of support. **Toddlers** between 15 months and 36 months have increased ability to influence their environments in many ways, including verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. Toddlers are seeking new ways to increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures. While the indicators in this document are the same



across the age period from birth to 3, the examples and suggested strategies are different and specific for the three age groups to reflect the most significant developmental milestones or emerging abilities. Note: Individual children vary considerably in their rate of progress in achieving these developmental milestones or benchmarks. Chronological age alone is not a good measure of child growth and development, because the many influences on development result in a wide range of individual variations.



4.0 Individual Differences

INDIVIDUAL DIFFERENCES

Child growth and development progresses differently for every individual. The values and practices of family, culture and community influence individual child outcomes. Especially for very young children, the family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world. The experiences of infants and toddlers in learning the language and behaviors of their family must be supported by other early care and education settings where young children spend time. Although young children



develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected in order for infants and toddlers to develop positive concepts of self and self-worth.

Meaningful caregiver strategies acknowledge and incorporate cultural practices and individual developmental differences. *Arizona's Infant and Toddler Developmental Guidelines* are written to include children who develop at different rates and with different patterns of behavior. Infants and toddlers with disabilities will make progress on the skills, behaviors and concepts that are described by the indicators, with expected variations for each child. Many infants and toddlers with special needs require and receive early intervention services to increase and enhance their ability to achieve these developmental expectations.



5.0 Potential Uses

POTENTIAL USES OF INFANT AND TODDLER DEVELOPMENTAL GUIDELINES

Arizona's Infant and Toddler Developmental Guidelines are to be used as a resource for family members, caregivers and teachers, home visitors, community members and policymakers in ways that are supportive of young children's development. Some potential uses of the guidelines are described below.

For parents and family members

To build awareness of infant and toddler development

Arizona's Infant and Toddler Developmental Guidelines can help parents and other family members develop a better understanding of infant and toddler development and provide some strategies they can use to enhance their own children's optimal development. Families may also use them to develop greater awareness of developmental milestones within the context of discussions with child care providers, home visitors, pediatricians, public health nurses or other educators directly involved with the family.

To increase communication between parents and other caregivers

Arizona's Infant and Toddler Developmental Guidelines can be used to provide common language and goals for parents and other caregivers as they discuss infant and toddler growth and development. Ongoing communication and mutual support are essential for providing continuity and consistency in meeting the needs of very young children.

To increase awareness of quality infant and toddler care and education

Parents are the first and most important teachers of their young children. They are also the best advocates for their children. *Arizona's Infant and Toddler Developmental Guidelines* can help parents and family members better understand essential learning outcomes and the importance of selecting quality early care and education that supports infant and toddler development.

For caregivers, teachers and other early learning providers

To guide planning for learning experiences and the role of caregivers and teachers

Arizona's Infant and Toddler Developmental Guidelines provide a common framework for developmentally appropriate expectations for infants and toddlers from birth to 3. Parents, family members and other caregivers play an important role in supporting the learning and development of infants and toddlers. The examples and strategies given for each of the age groups - birth to 8 months, 6 months to 18 months and 15 to 36 months - provide guidance for supporting infants' and toddlers' progress in achieving these widely held expectations. The indicators provide a common language for use across different settings, programs and services. A common language and framework facilitates discussion and collaboration among parents, home visitors, public health nurses, home-based caregivers, center-based staff, school programs and others. The use of *Arizona's Infant and Toddler Developmental*

tal Guidelines can also help early care and education programs align curriculum, learning opportunities and assessment with other state and national outcome standards and guidelines. Many factors, including the culture and language background, developmental level, learning style and temperament of each infant and toddler, must be taken into account as learning experiences are planned and implemented. Infants and toddlers learn through interaction with others in a supportive environment. The preparation of the environment, including the adults present and the materials and toys available, provide opportunities for observing and supporting learning and development (Harms, Cryer, & Clifford, 2003).

To provide direction for planning appropriate assessment of infants and toddlers

Arizona's Infant and Toddler Developmental Guidelines can help parents, caregivers and teachers define the kinds of things infants and toddlers need to know and be able to do at each stage of development. Once those are understood, parents, caregivers and teachers can start to collect evidence of infant and toddler learning through observation and authentic assessment (Dichtelmiller, 2004). Authentic assessment practices are those that are based on everyday learning experiences and provide opportunities for caregivers and teachers, including parents and other family members, to observe and document what infants and toddlers show they know and can do through their actions and behavior. There are several standard authentic assessments for infants and toddlers that identify materials, methods of observation and documentation, and the importance of involving families' input on their child's development to create a picture of a child's emerging behaviors, skills and knowledge, as well as those areas that need further support for development.

To provide content for staff training and development

Caregiver and teacher qualifications and training directly affect the expected outcomes for infant and toddler development. A related document - the *Arizona Program Guidelines for Quality Early Care and Education Birth to Kindergarten* - describes expectations for what the adults who work with young children need to know and be able to do, similar to the way that early learning guidelines describe expectations for what young children need to know and be able to do. The *Arizona Program Guidelines for Quality Early Care and Education* identify several important areas within the learning environment and curriculum for increasing the skills and competencies of those who work with infants, toddlers and young children.

For community members

To help organize advocacy efforts within the community

Many communities are focusing on the importance of early care and education for the future economic development of the community (Rolnick & Grunewald, 2003). Because of the emphasis on school readiness in several state and national initiatives, the importance of quality infant and toddler care and education in providing the foundation for later learning is also receiving more attention (Ounce of Prevention, 2004; Zero to Three, 2004). *Arizona's Infant and Toddler Developmental Guidelines* can serve as a guide for increasing awareness of the critical importance of infant and toddler development in the context of family and community relationships and interactions.

For policymakers

To assess the impact of public policies on infants and toddlers and their families

Policymakers can use *Arizona's Infant and Toddler Developmental Guidelines* as a reference for assessing the impact of policy decisions on infants and toddlers and their families. Prevention and early intervention efforts to make sure that very young children get a strong and healthy start help reduce the likelihood that children will need more intensive and costly help at a later age (Sandall, McLean, & Smith, 2000).

To improve public understanding of appropriate expectations, accountability and responsibility

Arizona's Infant and Toddler Developmental Guidelines enhance understanding of appropriate developmental expectations for infants and toddlers. Parents, family members, other caregivers and teachers, community members and policymakers all share in the collective responsibility for successful outcomes for the youngest children. This document provides a comprehensive framework for shared accountability and responsibility for young children's development.



6.0 Organization & Structure of the Document

ORGANIZATION AND STRUCTURE OF THE DOCUMENT

Arizona's Infant and Toddler Developmental Guidelines are divided into five domains that reflect the full range of child development.

- **Social and Emotional Development**
- **Approaches to Learning**
- **Language Development and Communication**
- **Cognitive Development**
- **Physical and Motor Development**

Each **domain** of development is related to and influences the others. The domains are further divided into **components** that designate important areas of infant and toddler development within each domain. **Indicators of progress** for infants and toddlers in gaining competencies, knowledge, skills and behaviors are then specified within each component. **Examples and strategies**, which caregivers can use to facilitate infant and toddler development, are listed for each of the components within the domains. The term “caregiver” in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in children’s lives. The examples and strategies are not intended to be an exhaustive list, but rather to provide further clarification of indicators and suggest some strategies and activities that will enhance infant and toddler development.





Prior to making the decision to adapt *The Early Childhood Indicators of Progress: Minnesota Early Learning Guidelines for Birth to Three* the task force was informed by extensive reviews of child development and early learning research and of similar guidelines developed by other states. These included the *Arizona Early Learning Standards* (Arizona Department of Education 2005), the *Program Guidelines for High Quality Early Education: Birth through Kindergarten 3rd Edition* (Arizona Department of Education and First Things First 2011) early learning guidelines developed by 36 states and territories (National Child Care Information Center, 2005) (National Infant and Toddler Child Care Initiative, 2010).

Like the *Minnesota Early Learning Guidelines for Birth to Three*, the development, selection and wording of indicators for these guidelines were informed by national research on early learning guidelines (Scott Little, Kagan, & Frelow, 2003b, 2005; Neuman & Roskos, 2004) that identified criteria for selection of specific indicators:

1. **Research-based** – Indicators are informed by research as being reasonably achievable and age appropriate.
2. **Clearly written** - Indicators are clear and coherent as to what most infants and toddlers know and are able to do.
3. **Measurable** – Indicators reflect observable behaviors, concepts and skills.
4. **Comprehensive** – Indicators cover all domains of development and provide sufficient breadth and depth of each area of development.
5. **Manageable** – There are a reasonable number of indicators in each domain for users to understand.
6. **Applicable** – Indicators are broadly applicable to infants and toddlers from diverse linguistic, economic, and cultural backgrounds and to infants and toddlers with variations in developmental abilities and skills in a variety of settings.



7.0 Overview & Definitions

OVERVIEW AND DEFINITIONS

Term and definition	Example as used in booklet								
A Domain is a major area of development.	DOMAIN I: Social and Emotional Development								
A Component is a subpart of each of the domains.	COMPONENT: Trust and emotional security								
Indicators define expectations for a specific, observable outcome for the child.	INDICATORS of developing trust and emotional security	<p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>							
Examples are used to guide parents, caregivers and teachers in the interpretation and application of the indicators. Examples are provided for each of the three age groups	<p>EXAMPLES of behaviors that show development of trust and emotional security</p> <table border="1" data-bbox="541 919 1974 1305"> <thead> <tr> <th data-bbox="541 919 1020 1027">Young Infant (Birth to 8 months)</th> <th data-bbox="1020 919 1499 1027">Older Infant (6 to 18 months)</th> <th data-bbox="1499 919 1974 1027">Toddler (15 to 36 months)</th> </tr> </thead> <tbody> <tr> <td data-bbox="541 1027 1020 1305"> <p>Looks intently at familiar faces</p> <p>Visually follows movement of caregiver about the room</p> </td> <td data-bbox="1020 1027 1499 1305"> <p>Greets family caregiver with a smile, hug or kiss</p> <p>Cries when left with a new caregiver, but may respond to soothing words, being held and other forms of comfort</p> </td> <td data-bbox="1499 1027 1974 1305"> <p>Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room</p> <p>Looks for or asks for “Mama” or familiar adult when they fall down or get hurt</p> </td> </tr> </tbody> </table>			Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)	<p>Looks intently at familiar faces</p> <p>Visually follows movement of caregiver about the room</p>	<p>Greets family caregiver with a smile, hug or kiss</p> <p>Cries when left with a new caregiver, but may respond to soothing words, being held and other forms of comfort</p>	<p>Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room</p> <p>Looks for or asks for “Mama” or familiar adult when they fall down or get hurt</p>
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Caregiver Strategies to facilitate infant and toddler development are provided for the components and indicators for each of the three age groups.

CAREGIVER STRATEGIES for promoting trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Respond to baby's body language and cues and try to determine baby's needs</p> <p>Provide consistent and familiar caregivers for baby</p>	<p>Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance</p> <p>Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security</p>	<p>Talk with toddler about where you are going and when you will return</p> <p>Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence</p>

Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in the child's life.

ARIZONA'S INFANT AND TODDLER DEVELOPMENTAL GUIDELINES

DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT

COMPONENTS:

Trust and Emotional Security
Self-Awareness
Self-Regulation
Relationships with Other Children

DOMAIN II: APPROACHES TO LEARNING

COMPONENTS:

Persistence
Initiative and Curiosity
Creativity and Inventiveness
Reasoning and Problem Solving

DOMAIN III: LANGUAGE DEVELOPMENT AND COMMUNICATION

COMPONENTS:

Listening and Understanding
Communicating and Speaking
Emergent Literacy

DOMAIN IV: COGNITIVE DEVELOPMENT

COMPONENTS:

Exploration and Discovery
Memory
Problem Solving
Imitation and Symbolic Play

DOMAIN V: PHYSICAL AND MOTOR DEVELOPMENT

COMPONENTS:

Gross Motor Development
Fine Motor Development
Physical Health and Well-Being



8.0 Domains & Components

DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT

Purpose: To approach the world with a sense of trust and emotional security

The social and emotional domain includes the development of trust and emotional security, self-awareness, self-regulation and the beginning of relationships with adults and other children. The healthy development of social and emotional competence greatly affects the development of skills and abilities in all the other domains. The sense of trust and emotional security that infants and toddlers develop within their families, cultures and communities shapes their interactions and relationships throughout their lives.

Social and Emotional Development Components:

Trust and Emotional Security

Self-Awareness

Self-Regulation

Relationships with Other Children

CASE STUDIES

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Israel, age 3 months, spends a lot of time staring at his mother's face. He especially looks at her eyes and mouth. Mother and baby often have long moments locked in these mutual gazes. When Israel's mother talks to him, he quiets his body, listens intently and sometimes smiles. Israel's mother cut out some photos of baby faces from a magazine and put them on the refrigerator. Israel notices the photos when they walk by and mother talks with Israel about what they see and points to and identifies the eyes, nose and mouth.</p>	<p>Sophia, age 15 months, has just met her new baby cousin, Emma. She is fascinated by what looks like a new baby doll! While her mother holds the baby, Sophia pokes with her finger at the baby's tummy and then touches Emma's face. Then she looks at her own tummy and touches her own face. She is surprised when the baby starts to cry. Sophia's mother tells her to be gentle with the baby and they talk softly to quiet Emma. Sophia starts to smile and then laughs and gives the baby a big hug.</p>	<p>Destiny, age 30 months, and Angel, age 28 months, are learning to play together and enjoy each other's company. Their mothers often take them to the playground together. They usually play near each other although they may be doing different things. When Angel fell off the climber and started crying, Destiny ran to get her mother, even though Angel's mother was right there. She knows from experience that her mother will comfort and take care of children when they are hurt.</p>

Domain I: Social and Emotional Development

COMPONENT: Trust and Emotional Security

INDICATORS of developing trust and emotional security

- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Responds to unfamiliar adults cautiously
- Seeks to find comfort in new situations
- Shows emotional connection and attachment to others

EXAMPLES of behaviors that show development of trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Looks intently at familiar human faces</p> <p>Follows movement of caregiver about the room with eyes</p> <p>Accepts comfort by familiar caregiver when tired, hungry or upset</p> <p>Responds with smiles and cooing when picked up by familiar caregiver</p> <p>Avoids eye contact with unfamiliar adults</p> <p>Looks at caregiver's face while being held for feeding</p> <p>Looks for familiar caregiver when tired, hungry or upset.</p>	<p>Greets familiar caregiver with a smile, hug or kiss</p> <p>Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort</p> <p>Prefers comfort from familiar adult when tired or hungry</p> <p>Enjoys looking at, pointing to or naming familiar people in family photos</p> <p>Calls for "Mama" or familiar person when in a new situation.</p>	<p>Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room Looks for or asks for "Mama" or familiar adult when falling down or getting hurt</p> <p>Greets familiar caregivers with enthusiasm when they return to the room</p> <p>Reaches for familiar caregiver when an unfamiliar adult approaches. Wants to take a familiar toy or blanket along on a trip or a visit to a new place</p> <p>Accepts reassurance in a telephone conversation with a member of the family.</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Respond to baby's messages and cues and try to determine baby's needs</p> <p>Provide a limited number of consistent caregivers who baby relates to on a regular basis</p> <p>Hold baby during feeding times and talk to baby in soothing and reassuring tone</p> <p>Comfort baby by holding close, rocking or talking quietly when baby is crying or upset</p> <p>Introduce baby to new adults gradually and follow baby's cues when baby is ready to be held by others</p> <p>Provide favorite toys, familiar blankets or other objects to hold or play with when baby is not with primary caregiver</p> <p>Cuddle, hug, talk or sing to baby</p>	<p>Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance</p> <p>Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults</p> <p>Allow baby time to get to know a new caregiver while you are present</p> <p>Talk with baby about where you are going and when you will return</p> <p>Accept baby's cries and protests when you leave as a sign that baby knows and trusts you and feels a sense of security when you are near</p> <p>Offer reassurance and leave familiar pictures, favorite toys or a blanket with baby when you are gone</p>	<p>Talk with toddler about where you are going and when you will return</p> <p>Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence</p> <p>Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk about the people in the photos and what they are doing</p> <p>Make yourself available as a source of safety and security when toddler ventures out to explore and play</p> <p>Reassure toddler often that familiar adults will return and help the child begin to understand when; describe a time that mommy will be back, such as, "after lunch" or "after your nap"</p> <p>Provide encouragement for toddler to try a new climber or other activity while you remain close to offer support</p>

Domain I: Social and Emotional Development

COMPONENT: Self-Awareness

INDICATORS of developing self-awareness

- Expresses feelings and emotions through facial expressions, sounds or gestures
- Develops awareness of self as separate from others
- Shows confidence in increasing abilities

EXAMPLES of behaviors that show development of self-awareness

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Stares at own hands or feet as they move</p> <p>Expresses feelings of comfort, discomfort, enjoyment or unhappiness</p> <p>Looks at own reflection in the mirror</p> <p>Attends to other people's faces and pictures or drawings of faces</p> <p>Looks for familiar caregiver when tired, hungry or upset.</p>	<p>Expresses emotions, such as sadness, happiness, anger and surprise</p> <p>Smiles at own reflection in mirror or makes sounds when looking at image in the mirror</p> <p>Shows likes and dislikes for particular toys, blankets or other objects</p> <p>Claps hands for self after running round and round the table.</p>	<p>Recognizes and identifies own emotions, such as, "I'm sad" or "I'm happy"</p> <p>Shows recognition of self while looking in mirror and touching nose, head or some other body part that toddler can see only with a mirror</p> <p>Calls self by name and begins to use words, such as "I" or "me"</p> <p>Says or uses sign language for "mine" and holds toy or other object close when someone wants to take favorite possession</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting self-awareness

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Recognize and respect baby's feelings and talk about what baby might be experiencing or expressing</p> <p>Express your feelings with your facial expressions, tone of voice and body language when interacting with baby</p> <p>Talk about what you are feeling, for example, whether you are happy or sad</p> <p>Talk with baby and use his/her name in conversation with baby</p> <p>Provide opportunities for baby to see his/her reflection in a mirror.</p>	<p>Imitate baby's facial expressions and watch to see if baby imitates faces you make</p> <p>Play naming games about parts of the face or body while holding baby or while looking in the mirror</p> <p>Describe and label emotions and facial expressions for baby. For example, when the baby is sad or happy, show how "sad" or "happy" feels with your voice and facial expressions</p> <p>Acknowledge baby's new emerging skills and abilities.</p>	<p>Help toddler understand feelings by "reading" facial expressions and body language and talk about what you think the toddler might be feeling or expressing</p> <p>Provide opportunities for toddler to try to do things independently</p> <p>Allow toddler to keep favorite toys or possessions in a special place</p> <p>Acknowledge toddler's increasing abilities to interact with others, get what is needed or wanted and solve problems</p> <p>Recognize toddler's ability to identify own characteristics, such as size, hair color or gender.</p>

Domain I: Social and Emotional Development

COMPONENT: Self-Regulation

INDICATORS of developing self-regulation

- Begins to manage own behavior and show self-regulation
- Shows ability to cope with stress
- Shows increasing independence
- Understands simple routines, rules or limitations

EXAMPLES of behaviors that show development of self-regulation

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Expects a response from a caregiver when crying or upset</p> <p>Stops crying when held and gently rocked or talked to by familiar caregiver</p> <p>Sucks fist, thumb or pacifier for calming down when upset</p> <p>Looks for familiar caregiver, favorite toy or blanket</p> <p>Opens mouth for spoon while being fed by caregiver.</p>	<p>Sucks on fingers or thumb to calm self when upset or in a new situation</p> <p>Moves arms, legs or body to get own bottle or toys</p> <p>Understands what “No” means and may tell self “No-No”</p> <p>Holds own bottle or feeds self with fingers</p> <p>Copes with stress by playing with familiar toys in a favorite spot</p> <p>Plays quietly with a toy while waiting to get up from a nap</p>	<p>Tries to clean up own spills or messes</p> <p>Wants to put on shoes or coat without help</p> <p>Claps hands and shows others after completing a puzzle and then waits for a response from others</p> <p>Says “No” or shakes head when doesn’t want to do something or doesn’t like something</p> <p>Waits for adult before going outside or crossing the street</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting self-regulation

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>During caregiving routines and at other times, talk with baby about what you are doing and what will happen next</p> <p>Provide opportunities for baby to explore with you, other people, places and things in the environment</p> <p>Notice baby's responses to stressful situations and the baby's ways of seeking comfort and coping with stress</p> <p>Help baby find ways of calming self by reducing distractions, bright lights and loud noises when baby is tired or upset</p>	<p>Call baby by name and describe actions you are doing with baby</p> <p>Take along familiar toys or blankets for baby when visiting a new place</p> <p>Provide baby with a variety of toys, such as stuffed animals or dolls, that baby can hold, talk to and play with</p> <p>Observe and comment appropriately when baby looks to you for approval or disapproval before picking up something or doing something</p> <p>Provide enough of a schedule or sequence of routines so baby can anticipate what will happen next. Talk about the routines and what you are doing and what will happen next</p>	<p>Allow toddler time to do things for self and acknowledge the actions</p> <p>Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys</p> <p>Acknowledge uncooperative or negative behavior as a sign of asserting oneself</p> <p>Model using self talk, such as "No, no," "No touch" or "Hot" and acknowledge toddler's attempt to manage own behavior</p> <p>Give clear expectations for safe behaviors and use simple rules that toddler can understand</p> <p>Acknowledge and talk about ways toddler is learning to follow routines or simple rules, such as "I like the way you hold my hand when we cross the street" or "You are being safe"</p>



9.0 Social & Emotional Development

Domain I: Social and Emotional Development

COMPONENT: Relationships with Other Children

INDICATORS of developing relationships with other children

- Shows interest in and awareness of other children
- Responds to and interacts with other children
- Begins to recognize and respond to other children's feelings and emotions
- Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants
- Uses imitation or pretend play to learn new roles and relationships

EXAMPLES of behaviors that show development of relationships with Other Children

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Watches other children from a distance or listens to other children</p> <p>Quiets down and smiles when hears name spoken by familiar person</p> <p>Starts to cry when other children in the room are crying</p> <p>Vocalizes or gets excited when near other children</p> <p>Looks at and watches another child who is crying or upset Imitates facial expressions during games with other children and caregiver.</p>	<p>Reaches out to touch another child's face or hair</p> <p>Sits next to and plays with same toys that other children have</p> <p>Squeals with joy or runs about when other children are happy and excited</p> <p>Offers a toy to another child who is crying or upset</p> <p>Points to or asks for cup, spoon or objects that other children have</p> <p>Pretends to talk on a toy telephone to a familiar person.</p>	<p>Knows the names of some other children</p> <p>Shows excitement when greeting other children</p> <p>Looks for an adult to help when another child is crying</p> <p>Shows interest or concern for another child who falls down by touching or talking to child Imitates tasks, such as wiping the table, that others do</p> <p>Watches other children and imitates feeding stuffed animals with pretend food.</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting relationships with other children

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Hold baby while showing and talking about what other children are doing</p> <p>Call baby and other children by name and allow older children to talk, smile and laugh with baby</p> <p>Provide opportunities for play and interaction with other babies</p> <p>Put baby in a safe place to be part of the action but not overstimulated or overwhelmed</p> <p>Talk about what other children are feeling or expressing with their sounds, gestures or facial expressions.</p>	<p>Provide opportunities for the baby to see, interact and play with other babies and young children</p> <p>Allow other children to talk and play with baby while you are holding baby. For example, suggest that another child bring a toy to the baby or have the baby give another child a toy to play with</p> <p>During play times, talk about what other children are doing or how they may be feeling</p> <p>Play games or sing songs where baby can imitate your sounds, tone of voice, gestures or facial expressions</p> <p>Provide baby with toys, such as dolls or stuffed animals that baby can pretend to take care of by holding, feeding, rocking or singing</p>	<p>Provide opportunities to play with other children in a variety of settings</p> <p>Support toddler's interactions with other children and acknowledge sharing and helping behaviors</p> <p>Provide more than one of some toys or materials so toddlers can play next to and with other toddlers without always having to share or take turns</p> <p>Sing songs or do finger plays with toddler and model motions or gestures toddler can do with you while singing along or saying words</p> <p>Facilitate imitation and pretend play with toddler by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend play</p> <p>Talk about what toddler is feeling and how other children may be feeling, such as why they are crying or are upset</p>



10.0 Approaches to Learning

DOMAIN II: APPROACHES TO LEARNING

Purpose:

The Approaches to Learning domain entails the inclinations, dispositions, attitudes, habits and styles that reflect the many ways that children involve themselves in learning. This domain is not about what skills children acquire, but rather how children orient themselves to learning a wide range of skills. A child's approaches to learning are regarded as critical for their success and school readiness.

A well-designed, intentional learning environment is one in which adults play a key role in facilitating children's curiosity, exploration, and play in assessing and building on their strengths, interests, and knowledge. Such learning environments stimulate children to explore, initiate, and problem solve by extending each child's curiosity and encouraging further experimentation, questioning, and reflection. In such an environment, children develop the attitudes and skills needed to succeed in school and to remain active learners through their entire lives.

Although the ways in which children express their approaches to learning may vary according to temperament and cultural contexts, the following goals are essential for success in school and in life; persistence, initiative and curiosity, creativity and inventiveness, and reasoning and problem solving. As a result, the Approaches to Learning domain is organized into the following components and related concepts:

Approaches to Learning Components:

Persistence

Initiative and Curiosity

Creativity and Inventiveness

Reasoning and Problem Solving

Domain II: Approaches to Learning

INDICATORS of Persistence

Begins noticing people, events, and things

Pay attention briefly and try to reproduce interesting and pleasurable effects and events

Watches what others do, begin to pretend, and use materials in new and different ways

Developing confidence; trying new things and taking risks

Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others

INDICATORS of Initiative and Curiosity

Shows awareness of and interest in the environment

Engage in and actively explores self, objects, and surroundings

Demonstrate ability to initiate activities

Shows eagerness and curiosity as a learner

INDICATORS of Creativity and Inventiveness

Notice and show interest in and excitement with familiar objects, people and events

Approach and explore new experiences in familiar settings

Delight in finding new properties and uses for familiar objects and experiences

Pretend and use imagination during play

<p>INDICATORS of Reasoning and Problem Solving</p>	<p>Use sounds, gestures and movements to impact the environment and interactions</p> <p>Explore object characteristics in many different ways</p> <p>Behave in consistent way to elicit desired response</p> <p>Realize that people exist even when out of view</p> <p>Use objects as intended</p>
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EXAMPLES of behaviors that show development of approaches to learning

<p>Young Infant (Birth to 8 months)</p>	<p>Older Infant (6 to 18 months)</p>	<p>Toddler (15 to 36 months)</p>
<p>Provide opportunities to play with other children in a variety of settings</p> <p>Support toddler’s interactions with other children and acknowledge sharing and helping behaviors</p> <p>Shows interest in themselves (watch own hands, play with own feet)</p> <p>Reacts positively to caregiver’s face, voice, touch, or actions (smile or gaze at caregiver, make sounds, move body)</p> <p>Tries a variety of approaches for getting what they want (make noise, move arms and legs, reach toward things)</p>	<p>Shows enthusiasm for exploring and learning (clap, smile, try again and again)</p> <p>Shows curiosity (with pointing, facial expressions, words)</p> <p>Moves toward people and things that interest them</p> <p>Lift arms while crying to be picked up and comforted</p> <p>Willing to approach new people, things, and experiences</p> <p>Starts activities that interest them and try to get others involved</p>	<p>Seeks more information about people and things around them (“study” another child or person carefully, stare for long moments, become completely occupied in figuring out a situation)</p> <p>Shows interest in what others are doing</p> <p>Tries to involve other children in play</p> <p>Talks about what they want to do, ask questions, and make their choices known using gestures, facial expressions, or words</p>

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Enjoys repeating actions to make something happen again</p> <p>Enjoy repetitive playing games with primary adult</p> <p>Push a ball to watch it roll or pull a knob to make a bell ring</p> <p>Gets upset when the expected does not happen.</p> <p>Drop toys repeatedly to play the “pick-up” game</p> <p>Begins to express likes and dislikes</p>	<p>Willing to try or explore unfamiliar things and interact with new people</p> <p>Explores freely without a familiar adult nearby.</p> <p>Imitates adult actions and problem-solving (talk on the phone, stir in a pot, get a toy from behind or underneath the couch).</p> <p>Let’s a caregiver know that they need help (point, gesture, ask for help).</p> <p>Expresses likes and dislikes through facial expressions, sounds, and movements.</p> <p>Acts silly and enjoys copying sounds, actions, and words</p>	<p>Wants to do things their own way. (“Me do!”)</p> <p>Expresses a belief that they can do things for themselves (push adult’s hand away, say “I can do it.”)</p> <p>Tries new challenges willingly and with enthusiasm.</p> <p>Shows pride in what they have done.</p> <p>Cooperates with others to reach a goal.</p> <p>Plays make believe, pretend, and act out familiar life scenes</p> <p>Communicates in creative or silly ways (makes up own unique signs, repeat nonsense words and sounds, play with rhyming names)</p> <p>Accepts and use ideas from others</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting approaches to learning

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Plan the day to be predictable for infants and be flexible in carrying out your plan</p> <p>Smile. Make eye contact. Laugh and talk with infants and show that you enjoy being with them. Call them by their name often.</p> <p>Observe the child to understand and support temperament, learning styles, and interests.</p> <p>Provide child with consistent responses, environments, and routines.</p> <p>Place bright, moving toys in baby's visual field</p> <p>Talk with and sing to child, naming body parts and common objects</p> <p>Provide child with a safe environment in which to explore a variety of age-appropriate materials (Varying colors, textures, sounds, shapes, and smells)</p>	<p>Offer help when older infants show that they want it and need it</p> <p>Be silly and share humor with children</p> <p>Talk about the things you like and share your enjoyment with older infants</p> <p>Provide child with choices</p> <p>Play peek-a-boo</p> <p>Play hide-and-seek</p> <p>Provide stacking type toys</p> <p>Notice and comment about a child's efforts and accomplishments</p> <p>Encourage and support child's interest in trying new activities</p> <p>Offer variety along with repetition in stories, games, books and activities</p>	<p>Follow toddlers' signals to decide whether to continue, vary, or end an activity</p> <p>Encourage children to try new experiences and new ways of doing things</p> <p>Allow toddlers to do things their own way and take some risks. Intervene when needed to keep children safe.</p> <p>Establish a regular yet flexible routine.</p> <p>Model flexibility. ("Oops, that didn't work! Let's try something else.")</p> <p>When toddlers indicate they need help, respond by listening and observing to determine what kind of help is needed</p> <p>Plan for smooth transitions when moving children from one activity to another (lunch to nap, play to cleanup to snack). Let children know when changes are coming.</p> <p>Ask toddlers to communicate what they like, dislike, and enjoy. Use actions, facial expressions, and/or words to reflect what a child seems to be communicating.</p>



11.0 Language Development & Communication

DOMAIN III: LANGUAGE DEVELOPMENT AND COMMUNICATION

Purpose: To acquire language and the ability to communicate successfully with others

The Language Development and Communication domain involves the development of the ability to use language to communicate with others. Infants and toddlers learn the languages of their families, cultures and communities through the natural interaction of caregiving and everyday experiences. The early and rapid development of the components of language, including listening and understanding, communicating and speaking, and the emergence of early literary skills and abilities, is particularly fascinating to watch and understand. As infants and toddlers develop their ability to understand and use language to communicate, they also increase their skills and abilities in influencing others, which in turn affects their learning in all other domains.

Language Development and Communication Components:

Listening and Understanding

Communicating and Speaking

Emergent Literacy

CASE STUDIES

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Gabriel, age 3 months, has started making gurgling sounds after he has been fed or when he wakes up from his nap. He likes to listen to and play with sounds and sometimes blows bubbles. Gabriel's father imitates his sounds and joins in the bubble-making fun. Sometimes Gabriel imitates the new sounds that his father makes.</p>	<p>Mia's parents are learning sign language because they have noticed that Mia, now 13 months old, imitates gestures, such as waving bye-bye. They use simple signs such as "more" and "milk" when they talk with Mia at the table. Recently Mia put her hands together and repeated the action and then pointed at the juice. Her father said, "Oh, you want more juice?" and offered her a drink from the juice cup.</p>	<p>Ella, age 26 months, and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Ella's mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Ella. Ella points to the pictures and repeats the names of what she sees. Sometimes Ella's sisters and brothers draw a picture or act out what they see in the story with Ella.</p>

Domain III: Language Development and Communication

COMPONENT: Listening and Understanding

INDICATORS of developing listening and understanding

- Shows interest in listening to sounds
- Listens with interest to language of others
- Responds to verbal communication of others
- Responds to nonverbal communication of others
- Begins to understand gestures, words, questions or routines

EXAMPLES of behaviors that show development of listening and understanding

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Quiets down and turns head toward a familiar voice or sound</p> <p>Watches a person's face and hands when they are talking or gesturing</p> <p>Smiles when spoken to or when greeted with a smiling face</p> <p>Responds to tone of voice, such as becoming excited or soothed when engaged in conversation</p> <p>Lifts arms when caregiver gestures or says "Up" while picking up baby</p>	<p>Quiets down or gets excited when hears familiar voices</p> <p>Looks at person who calls baby's name or speaks to baby</p> <p>Cries in response to sudden loud noises, angry faces or voices</p> <p>Responds with gestures or words when asked if baby wants to eat or play</p> <p>Responds with gestures or words to simple requests or questions Looks for ball when asked, "Where is the ball?"</p>	<p>Imitates sounds when hears noises that animals make</p> <p>Laughs when told a silly rhyme or story</p> <p>Understands when told it is time to eat by going to wash hands or coming to the table</p> <p>Comforts others who are crying or looking sad with a touch or a hug Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside"</p> <p>Shows enjoyment in sharing conversations with caregiver</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting listening and understanding

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Talk with baby and allow baby time to respond to you, perhaps by turning to look at you, smiling or cooing</p> <p>Watch for cues that baby is attending or listening and repeat sounds, gestures or simple language</p> <p>Greet baby by name and repeatedly use the name in conversations with baby</p> <p>Notice baby's response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby</p> <p>Repeat familiar words and gestures that accompany your actions when taking</p>	<p>Talk with, and use baby's name, in conversation</p> <p>Provide opportunities for conversations with others who have varied voices or interaction styles</p> <p>Recognize and support baby's learning of home languages and culture</p> <p>Use familiar gestures or words during routines and allow time for baby's response</p> <p>Observe baby's response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language</p> <p>Allow baby time to respond with gestures, actions, sounds or words to simple requests or questions.</p>	<p>Provide opportunities for toddler to hear the sounds of birds, animals, people and the neighborhood</p> <p>Talk about what you and others are doing or saying and describe the actions and results</p> <p>Describe simple routines and repeat common requests for toddler</p> <p>Acknowledge toddler's attempts to communicate with others by listening and using words</p> <p>Use language for simple one-step directions and acknowledge toddler's responses and actions</p> <p>Share stories, games and picture books with toddler that are fun to look at, talk about or read together</p>

Domain III: Language Development and Communication

COMPONENT: Communicating and Speaking

INDICATORS of developing communication and speaking

Uses sounds, gestures or actions to express needs and wants

Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words

Uses sounds, signs or words for a variety of purposes

Shows reciprocity in using language in simple conversations

EXAMPLES of behaviors that show development of communicating and speaking

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Uses different types of cries for expressing hunger, discomfort, fear and other emotions</p> <p>Plays with making different sounds Makes sounds of pleasure and/or discomfort when caregiver is present</p> <p>Makes cooing sounds and other sounds of home languages Imitates vowel sounds, such as "ah" or "oh" or "oo" Smiles or vocalizes to initiate social contact with familiar caregiver</p> <p>Takes turns by making sounds in response to adult talking with baby</p>	<p>Produces own sounds or babbles either by self or in response to others</p> <p>Imitates sounds or familiar words of home language</p> <p>Uses familiar gestures such as waving good-bye Uses some words or signs, such as for "bottle," "up" or "more"</p> <p>Knows the name or sign for familiar objects, animals or people</p> <p>Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently</p> <p>Responds to questions or simple requests with either a nonverbal or verbal answer</p>	<p>Shakes head or uses words to respond to "Yes" or "No" questions</p> <p>Imitates new words or learns new signs</p> <p>Repeats simple rhymes or songs Uses words or sign language to tell what is happening</p> <p>Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two- or three-word sentences</p> <p>Initiates conversations, asks questions and answers questions with two- or three-word responses</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting communicating and speaking

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>During caregiving routines, talk about what you are doing and wait for response</p> <p>Listen and watch for different types of sounds, gestures or cries that baby makes</p> <p>Imitate sounds or gestures that baby makes and allow time for baby to imitate you</p> <p>Respond to baby's cooing and babbling and converse as if baby understands everything you are saying</p> <p>Talk about what baby is doing and acknowledge efforts to communicate</p>	<p>Acknowledge baby's use of simple sounds, words or gestures to express needs</p> <p>Introduce and model new sounds, gestures or words for baby to imitate</p> <p>Play naming games with baby, such as naming animals and making the sounds of the animals</p> <p>Use new, as well as familiar, words or sign language with baby and repeat them in different contexts</p> <p>Allow sufficient time for baby to respond to questions or suggestions</p>	<p>Ask questions and allow time for either a verbal or nonverbal response</p> <p>Model using two- or three-word phrases and new words that toddler can imitate</p> <p>Make a list of toddler's vocabulary, new words and phrases</p> <p>Look for new ways toddler uses language, such as for humor or pretending</p> <p>Respond to toddler's use of words to express needs or wants</p>

Domain III: Language Development and Communication

COMPONENT: Emergent Literacy

INDICATORS of developing emergent literacy

- Shows interest in songs, rhymes and stories
- Shows interest in photos, pictures and drawings
- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols

EXAMPLES of behaviors that show development of emergent literacy

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Kicks feet or moves arms in response to rhythm of music</p> <p>Looks at and attends to pictures of other babies or faces</p> <p>Looks at books, pats the pictures or brings book to mouth</p> <p>Listens and attends to repetitions of familiar words, songs or rhymes</p> <p>Hits buttons with pictures on toys to hear or reproduce sounds</p>	<p>Makes motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays</p> <p>Points at or names objects, animals or people in photos, pictures and drawings</p> <p>Sings or joins in on familiar songs with caregiver</p> <p>Turns pages of books, looks at the pictures and uses sounds or words</p> <p>Makes marks on a paper with a large crayon or marker</p>	<p>Knows several simple songs, rhymes or stories</p> <p>Looks at, turns pages and names people or objects in picture books</p> <p>Brings favorite books for caregiver to read</p> <p>Makes scribbles or shapes on paper to convey meaning</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting emergent literacy

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Talk, sing, repeat rhymes, do finger plays or tell stories</p> <p>Show baby pictures of family members or photos of other babies and young children</p> <p>Provide cloth or cardboard picture books for baby to hold and look at</p> <p>Identify and talk about familiar pictures or symbols on toys and household objects</p>	<p>Repeat favorite songs, stories, rhymes or finger plays on a regular basis when interacting with baby</p> <p>Make a photo or picture book for baby with some favorite people, animals and things</p> <p>Choose books for baby that have clear, colorful pictures with simple text</p> <p>Hold baby and read a variety of books over and over when baby is interested</p> <p>Provide opportunities to explore and use writing materials, such as large crayons, markers and paper</p>	<p>Sing songs with motions and do simple finger plays that toddler can imitate</p> <p>Talk about favorite pictures, drawings or photos and name the people and things in the pictures</p> <p>Make board books available for toddler to look at, turn pages and talk about with you and others</p> <p>Provide opportunities to explore writing tools, such as large crayons or markers with paper, and allow time for scribbling and drawing</p>



12.0 Cognitive Development

DOMAIN IV: COGNITIVE DEVELOPMENT

Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment

The Cognitive Development domain includes the child's developing ability to think and make connections. Young babies enter the world ready to learn and begin immediately to acquire and process new information. Their sensory systems function as a primary means of gaining information about their social and physical worlds. Through exploration and discovery they learn to understand what things are and how they work. Their amazing memory and problem-solving abilities provide infants and toddlers with new learning and understanding on a daily basis. Infants and toddlers also show increasing ability to use imitation and symbolic play to represent what they are learning and understanding about the world around them.

Cognitive Development Components:

Exploration and Discovery

Memory

Problem Solving

Imitation and Symbolic Play

CASE STUDIES

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>José, age 6 months, likes to reach with his hand for the toy that is hanging above his crib. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll over to get closer to it. His mother changes the toy from time to time because she knows that José likes to repeat this action over and over.</p>	<p>Anthony, age 14 months, spends a lot of time with his grandparents who care for him while his mother and father work. Usually they come to Anthony's home to take care of him and he seems comfortable in a familiar setting. Anthony's mother is happy when they go to visit grandmother on the weekend and Anthony gets excited, smiles and says "Nana" when he sees his familiar caregiver.</p>	<p>Ethan, age 26 months, and Noah, age 30 months, are best buddies at the family child care home they go to while their parents work. They love to play with cars and trucks. They push the cars and trucks along the floor while making motor noises and saying "Beep, beep" as they crash their cars. Their caregiver has shown them how to make a road with the blocks that they can drive their cars on. Now Ethan and Noah are making houses with the blocks and even a garage for their cars.</p>

Domain IV: Cognitive Development

COMPONENT: Exploration and Discovery

INDICATORS of developing exploration and discovery

- Pays attention to people and objects
- Uses senses to explore people, objects and the environment
- Attends to colors, shapes, patterns or pictures
- Shows interest and curiosity in new people and objects
- Makes things happen and watches for results or repeats action

EXAMPLES of behaviors that show development of exploration and discovery

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Focuses on caregiver's voice or face during feeding times	Touches and feels person's hair or puts their hands on faces to feel skin	Picks up leaves, rocks and sticks during a walk outside
Attends to colors and lights or notices patterns and shapes	Attends to and examines small objects, such as crumbs, bugs or pieces of paper	Watches intently and says names or sounds of animals at a zoo or farm
Puts almost everything in mouth to explore, touch and taste	Puts shapes in a shape box with openings, matching colors and/or shapes	Does simple puzzles with different colors and shapes
Turns head and follows with eyes when a new person enters the room	Reaches for adult hands to continue a game	Pushes riding toy or sits on it and uses feet to try to make it move
Reaches toward a new toy, grasps it and explores it by turning it over and over	Pushes a button to turn a TV or radio on and off and repeats action.	Matches colors or shapes when sorting toys and other objects
Swipes or kicks at toy above the crib and repeats actions to make it move again and again		

EXAMPLES OF CAREGIVER STRATEGIES for promoting development of exploration and discovery

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Allow baby time to explore through looking, sucking, reaching and touching</p> <p>Provide a variety of objects of different sizes, shapes, colors and textures for baby to look at and explore</p> <p>Provide toys and experiences where baby's action gives an interesting result</p> <p>Place baby in a safe area, without a lot of distractions and loud noises, for time to explore and play</p> <p>Place toys near baby and allow baby to move and reach for the toys</p>	<p>Provide a safe environment for baby to move around and explore</p> <p>Allow baby to explore your face, eyes, nose, mouth, skin and hair</p> <p>Provide opportunities for uninterrupted play and discovery time</p> <p>Provide toys that offer possibilities for learning about size, shape and color, while using containers, stacking and nesting toys</p> <p>Comment positively when baby learns a new action or skill to affect things.</p>	<p>Talk about what toddler sees or hears and call attention to new and unusual actions or events</p> <p>Provide toys that challenge toddler's skills, such as push and pull toys, puzzles and sorting or matching objects</p> <p>Explore your surroundings with toddler and look for things that stay the same and things that change</p> <p>Help toddler understand the effects of actions on others, such as using words to describe whether it hurts or feels good</p> <p>Provide opportunities for toddler to explore and experience nature while on walks or visits to a park</p>

Domain IV: Cognitive Development

COMPONENT: Memory

INDICATORS of developing memory

Shows ability to acquire and process new information

Recognizes familiar people, places and things

Recalls and uses information in new situations

Searches for missing or hidden objects

EXAMPLES of behaviors that show development of memory

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Stares intently at new faces or objects</p> <p>Smiles in recognition of familiar caregiver</p> <p>Shows excitement when a familiar person enters the room</p> <p>Shows apprehension when an unfamiliar person enters the room</p> <p>Looks for toys that have been dropped or partly covered by a blanket or other cloth.</p> <p>Swipes or kicks at toy above the crib and repeats actions to make it move again and again</p>	<p>Brings familiar people their shoes, coat, purse or some other personal object</p> <p>Uses a blanket to cover or hide a stuffed toy or doll</p> <p>Tries to follow a cat or dog under a chair or table</p> <p>Looks for missing toy when asked, "Where is the ball?"</p> <p>Looks out the window and waits for a familiar caregiver to return</p> <p>Says or signs, "Dada" or "Mama" when hearing a car arrive</p>	<p>Notices when someone gets a new coat, shoes or some other item of clothing</p> <p>Looks for favorite toy where left it last</p> <p>Looks around home for a pet or calls the animal by name</p> <p>Recognizes a neighbor at a grocery store and waves or says, "Hi"</p> <p>Washes hands when it is time to eat</p> <p>Throws a ball over a sofa and then runs around behind the sofa to find where the ball went</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting memory

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Greet baby by name, talk about and name other people or objects that are present</p> <p>Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest</p> <p>Talk about and name new people and places in the baby's social world</p> <p>Call attention to familiar and new people, places and things that you see</p> <p>Play hiding games with baby by partially hiding a toy under a blanket or cloth</p>	<p>Comment when baby notices something new, such as eyeglasses, a hat or a necklace on you or someone else</p> <p>Play games with baby that provide opportunities for turn-taking and give-and-take, such as "peek a-boo"</p> <p>Watch for times when baby might repeat these games or activities in new situations and with other people</p> <p>Play hiding games with baby by placing a toy or small object under a scarf or blanket and asking, "Where did it go?" or "Where is it?" while gesturing with your hands</p> <p>Allow time for baby to look for and find missing toy, bottle, pet or other person</p>	<p>Provide a convenient place, such as a box or a shelf, for toddler to keep and find things</p> <p>Sing favorite songs over and over with toddlers and comment when they sing them on their own</p> <p>Follow established, simple routines or everyday activities, such as mealtimes or bedtimes, so toddler learns to anticipate what will happen next and starts preparing for activities independently</p> <p>Play games, such as finding missing or hidden things or people, and vary the hiding place and length of time before looking for the object.</p>

Domain IV: Cognitive Development

COMPONENT: Problem Solving

INDICATORS of developing problem solving

- Experiments with different uses for objects
- Shows imagination and creativity in solving problems
- Uses a variety of strategies to solve problems
- Applies knowledge to new situations

EXAMPLES of behaviors that show development of problem solving

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Brings toy to mouth to taste it and explore it</p> <p>Hits, shakes or kicks toy to make and/or reproduce sounds</p> <p>Turns toy over and over to look at it and examine it</p> <p>Rolls over to get a toy on the other side or just out of reach</p> <p>Moves body up and down to get caregiver to continue the bouncing on caregiver's knee</p> <p>Drops toy repeatedly and waits for someone to pick it up</p>	<p>Uses a spoon to bang on the dishes or on a table to make noise</p> <p>Uses a string to pull a toy into the crib or over to play with it</p> <p>Tries many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle</p> <p>Gets and leads an adult to obtain a cookie or bottle on a counter</p>	<p>Asks for names of new objects or people with, "What is that?" or "Who is that?"</p> <p>Gets a stool or chair to climb on to reach a toy or other object that is on a shelf</p> <p>Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair</p> <p>Turns puzzle pieces in many different ways to complete a puzzle</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting problem solving

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Allow baby time to explore and examine objects and new things</p> <p>Watch, but don't interrupt, when baby is busy exploring toys or other objects</p> <p>Occasionally place objects far enough away so baby has to move to get them</p> <p>Offer support and suggestions for problem solving, but do not intervene too quickly</p> <p>Comment positively on baby's attempts and successes in solving problems</p>	<p>Allow baby freedom to move and explore how things work and what baby can do with things</p> <p>Provide a variety of interesting action toys that come apart, move and can be used in many ways</p> <p>Allow baby time to play with and explore everyday household objects</p> <p>Show excitement when baby discovers new uses for familiar things, such as putting blocks in a box or pot</p> <p>When baby encounters a problem, offer suggestions and support, but do not intervene too quickly</p> <p>Notice and comment positively when baby solves a new problem or applies knowledge to new situations</p>	<p>Set up the environment to allow new and more complex ways of playing with toys and combining and using materials</p> <p>Allow toddler to choose different activities, times and ways of doing things</p> <p>Allow toddlers to show their creativity and imagination by solving problems in their own ways</p> <p>Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before</p> <p>Show delight in the accomplishments, new skills and abilities that toddler has developed</p>

Domain IV: Cognitive Development

COMPONENT: Imitation and Symbolic Play

INDICATORS of developing imitation and symbolic play

- Observes and imitates sounds, gestures or behaviors
- Uses objects in new ways or in pretend play
- Uses imitation or pretend play to express creativity and imagination

EXAMPLES of behaviors that show development of imitation and symbolic play

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand</p> <p>Imitates faces or sounds that familiar caregiver makes</p> <p>Imitates shaking or patting a toy or other object</p> <p>Coos, squeals or laughs when familiar caregiver talks and plays games with baby</p>	<p>Tries to bite into a plastic apple or other fruit that looks like a real one</p> <p>Imitates adults by using a cloth to wipe the table after eating</p> <p>Pretends to comb or brush their own hair using their hand or fingers</p> <p>Pretends to feed doll or stuffed animal with own bottle or food</p>	<p>Uses any round object for a ball and throws it across the room</p> <p>Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door</p> <p>Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket</p> <p>Talks to stuffed animals or dolls, pretends to feed them and tells them to go to sleep or says, "Night-night."</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting imitation and symbolic play

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Imitate baby's faces or noises and watch to see if baby imitates you</p> <p>Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions</p> <p>Play "peek-a-boo" with baby by using your hands to cover and uncover your face while saying, "peek-a-boo!"</p> <p>Occasionally imitate baby's gestures, actions or behavior to see if baby imitates you and then repeat or modify the gesture, action or behavior</p>	<p>Play games and do finger plays in which baby can imitate your gestures or motions, such as "Where is your nose?" or "Where are your eyes?"</p> <p>Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play</p> <p>Provide opportunities for baby to express self creatively, such as walking, moving arms or legs, or dancing to music</p>	<p>Provide opportunities for pretend play with simple props for make believe, such as dolls, stuffed animals, dishes and blocks</p> <p>Model sounds that animals or cars make and observe the ways that toddler uses these sounds and toys in pretend play</p> <p>Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a book for a pillow</p> <p>Introduce play with sand and water and provide other sensory experiences</p> <p>Try acting out different pretend roles during play, such as encouraging toddler to cook make-believe food for you and everyone pretends to eat it</p>



13.0 Physical & Motor Development

DOMAIN V: PHYSICAL AND MOTOR DEVELOPMENT

Purpose: To develop physical and motor skills and promote health and well-being

The Physical and Motor Development domain includes the physical and motor skills and abilities that emerge during the infant and toddler stages of development. These affect the young children's connections with others, with things and with their environment. They gain increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world. The healthy growth and development of infants and toddlers is an essential part of children's overall well-being and affects all other areas of learning and development. Primary caregivers, with the support and assistance of others, are responsible for ensuring that the physical needs of infants and toddlers are met. Basic human needs can be described as the need for love and emotional security, food, shelter and clothing. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop their full potential.

Physical and Motor Development Components:

Gross Motor Development

Fine Motor Development

Physical Health and Well-Being

CASE STUDIES

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Rosa’s mother knows that it is important to always put Rosa, age 4 months, to sleep on her back. She also knows that “tummy time” is important when Rosa is awake so that she can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Rosa’s mother rolls up a towel to put under Rosa’s arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.</p>	<p>Logan and Emily’s parents are watching closely to see which of their 12-month-old twins will walk first. Logan was eager to crawl and explore everywhere. Emily was more content to sit and play with her toys and started to crawl later. Now both babies are pulling themselves up to the furniture and soon they will start walking on their own. Logan and Emily’s parents know they will have to do more “child proofing” to make the house safe for their new walkers.</p>	<p>Andrew was born 2 months premature, and at 24 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Andrew likes to do puzzles and has several puzzles with large knobs on each piece that are easy for him to pick up. He works hard at turning and pushing the pieces into place. Andrew often claps along with his parents to show his delight at completing a puzzle.</p>

Domain V: Physical and Motor Development

COMPONENT: Gross Motor Development

INDICATORS of gross motor development

Moves body, arms and legs with coordination

Demonstrates large muscle balance, stability, control and coordination

Develops increasing ability to change positions and move body from place to place

Moves body with purpose to achieve a goal

EXAMPLES of behaviors that show gross motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Turns head from side to side and makes repetitive motions with arms and legs</p> <p>Holds head up when placed on stomach</p> <p>Rolls over and over to get closer to a toy</p> <p>Uses arms and legs to move forward or backward when on stomach or back</p>	<p>Sits by self and maintains balance while playing with a toy</p> <p>Crawls on hands and knees to get a toy</p> <p>Scoots on bottom using legs to help move from place to place</p> <p>Uses furniture to pull self up from sitting to standing or lower self from standing to sitting</p> <p>Walks while holding onto furniture or people and later walks alone</p>	<p>Walks easily or runs from place to place by self</p> <p>Crawls or walks up steps and then backs down or turns and walks down by self</p> <p>Walks and sometimes runs across the room to greet people</p> <p>Jumps into puddles, piles of leaves or sandbox</p> <p>Climbs on chair or stool to reach toys and other objects that are out of reach</p> <p>Enjoys playing on swings, climbers or slides at playground</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting gross motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Always place baby on back for sleeping safely</p> <p>Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe area</p> <p>During play, sometimes place baby on back and other times on stomach to provide broader views and encourage use of legs, arms and hands</p> <p>Put baby in positions where turning or raising head and rolling from side to back or side to stomach is possible</p> <p>Observe and record when baby is able to turn over</p>	<p>Provide safe, interesting places for baby to move around and explore</p> <p>Provide close supervision as baby learns to move and explore environment, especially places, such as stairways and doorways</p> <p>Allow babies to move to get what they want, such as a toy that is out of reach</p> <p>Childproof the spaces baby will explore and remove unsafe and valuable objects</p> <p>Observe and record when baby is, able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone</p>	<p>Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb</p> <p>Observe toddler’s increasing ability to walk, run, jump and climb with ease, balance and coordination</p> <p>Recognize toddler’s physical skills that are used in solving problems, playing and interacting with others</p> <p>Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment</p>

Domain V: Physical and Motor Development

COMPONENT: Fine Motor Development

INDICATORS of fine motor development

Uses hands or feet to make contact with objects or people

Develops small muscle control and coordination

Coordinates eye and hand movements

Uses different actions on objects

Controls small muscles in hands when doing simple tasks

EXAMPLES of behaviors that show fine motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Hits or kicks at toy or mobile hanging over crib</p> <p>Grasps a finger or small toy placed in hand</p> <p>Looks at an object in hand while bringing it to mouth</p> <p>Looks at brightly colored socks while moving or kicking feet</p> <p>Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy</p> <p>Drops and puts small blocks into a container</p>	<p>Transfers a block or other toy from hand to hand</p> <p>Holds two blocks, one in each hand and hits them together to make noise</p> <p>Uses pincher grasp with thumb and forefinger together to pick up small objects</p> <p>Pushes or pulls toys while standing or walking</p> <p>Drops or throws balls and other objects while sitting or standing</p>	<p>Kicks or throws a ball toward another child or to an adult</p> <p>Stacks two or three blocks on top of each other</p> <p>Makes lines, circles or scribbles with a crayon on paper</p> <p>Pushes and pats puzzle pieces into place</p> <p>Digs in sand with spoon or small shovel</p> <p>Tears tissue paper into small pieces to glue onto paper</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting fine motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Provide space and opportunities for baby to move legs, feet, arms and hands to kick, hit and grasp objects</p> <p>Allow baby to grasp caregiver’s finger while playing</p> <p>Prepare a safe environment and remove things that are so small that they could be a choking hazard</p> <p>Place interesting objects and toys within reach for baby to look or swipe at, hit or kick</p> <p>Observe baby’s eye-hand coordination when reaching for and bringing objects to mouth</p> <p>Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys</p>	<p>Provide toys that encourage movement and action with legs, feet, arms or hands, such as toys with wheels for baby to push and pull</p> <p>Observe baby’s use of hands, fingers and thumb to pick up and examine objects and to bring them to mouth</p> <p>Provide a variety of safe toys with pieces that come apart, fit together and stack</p> <p>Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters</p> <p>Play games with baby that require physical actions, such as using different kinds of balls to roll, throw or kick</p>	<p>Provide opportunities for toddler to play and interact with other children</p> <p>Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards</p> <p>Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups and spoons and other containers</p> <p>Observe the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a toy piano</p> <p>Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper</p> <p>Provide materials, such as play dough or modeling clay for toddler to roll, pound and make into shapes</p>

Domain V: Physical and Motor Development

COMPONENT: Physical Health and Well-Being

INDICATORS of developing physical health and well-being

- Shows characteristics of healthy development
- Responds when physical needs are met
- Expresses physical needs nonverbally or verbally
- Participates in physical care routines
- Begins to develop self-help skills
- Begins to understand safe and unsafe behaviors

EXAMPLES of behaviors that show development of physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Demonstrates visual and auditory abilities to facilitate learning and development</p> <p>Startles or cries when hears sudden loud noises</p> <p>Grows proportionally according to height and weight growth charts</p> <p>Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle</p> <p>Coos, smiles or plays with caregiver after being fed or after getting a dry diaper</p> <p>Lifts arms when getting shirt put on or off</p> <p>Places hands on bottle while being fed</p>	<p>Shows appropriate gains in height and weight according to growth charts</p> <p>Splashes water on self and plays in the water during bath time</p> <p>Plays happily with toys after a nap and a snack</p> <p>Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed</p> <p>Asks, points or uses sign language for "More" when eating Responds to "Hot" or "No" and begins to not touch things when told not to</p> <p>Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation</p>	<p>Participates in health care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth</p> <p>Points at, says name or uses sign language for what toddler wants to eat or drink, such as "apple" or "milk"</p> <p>Uses a spoon to feed self or drinks from a glass or cup</p> <p>Shakes head or says, "Yes" or "No" when asked, "All done?"</p> <p>Pulls at pants or gives other signs when needs to use the toilet</p> <p>Holds hands under water to be washed and later insists on washing own hands</p> <p>Learns to stop when told, "Stop" and begins to wait for an adult before crossing the street</p>

EXAMPLES OF CAREGIVER STRATEGIES for promoting physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
<p>Arrange for regular and periodic health and developmental exams, including vision and hearing screenings, with health care provider</p> <p>Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions</p> <p>Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures</p> <p>Provide nutritious foods that contribute to baby's physical growth and development</p> <p>Hold baby during feeding times to provide closeness and comfort</p> <p>Encourage baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next</p> <p>Move baby to another place when baby is in an unsafe situation</p> <p>Contact Arizona Early Intervention Program with concerns about child's development</p>	<p>Arrange for regular doctor visits and keep baby's shots up to date</p> <p>Begin regular dental visits at about 12 months of age</p> <p>Talk about what baby is seeing, hearing and doing or what caregiver is doing with baby</p> <p>Allow baby to use gestures, sounds and words to show wants or needs</p> <p>Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as "finger food" along with regular meals (8 months or older)</p> <p>Avoid foods that could cause choking, such as grapes and pieces of hot dog</p> <p>Help baby learn safe behaviors by saying "Hot" or "No" in a firm, quiet voice and redirecting baby's attention to other activities</p> <p>Contact Arizona Early Intervention Program with concerns about child's development</p>	<p>Prepare the environment and establish routines to allow toddler to begin to take care of some of own physical needs</p> <p>Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat</p> <p>Allow toddler to use gestures and/or spoken language to express wants or needs and to respond to questions</p> <p>Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing self</p> <p>Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently</p> <p>State clear expectations for using safe behaviors and closely supervise when toddler is in unsafe situations</p> <p>After age 2 years 10 months, contact the local school district if you are concerned about development</p> <p>When the child is 3 years old, make arrangements with the local school district to enroll in Pre-kindergarten</p>



14.0 Resources

RESOURCES

PROFESSIONAL RESOURCES

- American Academy of Pediatrics – www.aap.org
- Arizona Association for the Education of Young Children (AzAEYC) – www.azaeyc.net
- Arizona Department of Education – www.azed.gov
- Arizona Department of Health Services (Arizona Early Intervention Program) – www.azdhs.gov
- Association for Childhood Education International (ACEI) – www.acei.org
- Council for Exceptional Children (CEC) – www.cec.sped.org
- First Things First – www.azfff.gov
- National Academy of Sciences – www.nationalacademies.org
- National Association for Sport and Physical Education (NASPE) - www.aahperd.org/naspe/
- National Association for the Education of Young Children (NAEYC) - www.naeyc.org
- National Center for Research on Early Childhood Education (NCRECE) – www.ncrece.org
- National Child Care Information and Technical Assistance Center (NC-CIC) – www.nifa.usda.gov/nea/family/part/childcare_part_nccic.html
- National Council of Teachers of Mathematics (NCTM) – www.nctm.org
- National Head Start Association – www.nhsa.org
- National Professional Development Center on Inclusion (NPDCI) – <http://npdci.fpg.unc.edu/>
- PreK Now – www.preknow.org
- Zero to Three – www.zerotothree.org

CURRICULUM RESOURCES & ASSESSMENT TOOLS

Curriculum Resources

- High/Scope - www.highscope.org
- Developmental Interaction Approach - www.bnkst.edu
- Constructivism - www.ncrel.org
- Creative Curriculum - www.teachingstrategies.com
- Project Approach - www.projectapproach.org
- Montessori - www.montessori.org
- Reggio Emilia - www.reggioalliance.org
- Scaffolding Early Learning Program - www.mcrel.org/topics/earlychildhood/services/41/

Assessment Tools

- Teaching Strategies GOLD™ Birth Through Kindergarten; Teaching Strategies, Washington, DC
- pals™ PreK; Phonological Awareness Literacy Screening, Charlottesville, VA
- Peabody Picture Vocabulary Test (PPVT); Pearson, San Antonio, TX
- The Ounce Scale

Program Assessment Tools

- Early Childhood Education Quality Improvement Process (ECQUIP)
- Early Childhood Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R)
- Classroom Assessment Scoring System (CLASS)
- Assessment of Practices in Early Elementary Classrooms (APPEC)
- Preschool Program Quality Assessment (PQA)
- Early Language and Literacy Classroom Observations (ELLCO)
- Arnett Caregiver Scales
- WestEd Teach for Success (T4S)
- Program Administration Survey (PAS)
- Business Administration Scale (BAS)

QUALITY IMPROVEMENT & ACCREDITATION ORGANIZATIONS

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Phoenix, AZ 85012
(602) 771-5100
www.azftf.gov

Association for Christian Schools International

326 S. Wilmot Road Ste. A110
Tucson, AZ 85711
(520) 514-2897
www.acsi.org

National Accreditation Commission for Early Care and Education Programs

P.O. Box 982
Christiansburg, VA 24073
(800) 537-1118
www.naccp.org

National Association for the Education of Young Children

1509 16th Street North West
Washington D.C. 20036
(800) 424-2460
www.naeyc.org

American Montessori Society

281 Park Avenue South, 6th Floor
New York, NY 10010
(212) 358-1250
www.amshq.org

National Early Childhood Program Accreditation

1029 Railroad Street
Conyers, GA 30207
(800) 543-7461
www.necpa.net



FirstThings First
4000 N. Central Avenue, Suite 800
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