



MASSACHUSETTS
**Department of
Early Education and Care**

Massachusetts Early Learning Guidelines for Infants and Toddlers

Developed by the Massachusetts Association for the Education of Young Children with
an ARRA grant from the Department of Early Education and Care



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Section I: Introduction

1.1 Introduction to the Early Learning Guidelines for Infants and Toddlers

In 2000, a two and one-half year investigation, conducted by the Committee on Integrating the Science of Early Childhood, resulted in **From Neurons to Neighborhoods: The Science of Early Childhood Development**. This book was written to update scientific knowledge on early development and to discuss the implications of the knowledge on early childhood policy, practice, professional development, and research. (Shonkoff, 2000).

The book makes many recommendations, but relationships emerge as a constant throughout the conclusions. “Parents and other regular caregivers in children’s lives are “active ingredients” of environmental influence during the early childhood period. Children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, responsive interaction, and encouragement for exploration.” (Shonkoff, p. 7) This partnership between parents and out-of-home educators is further emphasized by this statement: “Programs that combine child-focused educational activities with explicit attention to parent-child interaction patterns and relationship building appear to have the greatest impact.” (Shonkoff, p. 11)

The Department of Early Education and Care recognized the importance of providing parents and early education and care professionals, called “educators” in this document, of children birth through age 3 the knowledge to build relationships and provide developmentally appropriate experiences. In April 2010, they awarded a contract to the Massachusetts Association for the Education of Young Children to develop guidelines for this important stage of development.

The purpose for ***The Early Learning Guidelines for Infants and Toddlers*** is to provide a comprehensive view of the development of infants and toddlers while documenting the experiences that support this development. The Early Learning Guidelines for Infants and Toddlers have been developed with the focus on relationships between all significant people in the child’s world. These guidelines were consciously developed considering the importance of both males’ and females’ interactions with children.

The first three years of life are a time of rapid brain development and learning. This time becomes critically important for infants and toddlers as they develop foundations for learning. During this time, parents are building extensive knowledge about their own child, as well as a

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strong commitment to their child's wellbeing. As their child's first teacher, parents have the greatest impact on their children's lives.

When families enter into an early education and care setting, they have an opportunity to engage in a partnering relationship with educators who can complement the parents' knowledge of their own child with an understanding of how children of the same age learn. Sharing resources and information on strategies for managing the joys and challenges of infant and toddler development develops a solid, trusting partnership. In this partnership, all can successfully support young children's learning. Together they identify goals for the child. Working closely with parents, educators can then plan activities and experiences that are relevant to the child and support family goals.

The intent of these guidelines is to provide a shared language and experience between parents and early education and care professionals, to enhance the partnership and result in the optimum outcomes for infants and toddlers.

The guidelines serve as a resource, designed to support infants and toddlers in all settings: in their own homes, others' homes, licensed child care, Early Intervention programs, Early Head Start, or in private, faith-based programs.



Developing the Guidelines

The Massachusetts Department of Early Education and Care had specific goals in mind for the development of the guidelines:

- **Reflecting values inherent in a strength-based approach:** A strength-based approach recognizes families as their child's first teacher and acknowledges them as experts about their own child. These guidelines will help educate parents about research-based child learning and development.
- **Incorporating new research on brain development:** Current research has demonstrated that sensitive, responsive care from their parents and other caregivers in the first three years of life helps children establish healthy patterns for lifelong learning, lays the foundation for emotional development and helps children develop resiliency to the stresses they may face in the future.
- **Recognizing relationships as the key factor in development and the learning of infants and toddlers across all developmental domains:** The status of an infant or toddler's relationship with primary caregivers has critical impact on an infant and toddler's development across all domains. Relationship-based practice is emphasized.



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- **Communicating the interrelated nature of the domains of development:** Infants and toddlers rely on “hands on” learning, often incorporating several senses and methods to create meaning and understanding of their environment. They use their body to maneuver and their mind to master often at the same time.
- **Describing how programs and educators can best support and interact with infants and toddlers:** The guidelines for infants and toddlers will be used as a foundation for professional development including college courses for educators, consultants and others who work with infants and toddlers and their families. The section “Supportive Learning Experiences” provides examples of critical best practices.
- **Create a continuum of learning that links early education and care to later success in school and life by aligning Infant/Toddler Guidelines, Preschool Guidelines and the Curriculum Frameworks for Kindergarten:** Child growth and development progresses over a continuum. To understand what comes next, you must understand what comes before. (EEC RFP 2/2010)

Guiding Principles

With close attention to the EEC Goals, the committee’s initial task was to refine the guiding principles that would be the touchstones for the guidelines. These principles were reviewed by a group of infant and toddler experts and revised to reflect their feedback. These principles guided the content, development, recommended implementation, and use of the guidelines. They established the foundation for the collaborative work on the guidelines.

- The family, as defined by each culture, is the primary system of support for the development of the child.
- Learning is embedded in the child’s culture. Young children learn best through a comprehensive, whole-child approach integrated in culturally meaningful experiences.
- Nurturing, respectful and responsive relationships are essential for healthy growth and development, providing a context for learning.
- Each child develops at an individual rate and has a personal approach to learning.
- Rich, responsive language experiences, in the family’s home language when possible, prime children for later academic success.
- Play is the foundation of early learning.
- Learning in each domain is interconnected.
- Informed, reflective, curious adults can support and respond to the infant and toddler’s rapidly changing needs and development.



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Use of Guidelines

The Early Learning Guidelines for Infants and Toddlers have been written as GUIDELINES, not checklists for developmental strides. They provide a research based knowledge of typical child development. All children develop at a different pace and follow varied patterns of development. This document is meant to be GUIDELINES for skills infants and toddlers are working on at a given stage. Educators will feel empowered to support children as they grow, and to seek intervention when needed.

The intended use for the Guidelines for Infants and Toddlers

- Serve as a resource, as a common tool for discussion, dialogue and sharing between parents, early childhood professionals, and community members about reasonable expectations and practical strategies for all adults who care for and teach young children (educators).
- Contribute to a unified vision for the early care and education system in Massachusetts.
- Create a continuum of learning that links early care and development to later success in school and in life by aligning the Guidelines with the Preschool Guidelines in Massachusetts, proposed Common Core, and K-12 academic standards and grade level expectations.

The intended use for the Guidelines for Infants and Toddlers is **NOT to:**

- Assess the competence of young children.
- Mandate specific teaching practices or materials.
- Prohibit children from transitioning into preschool or kindergarten.
- Exclude groups of children because of disabilities or home language.
- Change any requirements currently contained in the EEC Child Care Regulations promulgated in January 2010.

Use by Specific Stakeholder Groups

These guidelines are intended to support educators at all levels and in all sectors of early education and care, both licensed and exempt. They recognize parents/guardians as the child's first teacher and aspire to facilitate the partnership between families and caregivers. They give trainers and teacher preparation programs the core knowledge on which to base their curriculum. Finally, they provide policy makers and community members an important resource with which to advocate for our children's future.

All children develop at a different pace and follow varied patterns of development. This document is meant to be GUIDELINES for skills infants and toddlers are working on at a given stage. Educators will feel empowered to support children as they grow, and to seek intervention when needed.



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For parents and family members

- Promote and support understanding of infant and toddler development
- Promote and support collaboration and communication between parents and other caregivers
- Promote and support quality infant and toddler care and education

For early education and care professionals (including center-based, family child care providers, Early Intervention practitioners, home visitors, etc.)

- Promote and support a common framework for developmentally appropriate expectations
- Promote and support common language across different settings (family child care, Early Intervention, center-based programs)
- Promote and support guidance for developing appropriate practices and experiences
- Promote and support the critical importance of the interrelated nature of development across domains
- Promote and support the influence of culture, language, learning style and temperament of each child
- Promote and support content for professional development

For teacher preparation programs

- Promote and support concepts taught in Early Child Education courses
- Promote and support Massachusetts Core Competencies and Preschool Learning Experiences ensuring consistency of outcomes across all early education and care programs

For community members

- Promote and support the importance of quality programs for infants and toddlers as a vital part of the communities' culture
- Promote and support the organization of advocacy efforts advancing the quality care and education of infants and toddlers

For policymakers

- Promote and support the use of the guidelines to design and financially support policies for the early education and care field
- Promote and support the use of the guidelines for effective, comprehensive professional development programs
- Promote and support the use the guidelines as a tool to measure the impact of their policy decisions on infants, toddlers, and their families



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- Promote and support public understanding of the shared accountability and responsibility for young children’s development

Structure of the Guidelines Document

The guidelines document is divided into five main sections.

Section One:

- Presents the history of the guidelines: their development, guiding principles, general use and use by specific stakeholders, the structure of the guidelines document; the age ranges they are intended to serve, and the alignment of the Guidelines to the Preschool Early Learning Experiences.

Section Two:

- Presents the Early Learning Guidelines for Infants.
- Divides the guidelines into two age groups:
 - younger infants –birth to 8 months old
 - older infants – 6 to 15 months old
- Provides guidelines organized by recognized developmental domains: Physical, Social/Emotional, Cognitive and Language, and Approaches to Learning.
 - Each domain is followed by a section entitled, “Enhancing Development: Suggested Supportive Learning Experiences.” This section provides information on Organizing the Environment, Responding to Individual Differences, and Paying Attention to Cultural Influences.

Section Three:

- Presents the Early Learning Guidelines for Toddlers
- Divides the guidelines into two groups:
 - younger toddlers – 12 to 24 months
 - older toddlers – 22 to 33/36 months
- Provides guidelines organized by recognized developmental domains: Physical, Social/Emotional, Cognitive and Language, and Approaches to Learning.
 - Each domain is followed by a section entitled, “Enhancing Development: Suggested Supportive Learning Experiences”. This section provides information on Organizing the Environment, Responding to Individual Differences, and Paying Attention to Cultural Influences.



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Section Four:

- The Department of Early Education and Care promulgated revised regulations in January of 2010. These regulations defined the requirements for early education and care settings for children ages 4 weeks to 14 years, 16 with special needs. There are specific regulations for the care of infants and toddlers addressing feeding, diapering, sleeping, curriculum expectations, interactions, and health and safety. These are the “standards” for the state.
- Section Four identifies specific regulations and provides technical assistance for educators to understand the rationale behind the regulation, and then how to meet and/or exceed the intent. This sections aims to provide information on best practice. It is not intended to impose any new requirements, but to show educators what might be next as they strive for the best quality possible. The regulation stated at the beginning of each document is the current EEC requirement.

Section Five:

- Section Five contains a glossary, defining words and concepts used in the guidelines, and a bibliography/resource list.

Format

The Guidelines in Sections Two and Three are presented in table format. Below is an example of the charts and the definitions for each section. For each “Learning Guideline” the indicators are divided into two sections: a) young infant or young toddler and b) older infant or older toddler.

A domain is defined as a broad category – or dimension – of children’s learning and development. The domains overlap and vary by the age of the child.



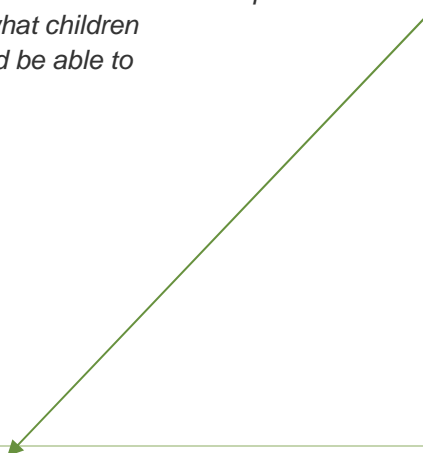
Domain Cognitive

Each learning guideline expresses a specific expectation of what children should know and be able to do.



Learning Guideline: *Develop memory skills*

Indicates the age group for the specific indicator.



| Indicator | Young infants (0-8 months) MAY | Suggested Supportive Learning Experiences |
|-----------|-----------------------------------|---|
|-----------|-----------------------------------|---|



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CD7. The young infant searches for missing or hidden favorite objects.

- Track an object that moves out of sight.
- Look for dropped items.
- Search for a partially hidden toy.

- Cover favorite items partially with a blanket, encouraging the young infant to remove the blanket to find the toy.
- Play hide and go seek with favorite toys.

The indicators describe expected observable behaviors or skills of children.

These columns give examples of what you may see children demonstrate as they progress toward the mastery of the indicator.

The experiences provide educators with examples of ways that they can support the child's development.

The Developmental Domains:

Early learning and development are multidimensional. Developmental domains are highly interrelated. Development in one domain influences development in other domains. For example, a child's language skills affect his or her ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. There will be overlaps, resulting in duplication of indicators, among the domains. This repetition is meant to reinforce the interconnectedness of a child's growth and development.

An important addition has been made to the typical domains in these guidelines. "Approaches to Learning" is a concept that has been included in many of the guidelines developed across the country. The Approaches to Learning domain covers the inclinations, dispositions, attitudes, habits and styles that reflect the diverse ways that children involve themselves in learning. This domain is not about what skills children acquire, but how children orient themselves to learning a wide range of skills.

Social and Emotional Development

This domain addresses the emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school and larger community.

Language and Communication Development

This domain encompasses children's understanding and use of language, emerging reading and writing skills, and ability to communicate effectively.

Cognitive Development

This domain includes children's ability to understand and think about the physical and social worlds. In particular, this domain focuses on children's knowledge of objects in the world around them; their mathematical knowledge; their knowledge of agreed-upon social conventions such as numbers and colors; and their understanding and appreciation of the arts in their lives.



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Social and Emotional Development

This domain addresses the emotional competence and ability to form positive relationships that give meaning to children’s experiences in the home, school and larger community.

Physical Development and Wellbeing

This domain encompasses children’s physical health and ability to engage in daily activities.

Approaches to Learning

This domain refers to a child’s disposition, rather than skill, for becoming involved in learning and acquiring knowledge.

Age Ranges

Guidelines for development and learning are divided into four overlapping age levels. The age ranges help the educator know where to start when using the guidelines. Overlapping ranges reinforce the continuum of development. The use of 15 months reflects the EEC regulations defining an infant as from birth to 15 months. The use of 33 months reflects the EEC regulations defining a toddler as 15 months to 2.9 years (33 months). At 2.9 years, the child is designated as a preschooler.

| Months | 0 | 6 | 8 | 12 | 15 | 22 | 24 | 33 | 36 |
|----------------|---|-------------------|----------------|-----------------|----|-----------------|----|----|----|
| Young Infants | | Birth to 8 months | | | | | | | |
| Older Infants | | | 6 to 15 months | | | | | | |
| Young Toddlers | | | | 12 to 24 months | | | | | |
| Older Toddlers | | | | | | 22 to 33 months | | | |

Alignment of Early Learning Guidelines for Infants and Toddlers with Pre-school Learning Experiences and Kindergarten Frameworks

Brain development research over the past decade has affirmed the importance of the first three years of life. Even 20 years ago, “neuroscientists assumed that by the time a baby was born, the structure of their brains was genetically determined.” We know now that, “From birth to age 5, children rapidly develop foundational capabilities upon which subsequent development builds. In addition to their remarkable linguistic and cognitive gains, they exhibit dramatic progress in their emotional, social, regulatory, and moral capacities. All of these critical dimensions of early development are intertwined, and each requires focused attention.” (**Neurons to Neighborhoods** pg 5).

Thus, the first three years of life become the foundation for future learning. In the same way, the Early Learning Guidelines for Infants and Toddlers become the foundation for all guidelines that



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follow. The Pre-school Learning Experiences, though developed independently from the ELG, align and build upon the learning guidelines and indicators that are contained in this document. Although the topic headings may be somewhat different, the chart below provides guidance to their alignment. The Pre-school Learning Experiences have been systematically aligned with the Kindergarten frameworks and subsequently, to the Elementary and Secondary Curriculum frameworks.

Massachusetts now has documents that cover the continuum from birth to 18 years of age.

Core Competencies

Started in 2005, and put out for final review in 2009, The Massachusetts Core Competencies are the work of many stakeholders. The National Child Care Information Center (NCCIC) defines core competencies as, “The range of knowledge and observable skills that adults working with young children need to facilitate child learning and development, linked to early learning guidelines.”

The IT ELG support the Core Competencies by providing the knowledge necessary to understand the continuum of growth and development in all of the domains, cognitive, physical, social emotional and language, that is critical to providing developmentally appropriate environments, materials, and activities.

This competency is listed in Area I: Understanding the Growth and Development of Children and Youth. It states: (The educator demonstrates)

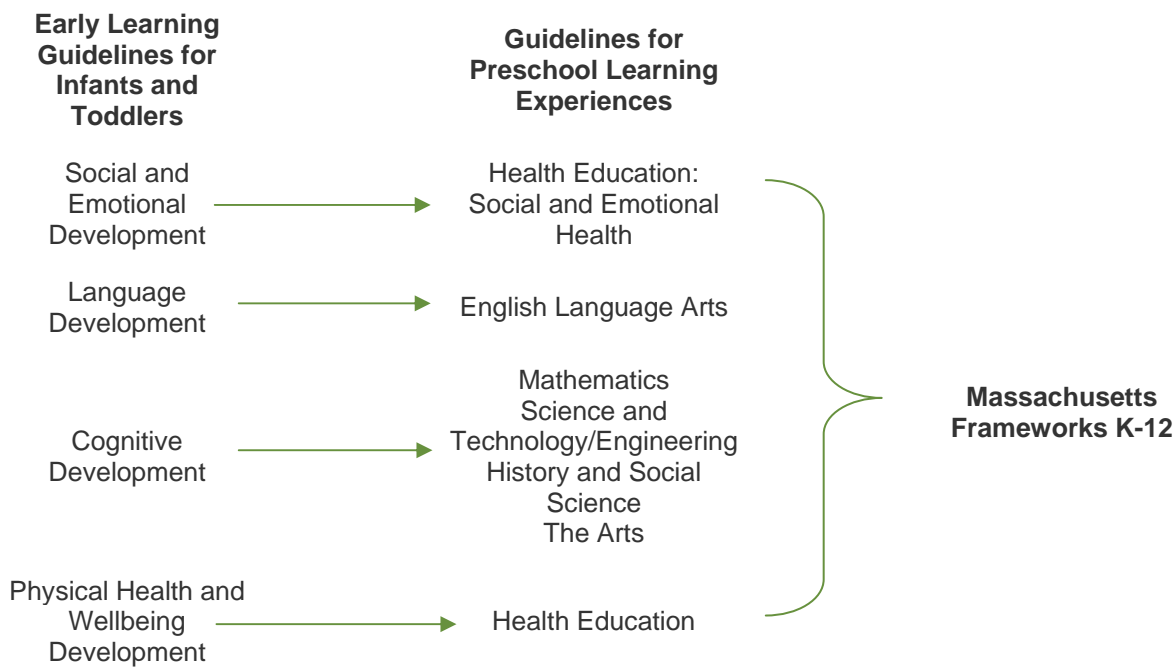
- Understanding how children and youth learn, the adult’s role in positively supporting individual growth and development, the implications of early brain development, and applying research and human development theories regarding children and youth.

The Early Learning Guidelines for Infants and Toddlers are just one of many tools available for educators and parents to understand and track children’s progress. The resource list in section four provides many more resources.



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Alignment Guidelines



Section II: Infant Guidelines (birth – 15 months)

2.1 Introduction to the Infant Stage (birth – 15 months)

Infants are born prepared to learn and are equipped with remarkable abilities including memory, social interaction skills, communication, and movement. Infancy is a time of tremendous change and growth both physically and cognitively. During early infancy children move from reflexive movements and interactions to purposeful movements and interactions. It is widely known that newborns are competent and have some amazing abilities. For example, during early infancy children feel pain, think, dream, differentiate tastes and track slowly moving object with their eyes.

In infancy, the most important people in their lives are their parents and caregivers. This is demonstrated upon birth when infants will turn toward the voice of their mother. These early relationships have a profound effect on a child's development. Early interactions lay the foundation for emotional health and stability while supporting the social development inborn in each child. In addition strong bonds promote physical touch including holding, cuddling and massage supporting physical and health development. During these times of interaction parents and caregivers are talking, singing, and developing the infants' culture and understanding of the world around them.

Despite these abilities, young infants do sleep a large portion of the day. Remember every single thing is new to them including the faces he/she sees, the home, and the daily experiences encountered. It is important that infants be allowed to rest according to their individual needs. Keep in mind that infants' sleep patterns might change from day to day as well as over a period of time. Infants also require different techniques of soothing, such as gentle rocking, rubbing his/her back, and swaddling. Parents are the best source of information about their infant's sleep patterns and needs. While the caregiver learns more about the infant's sleep patterns, s/he has an opportunity to bond with the infant and strengthen their relationship. As infants progress they begin to establish a routine and spend increasing amounts of time awake.

Infants love to look at faces, particularly those of their primary caregiver(s). This is a great time to participate in exchanges, just like adults have conversations. Infants focus and rely on facial and vocal expressions to gain an understanding of their environment and the people in it. During these exchanges, young infants may move their mouth and tongue or coo to express themselves. Older Infants (6-15 months) may repeat sounds or create sounds with their mouth. They may imitate facial expressions or cry and turn away from an unexpressive face.

In infancy, the most important people in their lives are their parents and caregivers. Early interactions lay the foundation for emotional health and stability while supporting the social development inborn in each child. Caregiver's should encourage infants through the use of their own voice and expression creating a give-and-take exchange that fosters attachment and builds a positive relationship.



Section II: Infant Guidelines (birth – 15 months)

Caregivers should encourage infants through the use of their own voice and expression creating a give-and-take exchange that fosters attachment and builds a positive relationship.

One of the most important understandings children gain from the early infancy period is a sense of trust through the relationships with their caregivers. Infants quickly show signs of their temperament, which is an early foundation of personality. It is important to value these temperamental differences through respectful responses based on the young infant's needs, particularly in way the relate to the world. Overall caregivers should try to harmonize the caregiver's personality and the temperamental needs of the infant. As in any relationship, compromises need to be made as the infant and caregiver learn how best to relate to one another.

During infancy there are periods of rapid physical growth and development. The rate of height and weight gain can be remarkable during this period; within the first six-nine months of life, infants often double their birth weight. Infants also move from reflexive movements to controlled movement through the uninhibited use of their body. Development proceeds from head to toe; for example lifting and moving their head then lifting their torso. Movements occur from the midline of the body outward as infants gain control of their heads and torso before their arms and legs. It is important to help young infants develop physically by allowing them free movement in a least restrictive position that continues to ensure the child is safe. Please keep in mind that an infant's physical development is not supported through the use of seats, swings, or equipment that "holds" children in positions they cannot get into themselves. Consider the use of these devices only as needed.

Infants rely on their senses to create meaning of the world around them. The mouth is the primary tool for learning. The environment for infants should be seen as bright, safe and washable with items that can be explored with the mouth. Talking, singing, and holding the infant are also beneficial for sensory development. Providing an enriched environment means encouraging infants by doing things with them and explaining what you are doing step by step while feeding and changing diapers.

While infants' interactions with the world contribute to early brain development, an enriched environment doesn't mean playing classical music daily, using early learner videos, or exposing the infant to the alphabet. If overdone, such activities could create anxiety in the infant. It is more productive to give infants the opportunity to feel and/or taste different textures, hear languages (both English and home language), reach out and grab objects, see faces, and look at pictures that have contrasting colors. Using daily routines and activities as opportunities to experience the world may be all that is needed for the brain to develop to its maximum potential.

In short, appreciating young infants as human beings and interacting with them, as with any human, is what they need to develop to their potential.

Providing an enriched environment means encouraging infants by doing things with them and explaining what you are doing step by step while feeding and changing diapers. Using daily routines and activities as opportunities to experience the world may be all that is needed for the brain to develop to its maximum potential.



Section II: Infant Guidelines (birth – 15 months)

2.2 Social-Emotional Development in Infants: Introduction

Healthy social and emotional development refers to a child's developing capacity to experience, regulate, and express a full range of positive and negative emotions in socially and culturally appropriate ways; to form close and secure adult and peer relationships; and actively explore environments and learn. Through the exploration of their environment, infants develop an understanding of themselves within the context of their family, community and culture (Zero to Three). Social-emotional development is tied to every other area of development – physical, health, language and communication, cognitive skills, and early relationships. It is influenced by biology (temperament and genetic influences), environment, and relationships with consistent educators.

Infants thrive in close predictable relationships that support not only their basic needs but their emotional need for human connection. Infants are not passive in the process of social development and will engage with adults and peers through eye contact, crying, cooing, babbling, smiling and laughing. Infants will explore and seek information from the world around them when they feel secure themselves. This security is built through caring relationships where infants develop a secure attachment to significant adults in their lives. Attachment is the primary function for a healthy relationship and can be supported through long-term consistent, responsive and caring relationships and routines.

As infants develop their emotional responses become refined and manageable. With the support of a secure attachment to their educators, infants can begin to develop self-regulation skills, which are critical to gaining control of bodily functions, managing powerful emotions, and maintaining focus and attention. An infant's ability to self regulate can be impacted by the child's temperament. Temperament is defined as characteristics or traits that are biologically based and remain consistent over time. Eight temperament traits have been identified: Activity level; Biological rhythms, such as regularity in routines; Approach/withdrawal; Mood; Intensity of Reaction; Adaptability; Distractibility; and Persistence. Most children fall within the middle ranges for these temperament traits and can become increasingly self-regulated with educator assistance. Infants with irregular biological rhythms, more irritability, and less adaptability can have more challenges becoming self-regulated. Educators' awareness of an infant's temperament and willingness to make accommodations can benefit the child in becoming more self-regulated.

The learning guidelines for social-emotional development for the infant are:

- Relates to, trusts and becomes attached to consistent educators.
- Notices and interacts with children of a similar age.
- Acts as a social being by engaging with others and the world around them.
- Experiences and expresses a range of emotions.
- Begins to regulate own feelings and behavior.
- Develops a positive sense of self.



Section II: Infant Guidelines (birth – 15 months)

Social-Emotional Development Guidelines

Learning Guideline: *The infant relates to, trusts and becomes attached to consistent educators.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| SED1. The young infant shows preference for specific educators. | <ul style="list-style-type: none"> ▪ smile, giggle, laugh when approached by familiar educators. ▪ look for familiar educators. ▪ prefer to be held by familiar educator. | <ul style="list-style-type: none"> ▪ Encourage children's bonding with both family and non family members through holding, cuddling, and responding to children's needs. ▪ Care provided by a consistent primary educator for an extended period of time. |
| SED2. The young infant develops a bond with both family and non-family members. | <ul style="list-style-type: none"> ▪ gaze at adults face and make eye contact. ▪ smile and verbalize when spoken to by familiar adults. | <ul style="list-style-type: none"> ▪ Make eye contact with the infant during routine times such as feeding, diaper changing, with respect for cultural practices. ▪ Provide cuddling and holding during alert times. ▪ Respond to children with facial expressions, actions and words. |
| SED3. The young infant responds to familiar adults. | <ul style="list-style-type: none"> ▪ relax their bodies while being held. ▪ respond similarly to educator's facial expressions. | <ul style="list-style-type: none"> ▪ Provide regular and purposeful interactions ▪ Talk and coo during interactions with infants; use language and facial expression to show warmth. ▪ Educator interacts with infant by sitting on the floor, responding to verbalizations and facial expressions. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>SED5. The older infant checks in with familiar educator for reassurance.</p> | <ul style="list-style-type: none"> ▪ move away to other activities, but periodically turn to check on location of familiar educator. ▪ move toward familiar educator for a hug or comforting. | <ul style="list-style-type: none"> ▪ Notice the glances from the infant and provide verbal reassurance that you know where they are (i.e., “I see you playing with the blocks.”) ▪ Observe the infant and don’t interrupt if the child is involved in activities. ▪ provide hugs and smiles in response to needs. |
| <p>SED6. The older infant becomes aware of the absence of familiar educators.</p> | <ul style="list-style-type: none"> ▪ notice when parents or primary educators leave. ▪ cry when parent or primary educator leaves. | <ul style="list-style-type: none"> ▪ Identify when parent or primary educator is leaving the room; provide reassurance of their return. ▪ Acknowledge and name feelings (i.e., “I know you are feeling sad that Mom has gone, but she will be back after your nap.”) ▪ Provide consistent good-bye routines. |
| <p>SED7. The older infant becomes aware of strangers.</p> | <ul style="list-style-type: none"> ▪ move toward primary educator when stranger enters. ▪ cry or stare if approached by a stranger. | <ul style="list-style-type: none"> ▪ Ask visitors not to approach or make contact with the infant. ▪ Name the person who is visiting and talk about the visit (i.e., this is Ms. Kelly. She is here to see our classroom.”) ▪ Provide hugs and reassurance as needed. |
| <p>SED8. The older infant seeks comfort or assistance from a familiar educator.</p> | <ul style="list-style-type: none"> ▪ raise arms to be held when approached by familiar educator. ▪ bring or hand items to adults for assistance is using. (i.e. to open and close items) ▪ seek out familiar educator for play and interactions. | <ul style="list-style-type: none"> ▪ Respond to requests for comfort and engagement with hugs, smiles, mutual laughter. ▪ Treat the infant’s non-verbal interactions as communication; through observation, attempt to discover the infant’s needs. ▪ Use words to describe the infant’s needs (i.e., “You want me to help you this box.”) ▪ Join the infant on the floor to play with favorite toys or introduce new toys. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant notices and interacts with children of a similar age.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| SED9. The younger infant recognizes the differences between inanimate objects and facial expressions. | <ul style="list-style-type: none"> ▪ look with deep interest at faces. ▪ responds with a smile to others smiles. | <ul style="list-style-type: none"> ▪ Provide face-to-face time with others one-to-one or in very small groups. ▪ Encourage children to talk, smile and interact with the infant. |
| SED10. The younger infant notices other children. | <ul style="list-style-type: none"> ▪ gaze at other children in the vicinity. ▪ look intently at another child. ▪ watch children and track or follow their activities. | <ul style="list-style-type: none"> ▪ Provide infants with opportunities to be around and observe other children, including those slightly older than themselves. ▪ Talk with the infant about the other children, naming them and telling about what they are doing. |
| SED11. The younger infant begins to engage with peers. | <ul style="list-style-type: none"> ▪ look at others with excitement. ▪ move body towards noise of other children. ▪ make sounds when other children are in view. | <ul style="list-style-type: none"> ▪ Maintain a consistent group of children with little movement of children to other groups. ▪ Provide time for child to child interaction; place infants during tummy time facing one another. ▪ Verbally recognize and label the children's interaction. (i.e. "I see you looking at Sam.") |
| SED12. The younger infant responds to other children. | <ul style="list-style-type: none"> ▪ reach out to touch peer's face, hair, or other body part. ▪ smile at another infant or at self in mirror. ▪ laugh or babble to another infant. | <ul style="list-style-type: none"> ▪ Encourage and model behavior for infants through respectful responses ▪ Comment on what children CAN do as opposed to what they cannot do. (i.e. "You can gently touch Sam's arm", while stroking the child's arms gently.) ▪ Recognize when children are seeing and noticing the world around them, their peers, and themselves. (i.e. "Look at Sam in the mirror!") |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>SED13. The older infant responds to other children in increasingly complex ways.</p> | <ul style="list-style-type: none"> ▪ watch other children with increasing excitement. ▪ imitate actions of other children. ▪ show enjoyment of other children through gestures, expressions and vocalizations. | <ul style="list-style-type: none"> ▪ Provide time for child to child interaction; place infants during tummy time facing one another. ▪ Verbally label what or who the child is looking towards or seeing. (i.e. “I see Sam laughing at you Jon.”) ▪ Acknowledge prosocial behavior- “Thank you for bringing me Tracie’s hat.” |
| <p>SED14. The older infant begins to demonstrate interactions with peers.</p> | <ul style="list-style-type: none"> ▪ move toward noise of other children. ▪ laugh and smile at other infants and children. ▪ clap when someone else claps hands. | <ul style="list-style-type: none"> ▪ Model and encourage cooperation and positive interactions with children. ▪ Provide support and encouragement when children interact positively (i.e., “You gave the block to Emily. Emily is smiling.”) ▪ With two or three infants, sing simple songs and recite fingerplays that encourage infants to mimic motions. |
| <p>SED15. The older infant begins to seek out peers.</p> | <ul style="list-style-type: none"> ▪ move toward other children to show or take object. ▪ open eyes wide when seeing new items, people, places, and things. | <ul style="list-style-type: none"> ▪ Engage infants in simple games with one another. ▪ Point out simple interactions (i.e., “Jacob is smiling at you. He is saying,”Hello.”) ▪ Point out, name and briefly talk about new people, toys, and things in the environment. |
| <p>SED16. The older infant begins to participate in simple parallel play near other children.</p> | <ul style="list-style-type: none"> ▪ begin to select favorite toys. ▪ play next to another child, focusing on toys, but not interact with other children. | <ul style="list-style-type: none"> ▪ Observe infants and place out favorite toys. ▪ Provide enough space in play area for 2 or more children to play side by side. ▪ Maintain close supervision as children play near each other. ▪ Provide opportunities for uninterrupted play. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant acts as a social being by engaging with others and the world around them.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>SED17. The young infant seeks interactions from both adults and peers.</p> | <ul style="list-style-type: none"> ▪ vocalize (coo, squeal, babble, or cry) to be held or talked to. ▪ look at or watch other children or educators and smile. ▪ coo, babble, or call towards other children or adults. | <ul style="list-style-type: none"> ▪ Adults spend time sitting or laying on the floor to be at children’s eye level for interactions. ▪ Allow child to “take the lead” and follow them during interactions. ▪ Observe the infant and label feelings expressed through actions (i.e. “I hear you calling me. Do you want to come and sit with me?”). |
| <p>SED18. The young infant begins to imitate both adults and peers.</p> | <ul style="list-style-type: none"> ▪ imitate facial expressions of adult. (i.e. smile when smiled at) ▪ cry or laugh when other children cry or laugh. | <ul style="list-style-type: none"> ▪ Provide time for one-to-one interactions that include touching, cuddling, and holding beyond typical care routines such as feeding and diapering. ▪ Verbalize to the child as he/she talks and babbles. |
| <p>SED19. The young infant explores the environment around them.</p> | <ul style="list-style-type: none"> ▪ reach for, swats and manipulates materials around them. ▪ point to objects he/she may want. | <ul style="list-style-type: none"> ▪ Allow time for exploration of the environment including tummy time and time for free movement (limit time in confining equipment). ▪ Allow child ample time to explore objects with their mouth and body before sanitization. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>SED20. The older infant seeks interactions from both educators and peers in more complex ways.</p> | <ul style="list-style-type: none"> ▪ give and/or take materials from another child or the educator. ▪ move to sit or stand beside another child. ▪ lead adult by hand to show something. | <ul style="list-style-type: none"> ▪ Provide time for one-to-one interactions that include touching, cuddling, and holding beyond typical care routines such as feeding. ▪ Talk with the infant to describe their non-verbal interactions (i.e., “You are telling me you want me to play ball with you.”) ▪ Be ready to intervene and assist infants who have conflicts; verbalize the conflict and resolution (i.e., “See Amy crying. She is sad because you took her toy. Let’s give it back and find you another.”) |
| <p>SED21. The older infant begins to imitate both educators and peers frequently and in a variety of ways.</p> | <ul style="list-style-type: none"> ▪ imitate the actions of other children or educator (i.e. cover eyes when the educator plays “Peek-a-Boo.”) ▪ bang items together after seeing another child doing it. | <ul style="list-style-type: none"> ▪ Verbalize to the child as he/she talks and babbles. ▪ Play simple interactive games that encourage the infant to repeat actions, such as “Peek-a-Boo” and “Row, Row, Row Your Boat.” ▪ Comment on infant copying actions of another child (i.e., “You banged the blocks together too!”) |
| <p>SED22. The older infant more actively explores the environment.</p> | <ul style="list-style-type: none"> ▪ move around to explore surroundings. ▪ move, poke and manipulate materials around them including furniture and toys. ▪ point to objects he/she want. | <ul style="list-style-type: none"> ▪ Allow child to “take the lead” and follow them during interactions. ▪ Provide objects that encourage cause and effect. (i.e. rattles, stacking cups, pop up toys) |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant experiences and expresses a range of emotions.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| SED23. The younger infant mirrors back others' expressions. | <ul style="list-style-type: none"> ▪ smile or laugh when others do so. | <ul style="list-style-type: none"> ▪ Observe and stay in tune with the infant. Mirror back similar expressions. ▪ Sing and speak face-to-face with the infant using an expressive face. |
| SED24. The younger infant expresses a range of emotions. | <ul style="list-style-type: none"> ▪ smile or kick feet when spoken to. ▪ break eye contact when tired of game or overwhelmed. ▪ stiffen body when displeased. | <ul style="list-style-type: none"> ▪ Observe individual infants to determine the differences in their cries or actions that demonstrate feelings and needs. ▪ Recognize and empathize with feelings. (i.e. "You seem so sad that mommy had to leave, it's so hard when mommy leaves.") ▪ Labeling expressions. (i.e. "You are laughing! You must be happy.") |
| SED25. The younger infant begins to develop strategies to manage his/her expression of feeling with support from educators. | <ul style="list-style-type: none"> ▪ become comforted by special person or educator. ▪ look to educator for recognition and support. | <ul style="list-style-type: none"> ▪ Respond to child's need for comfort by talking to, holding, or patting during times of distress or need. ▪ Allow children access to special objects for comfort and recognizing their need for such objects. ▪ Respect infant's expressions of emotions and do not downplay them by saying, "its okay," when the infant is upset. ▪ Provide time for expressions while offering a safe secure environment. |
| SED26. The younger infant begins to demonstrate an understanding of own likes and dislikes. | <ul style="list-style-type: none"> ▪ make a face or turn away from food or bottle. ▪ smile and reach out for desired object. ▪ kick and flails arms when displeased. | <ul style="list-style-type: none"> ▪ Allow child to refuse food and bottles while noting the child's disinterest. (i.e. "I can tell you don't want your bottle when you close your mouth.") ▪ Recognize and comment when the infant enjoys an activity, food, or object. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>SED27. The older infant expresses a range of emotions expanding to include more complex emotions.</p> | <ul style="list-style-type: none"> ▪ show a range of emotions including fear, surprise, happiness, and contentment. ▪ cry when distressed; laugh when happy. | <ul style="list-style-type: none"> ▪ Respectfully recognize signs of distress (i.e. “You seem upset,” rather than “its okay.”) ▪ Verbally acknowledge and label emotions (i.e. “You were scared when the door slammed.”) ▪ Look in mirror together, making happy, sad, scared faces; name and talk about the faces. ▪ Read simple stories about feelings, especially books with photographs of babies expressing different emotions. |
| <p>SED28. The older infant begins to develop more complex strategies to manage expressions of feeling with support from educators.</p> | <ul style="list-style-type: none"> ▪ move away from unpleasant situation. ▪ look to educator for support or recognition of feelings or actions. ▪ soothe or calm self. | <ul style="list-style-type: none"> ▪ Recognize when child has done something on their own. (i.e. “You found your lovey and made yourself feel better.”) ▪ Allow infant to meet own physical or comforting needs in positive ways that are satisfying. |
| <p>SED29. The older infant is becoming aware of others’ feelings.</p> | <ul style="list-style-type: none"> ▪ look at child who is laughing with another educator. ▪ stare at child who is crying when parent leaves. | <ul style="list-style-type: none"> ▪ Model empathetic feelings for others. ▪ Talk about another child’s expression of feelings (“Mia is laughing because the puppet is so funny.”) ▪ Model strategies of care and comfort for other children; talk about your strategies (i.e., “Jake feels better when I pat his back.”) |
| <p>SED30. The older infant continues to demonstrate likes and dislikes.</p> | <ul style="list-style-type: none"> ▪ show preference for food, objects and people. ▪ shake head “no” when presented something they do not like. | <ul style="list-style-type: none"> ▪ Respect child’s preferences for people, places, and things. ▪ Recognize refusal of child and support them by allowing them to refuse something. (i.e. “You must not like your peas because you are pushing them away. Do you want to try something else?”) |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant begins to regulate own feelings and behavior.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>SED31. The younger infant begins to regulate emotions, with educator assistance.</p> | <ul style="list-style-type: none"> ▪ suck thumb or a pacifier to comfort self. ▪ fall asleep when rocked or back is rubbed. | <ul style="list-style-type: none"> ▪ Observe for ways infant is comforted; apply these strategies as needed. ▪ Limit stimulation in the environment; maintain a calming attitude. ▪ Be aware of individual temperament and accommodate the infant as needed. |
| <p>SED32. The younger infant begins to follow own schedule for sleeping, eating, and other basic needs, with educator's help.</p> | <ul style="list-style-type: none"> ▪ yawn or begin to fuss at about the same time each day to indicate need for sleep. ▪ need a diaper change at about the same time each day. | <ul style="list-style-type: none"> ▪ Talk with parent, observe and note schedule for routine needs (sleeping, feeding, diapering, activity). ▪ Follow infant's routine and schedule as much as possible, adjusting as the infant changes the schedule. ▪ Follow the infant's signals; responding to needs as soon as possible. ▪ Respond to infant in consistent, predictable ways, for example singing the same song at naptime. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>SED33. The older infant increases strategies for regulating behavior.</p> | <ul style="list-style-type: none"> ▪ comfort self when distressed. ▪ seek special object, toy, or blanket. ▪ begin to have more regular sleeping and waking cycles. | <ul style="list-style-type: none"> ▪ Watch for signs from the infant of pending needs. Respond as soon as possible. ▪ If another child requires care and the infant's needs cannot be met quickly, talk with the infant soothingly describing what is happening (i.e., "I see you are ready to eat. As soon as I am done feeding Allie, it will be your turn to eat.") ▪ Help the infant find self-soothing behaviors by watching for things that calms the child and encouraging the child to do those things (i.e., "Does it help you to have your blanket?"). ▪ Follow routines and rituals in predictable ways. ▪ Stay with the infant during times of distress to help regulate emotions, if this is appropriate for the child's sensory needs. |

Learning Guideline: *The infant develops positive sense of self.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>SED 34. The younger infant becomes aware of self.</p> | <ul style="list-style-type: none"> ▪ become aware of hands and feet. ▪ explore body by sucking on fist, reaching for toes. ▪ respond to name. ▪ smile at people and own reflection in mirror. | <ul style="list-style-type: none"> ▪ Provide time on the floor or in unrestricted space so infant can explore with hands, mouth, and body. ▪ Talk with the infant about body parts and activities (i.e., "Annie, you found your toes.") ▪ Use the infant's name frequently. ▪ Use mirrors with the infant and describe what is seen (i.e., "I see Shane in the mirror.") |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>SED 35. The younger infant develops a sense of confidence through abilities and achievements.</p> | <ul style="list-style-type: none"> ▪ smile when he/she moves or grabs at objects. ▪ grab and shake rattle or squeak toy and look at educator for acknowledgement. ▪ move body by rolling, tummy crawling, rocking, and sitting. | <ul style="list-style-type: none"> ▪ Recognition of child's accomplishments. (i.e. "You reached the rattle!") ▪ Provide ample opportunity for repeated activities and exploration. ▪ Provide floor time play for children where children can move freely with limited restriction. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>SED36. The older infant develops a growing sense of capabilities.</p> | <ul style="list-style-type: none"> ▪ begin to feed self. ▪ explore moving around room in a variety of ways. ▪ repeat activities through trial and error then succeed and look at educator for acknowledgement. | <ul style="list-style-type: none"> ▪ Allow infant a spoon and finger food opportunities. ▪ Allow infant to participate in their care (i.e. have child wipe hands and face after feeding). ▪ Observe the infant's skill level and interest; provide new challenges that the child can accomplish. |
| <p>SED37. The older infant develops a growing sense of self confidence.</p> | <ul style="list-style-type: none"> ▪ find materials of interest to explore independently. ▪ accomplish a new task and clap for self. ▪ move away from educator to find items of interest. | <ul style="list-style-type: none"> ▪ Notice and acknowledge when child completes a new task (i.e., "Yes, you crawled over to the shelf!"). ▪ Provide time and support for play. ▪ Observe child's interests; provide favorite materials or toys that might interest the infant for exploration. |



Section II: Infant Guidelines (birth – 15 months)

Enhancing Social and Emotional Development: Suggested Supportive Learning Experiences

Primary Caregiving Systems

Children who are cared for by consistent caregivers are supported in their basic need for security. Primary caregiving values the relationship between infants and adults. A Primary Caregiver is a system supports one specific person providing a majority of the care and interactions for a child during the day.

Organizing the Environment

Parents and Early Childhood Professionals can...

- Provide materials, toys and objects that:
 - ✓ Are brightly colored, attractive and eye-catching.
 - ✓ Vary in texture.
 - ✓ Are cause and effect in nature.
 - ✓ Can be washed and sanitized.
 - ✓ Can be grasped by small hands, but large enough so they are not considered a choking hazard.
 - ✓ Can be chewed and explored with the mouth.
- Hang large, simple pictures on the wall and at children's eye level that are made up of contrasting colors.
- Provide the opportunity to view faces both real and pictured from a variety of ethnicities.
- Provide small and large unbreakable mirrors on the floor and walls for the children to view themselves.
- Provide low raised surfaces allowing children to pull themselves up or climb up onto.
- Play music softly and purposefully not constantly in the background.
- Provide soft, washable books that infants can explore orally, visually and through touch.

Responding to the Individual Difference of Children

Respond to the specific individual needs and temperament of children.

Consider infants vary greatly in their temperament, so the individual child is always the best indicator of how a caregiver should proceed. Temperament is considered a “personality style” (Gonzalez-Mena) unique to the individual child. Infants come with needs to be met and understood by their caregiver. By understanding the individual temperament of each child, educators can, meet those needs providing the best care for that child.

For example, some infants:

- will need and want more alone time. Encourage them to have social interactions with peers and adults. Also respect and provide for their need to take time away from others with small quiet spaces for individual children.



Section II: Infant Guidelines (birth – 15 months)

- will bore of interactions, activities, books or objects quickly. Encourage the completion of the task at hand, while respecting the need to move on. For example: While reading a story book, Jonny moves away leaving the teacher. The Teacher’s response: “I see you are done with listening to the story let’s finish this page. When you are ready you can come back and we can finish the story.”
- will not enjoy being held, touched, or cuddled as much as other infants do. As long as a child is not being stiff and unresponsive when held, respect the infant’s desire to have space.
- will be easier to get onto a set schedule than others. Help (do not force) the child to create a routine since having one will probably be comforting to the infant. Follow the cues infants provide in the form of gestures, sounds and facial expressions, to meet their needs.

Cultural Differences in Child-rearing Practices

- Educators must be very conscious of the different goals that families from varying cultures have for their children. The guidelines represent the view of the dominant United States culture. Families may have varying goals for their child’s social and emotional development. It is very important that parents understand the program’s philosophy and goals so an informed partnership can be formed.
- Some parents are focused on their child becoming an independent and unique being from birth. They feed their children only until they can do it themselves, the zippering up of coats is an important goal, art classes, sports, and music classes are provided to help the child stand out. These children easily fit into the American early education system with its expectation of independence.
- Other parents are more focused on their child’s standing in a group, not apart. They deemphasize individuality. They want their children to know it is okay to be dependent on adults. They feel by learning to be dependent, they will learn to help others. They believe in humbleness and value group achievement rather than individual pride.
- Emotional Goals

| | |
|---|--|
| Independence or Individualist Philosophy | Interdependence or Collectivist Philosophy |
| Emphasizes self-help skills | Feed children, dress children long beyond when child has capability to do so him/herself |
| Concerned with self-esteem, being special | Focus on group esteem |
| Stress accomplishments | Value modesty and humility |
| Strive for “inner control” | Teach dependence on others |



Section II: Infant Guidelines (birth – 15 months)

- Socialization Goals

| | |
|---|---|
| Independence or Individualist Philosophy | Interdependence or Collectivist Philosophy |
| Individuals stand out from group | Individuals fit into the group |
| Being special and unique is emphasized for its own sake | Uniqueness is only emphasized as it serves the group |
| Children are taught about ownership and taking care of personal possessions. Statements like “me” and “mine” are emphasized | Children are taught to share – “ours” is more important than “mine”. Private ownership is downplayed. |
| Children are praised of personal achievement | If praise is used, it is for helpful behavior |
| Expressions of personal pride are encouraged | Humility is valued and only expressions of group pride are encouraged |
| Helping one’s self is a focus of developing skills | Helping others is a focus of developing skills |
| | |



Section II: Infant Guidelines (birth – 15 months)

2.3 Language and Communication Development in Infants: Introduction

Children across the world follow the same basic sequence and timetable in acquiring language. The first year is considered the pre-linguistic period in which the infant communicates basic needs such as hunger or pain. The child usually begins to verbalize through cooing between 2 and 4 months of age, followed by babbling between 6 to 9 months of age. This period changes to the linguistic period, when infants begin to say their first words, typically between 10 and 18 months of age. Between 18 and 24 months of age children begin to combine two words together (Rathus, 2006). The explosive growth of vocabulary is close behind the two-word utterances.

Language and literacy are essential for individuals to function in all societies. Very early in life, infants begin to gesture and make sounds. This leads to the desire to make themselves understood (Gonzalez-Mena & Eyer, 2007). Young infants typically make sounds and “take turns” in conversations with adults. Older infants use gestures as part of communication. In the first few years of a child’s life, they learn the meaning and structure of words, how to use words to communicate and how to make meaning of printed materials. Language acquisition helps a child to articulate and share ideas and feelings, and respond to others. Language plays a central role in children’s abilities to build relationships through various methods of communication.

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, and gestures of behavior. A child’s ability to communicate is dependent upon a complex set of skills including, but not limited to, awareness of appropriate social practices in language usage, the ability to listen, to make meaning of and to follow verbal conversation. This occurs before mastering symbolic language through an infant’s cry, body language and babbling. Language is a systematic means of communicating ideas or feelings by the use of signs, sounds, and/or gestures.

Literacy involves the ability to use language, symbols and images in a variety of forms to read, write, listen, speak, represent, observe and think critically about ideas. The ability to listen and speak, and eventually read and write, is formed in everyday experiences (Gonzalez-Mena, & Eyer). The process includes first and second languages, as well as sign language and the

The first year is considered the pre-linguistic period in which the infant communicates basic needs such as hunger or pain. The child usually begins to verbalize through cooing between 2 and 4 months of age, followed by babbling between 6 to 9 months of age. This period changes to the linguistic period, when infants begin to say their first words, typically between 10 and 18 months of age. Between 18 and 24 months of age children begin to combine two words together.



Section II: Infant Guidelines (birth – 15 months)

cultural base of those languages, which enables an individual to communicate effectively using language appropriate to different social settings.

Literacy encompasses creative expression, analytic skills and comprehension of the environment. Emergent literacy, acquired during the early years, refers to skills and behaviors that children use to create meaning, including visual expression, oral language, emergent reading, print awareness and writing processes. These early skills form the foundation for learning to read and write.

Language and literacy are closely interrelated with other domains of development. The complexity of this domain is compounded by the various languages and cultures found in the United States. With knowledge of language and literacy development and cultural influences, educators can support each child in reaching their potential within this domain.

Gonzalez-Mena, J., & Eyer, D.W. (2007). *Infants, toddlers, and caregivers*. Boston, MA: McGraw-Hill.

Rathus, S.A. (2006). *Child and Adolescence: Voyages in development*. Belmont, CA: Thomson Wadsworth.

The learning guidelines for language development for infants are:

- Demonstrates the meaning of language by listening.
- Develops expressive language.
- Engages in social communication.
- Demonstrates phonological awareness.
- Develops **grammar and syntax** *or watching if hearing impaired*.
- Engages in pre-reading activities.
- Demonstrates interest and engagement in print literacy materials.
- Develops emergent writing skills.
- Develops in multiple language acquisitions when considered a dual language learner.



Section II: Infant Guidelines (birth – 15 months)

Language and Communication Guidelines

Learning Guideline: *The infant demonstrates the meaning of language by listening.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>LC1: The young infant responds to frequently heard sounds and words.</p> | <ul style="list-style-type: none"> ▪ turn head or look towards sounds in the environment. ▪ vocalize or turn head to sounds and words from familiar caregivers, especially parents and primary caregivers. ▪ show preference for familiar human voices to other sounds (animal sounds). ▪ vocalize or gesture in response to another person's voice or gesture or to gain attention. ▪ pay attention to the language used in his/her home language. | <ul style="list-style-type: none"> ▪ Name the sound for the infant (e.g., "Do you hear the phone ringing?"). ▪ Provide materials in your environment that have pleasant sounds (e.g., chimes). ▪ Make eye contact with the infant while speaking or listening, whenever possible, with respect for cultural needs, hearing impairment or development delay. ▪ Repeat and expand the infant's vocalizations (e.g., "Baba, do you want your bottle?"). ▪ Talk and interact with the infant during routine times (e.g., discuss the experience of and during diaper changing, bath, meals, dressing). ▪ Take turns exchanging vocalizations with the infant using his/her home language. ▪ Support infant's use of home language by talking to, reading and singing in home language. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>LC2: The older infant shows increased understanding of gestures and words.</p> | <ul style="list-style-type: none"> ▪ pay attention to what the speaker is looking at or pointing to. ▪ recognize the names of familiar objects and people. ▪ show preference in a particular set of songs, rhymes and books. ▪ use sign language for communicating, including "more," "hungry," "thirsty," or "sleepy." | <ul style="list-style-type: none"> ▪ Provide attractive materials/toys and visuals in your environment. ▪ Name infant and familiar adults and infants in your program. ▪ Assist children in learning and using sign language by speaking and use the sign for the word simultaneously. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>LC3: The older infant shows enjoyment of the sounds and rhythms of language.</p> | <ul style="list-style-type: none"> ▪ demonstrate an understanding of simple requests and of statements such as “Wave bye-bye.” ▪ have a receptive vocabulary of more than 50 words in his/her home language. ▪ demonstrate more focus on the sounds and words of their home language. | <ul style="list-style-type: none"> ▪ Tell infant stories, sing songs, and repeat rhymes from infant’s own culture and language. ▪ Play games and sing songs that use gestures and words that involve one-step directions (e.g., “Show me your eyes, wave bye-bye.”) ▪ Provide infant with language-rich and culturally rich environment through conversation, books, family stories and early inclusion of traditional community activities. ▪ Support infant’s use of language by talking to, reading and singing in home language. |

Learning Guideline: *The infant develops expressive language.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>LC4: The young infant uses motions and gestures to begin to communicate nonverbally.</p> | <ul style="list-style-type: none"> ▪ vocalize or gesture in response to another person’s voice or gesture. ▪ make facial expressions, gestures and change tone. | <ul style="list-style-type: none"> ▪ Collaborate with parents/family to learn motions, signs and gestures familiar to the infant. ▪ Communicate with the infant through eye and body contact and through the use of gestures, e.g., waving goodbye or pointing at a person or objects. ▪ Provide opportunities for the infant to point to familiar objects and actions for which s/he knows the name. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>LC5: The young infant uses simple sounds to express thoughts, wants and needs.</p> | <ul style="list-style-type: none"> ▪ coo, making the vowel sounds of the language and then progresses to babbling. ▪ babble using two-lip sounds such as “p,” “b” and “m” followed by vowel sounds (e.g., “babababa dada...”) or/and lip sounds from their home language. ▪ make sounds or gestures letting others know that s/he is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content). ▪ use consistent sound combinations to indicate specific object or person (e.g., “dada” for daddy) | <ul style="list-style-type: none"> ▪ Repeat and expand the infant’s vocalizations (e.g., “Baba, do you want your bottle?”). ▪ Presume the infant has something important to say and listen carefully when s/he is attempting to communicate. ▪ Expand upon the infant’s attempts to use words (e.g., infant says, “Baba,” you say, “Yes, here is your bottle,” or “Your bottle is empty,” and combine words with signs. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>LC6: The older infant uses consistent sounds, gestures, signs, and some words to communicate.</p> | <ul style="list-style-type: none"> ▪ use meaningful sounds that are associated with words and enjoy playing with strings of sounds that may include some words. ▪ combine words and gestures (e.g., waves when saying “Bye-bye”). | <ul style="list-style-type: none"> ▪ Label everything seen and done throughout the day. ▪ Listen to the words the infant is using and show pleasure and excitement at his/her attempts to speak. ▪ Expose infant to language by talking and reading with him/her. |
| <p>LC7: The older infant uses the same “words” consistently to express wants, needs, and thoughts.</p> | <ul style="list-style-type: none"> ▪ use eight to ten understandable words (e.g., “Daddy,” “bottle,” “up”) and/or infant signs (e.g., “more,” “nursing/bottle,” “all done”). | <ul style="list-style-type: none"> ▪ Recognize and appreciate infant’s efforts to use new words or emergent sign language. ▪ Continue to involve family so that words representing the child’s personal experience are acknowledged and encouraged. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant engages in social communication.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>LC8: The young infant understands and uses social communication.</p> | <ul style="list-style-type: none"> ▪ make sounds to gain attention of a familiar person. ▪ respond when name is called or signed. ▪ use non-verbal gestures for social conventions of greeting (e.g., waves “Bye”). ▪ use language to solve problems (e.g., react to facial expressions of adults). | <ul style="list-style-type: none"> ▪ Engage in turn-taking with the infant, even before s/he uses real words. ▪ Respond to infant’s sounds and actions consistently. ▪ Use everyday routines, such as arrival time, to role-play social language games (e.g., wave goodbye; blow kisses). ▪ Describe your feelings to the infant (e.g., “You see me smiling, and you are smiling back.” Play peek-a-boo with the infant and say “Surprise” when you uncover your surprised-looking expression). ▪ Promote physical closeness by holding and cuddling an infant whose family culture values indirect communication to better understand his/her nonverbal communication attempts. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>LC9: The older infant begins to comprehend and use social communication.</p> | <ul style="list-style-type: none"> ▪ use different cries to signal various needs. ▪ participate in turn taking during one-on-one communication by making sounds or using words. ▪ play simple imitation games. ▪ say single words to express thoughts and ideas (e.g., when infant sees the sun, s/he says “sun”). ▪ shake head for “no.” ▪ imitate words and/or beginning signs (e.g., simple greetings, sign for more) and gestures. ▪ vocalize to get attention. ▪ use a variety of inflections and sounds to express intent (e.g., coos to express happiness). ▪ enjoy listening to oral stories in home language. | <ul style="list-style-type: none"> ▪ Use eye contact and expressions while talking to the infant. ▪ Provide play opportunities for infant to “talk” to other infant and adults, with guidance. ▪ Play games that involve turn taking. ▪ Ask “w” questions (e.g., why, who, what, where, when). ▪ Respond to infant’s vocalizations. ▪ Describe events to infant or comment on what is happening. ▪ Talk and interact with infant throughout the day. ▪ Immerse infant in a language-rich environment, including his/her primary language. ▪ Use and/or tell stories in the child’s home language. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guidelines: *The infant demonstrates phonological awareness.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| LC10: The young infant shows beginning sound awareness by reacting differently to different sounds. | <ul style="list-style-type: none"> become startled with loud sudden noise, turns head toward a rattling noise. recognize mother's and father's voice before s/he sees them (e.g., turns head toward voice). calm down when s/he hears a repeated lullaby. make initial vowel sounds. | <ul style="list-style-type: none"> Engage in familiar sound with infant (e.g., clap your hands at different tempos). Play with words with infant. Read books with rhymes, songs and repetitive language with infant. |
| LC11: The young infant shows enjoyment of the sounds and rhythms of language. | <ul style="list-style-type: none"> imitate vocalizations and sounds, such as "ba", and "ma." mimic the tone of conversational speech rising and falling in rhythm with their vocal expressions | <ul style="list-style-type: none"> Clap, stomp, dance or finger tap. Talk, sing, read and play with the sounds of words to the infant, for babbling to develop further. Learn words and songs from the infant's primary language. |
| LC12: The young infant vocalizes familiar words when read to. | <ul style="list-style-type: none"> string sounds or words together in a sing-song voice. demonstrate enjoyment through facial/body movements to the sounds of words in books. | <ul style="list-style-type: none"> Read books with rhymes, songs and repetitive language with infant. Read books with alliteration and rhyme (e.g., books with words that have many words beginning with the same letter such as <u>Jamberry</u> by Bruce Degen). |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| LC13: The older infant recites last word of familiar rhymes, with assistance. | <ul style="list-style-type: none"> show interest and excitement when listening to songs and phrases (e.g., "Brown Bear, Brown Bear, what do you...SEE!") make the sounds of animals and things (e.g., "Baa-baa," "Choo-choo"). | <ul style="list-style-type: none"> Repeat and read the same songs and books over and over. Read books that are about real children and real routines that the child can relate to or books about a familiar song the child has learned, such as, "Ten in the Bed," or a repetitive story such as; "Go Dog Go." Leave out the last word of a rhyme and see if the infant fills it in. Provide assistance when needed. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant develops grammar and syntax or watching if hearing impaired.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|-----------------------------------|---|
| No indicators apply to this age group. | | |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| LC14: The older infant demonstrates progression in grammar and syntax. | <ul style="list-style-type: none"> ▪ use single word speech - one word to communicate message (e.g., infant says “up” when wanting to be carried by an adult) or beginning sign language and symbols (e.g., “more,” “nurse/bottle,” “all done”). ▪ use some pronouns e.g., “Mine.” ▪ say short telegraphic sentences (e.g., “me go” or “there, Mama”). | <ul style="list-style-type: none"> ▪ Communicate with family to learn words, gestures, “signs” and “infant games” familiar to infant that reflect his/her personal experience. ▪ Acknowledge infant’s efforts when s/he uses words and/or beginning “infant sign” to communicate. ▪ Speak in simple sentences a combination of words and “infant signs” during play and daily routines when communicating with infant. ▪ Use language in daily routines, talk with infant, associate words with actions (e.g., “First, we wash our hands, and then we dry them. Next, we open the refrigerator, and then we take out the milk. Next, we pour it in a glass.”)Use finger plays, lullabies and songs from infant’s home and other languages. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant engages in pre-reading activities.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| LC15: The young infant listens to stories for short periods of time. | <ul style="list-style-type: none">▪ point and make sounds when looking at picture books.▪ point to familiar pictures, characters, and objects in books.▪ wave, suck, chew and manipulate the pages of a cardboard or cloth book.▪ focus attention on simple picture books. | <ul style="list-style-type: none">▪ Introduce books from diverse cultures.▪ Read books with predictable storyline and sequence of events with infant.▪ Point to pictures while reading and encourage infant to do so as well.▪ Make books with pictures from infant's life, cultural background, and home language.▪ Label environment in two or more languages differentiated by color (e.g., labels in Amharic, Spanish are blue and in English are red). |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>LC16: The older infant begins to explore physical features of a book</p> | <ul style="list-style-type: none"> ▪ recognize specific books by their covers. ▪ explore a variety of books, including paper, cardboard, vinyl and cloth. ▪ turn the pages of a book being read. ▪ play with the moving parts of a book (e.g., tabs to push, open or pull). | <ul style="list-style-type: none"> ▪ Provide durable books that engage the senses (e.g., different textures, bright colors and sounds). ▪ Post laminated pictures at infant's eye level in the room and next to the changing table (e.g., animals, clothing, shapes and children of various ethnicities/races). ▪ Provide art and books from the child's culture (and other cultures) and explain the related stories (e.g., totem poles or masks). ▪ Provide page-turning devices and book stands to hold books in place for children who need them. ▪ Keep hard cover and large print books on shelves where children may have easy access. |
| <p>LC17: The older infant builds and uses vocabulary through direct experiences and involvement with pictures and books.</p> | <ul style="list-style-type: none"> ▪ enjoy books about daily routines (e.g., eating, dressing up, and toileting). ▪ recognize and responds to some family and traditional stories and their meanings. | <ul style="list-style-type: none"> ▪ Provide books with simple, realistic pictures to build vocabulary and explore and extend children's understanding of the meaning of new words. ▪ Offer daily lap reading time. ▪ Share pictures that might be of interest to infant, when reading a magazine or newspaper. ▪ Read a variety of materials in infant's presence. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant demonstrates interest and engagement in print literacy materials.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>LC18: The young infant attends to and/or makes contact with age-appropriate books, when presented.</p> | <ul style="list-style-type: none"> ▪ use their senses to explore a book, such as chewing on it. ▪ focus and attend to pictures in a book. ▪ explore physical features of books. ▪ pays attention to pictures in books. | <ul style="list-style-type: none"> ▪ Provide a variety of board and cloth books for infant to manipulate and look at. ▪ Choose books with bold colors, big pictures and sturdy pages. Being read to, like being spoken to, teaches your infant how to think and listen to information. ▪ Display on walls large images of multicultural infants. ▪ Tape family pictures on a wall by the texture table. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>LC19: The older infant demonstrates interest in environmental print.</p> | <ul style="list-style-type: none"> ▪ select a favorite book from the book area and place it on his/her lap. ▪ show increasing ability to handle books without assistance. ▪ look at posters and other pictures on the walls and shelves of the program. | <ul style="list-style-type: none"> ▪ Model holding a book correctly and turning pages. ▪ Read one-on-one with the infant. ▪ Provide multicultural printed material in the dress-up area (e.g., scarves, head wraps, aprons). ▪ Label environment in two or more languages differentiated by color (e.g., labels in Chinese are red and labels in Spanish are blue). |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant develops in multiple language acquisitions when considered a dual language learner.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>LC22: The young infant demonstrates competency in home language.</p> | <ul style="list-style-type: none"> ▪ respond to familiar words in home language (e.g., “clap” – the infant claps) and attends to sounds in English (e.g., “clap” – looks toward speaker). ▪ use eight to ten understandable words in home language and may not possess any words in English. ▪ communicate needs through single-word speech in home language and through facial expression, gestures or actions (e.g., points to object desired) if attempting to communicate in English. | <ul style="list-style-type: none"> ▪ Support infant’s use of home language by talking, reading and singing in home language. ▪ Present infant with English words in groups (e.g., animal names) and within a context. ▪ Help infant link English vocabulary to real-life experiences by using pictures, objects and events. ▪ Provide opportunities for parents to continue to use home language with their infant to build a strong home language base. ▪ Play music from infant’s home culture and in home language. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>LC23: The older infant demonstrates competency in home language while acquiring beginning proficiency in English.</p> | <ul style="list-style-type: none"> ▪ use their home language with educators and peers to express wants and needs as well as to initiate interaction. ▪ stop talking altogether to observe and listen what others are saying in the program’s primary language. This is called the “Silent Period.” | <ul style="list-style-type: none"> ▪ Respect for the vital roles of family and community in ELL students’ education. ▪ Support for forming a bicultural identity that integrates the best of both cultures – not either/or. |



Section II: Infant Guidelines (birth – 15 months)

Enhancing Language and Communication Development: Suggested Supportive Learning Experiences

Organizing the Environment

Educators can...

- Provide an environment that is rich in language, both spoken and printed
 - Build and expand upon what children say
 - Increase verbal expressions as projects are described
 - Increase vocabulary through exposure to diverse cultural materials, toys and objects
 - Bring children to a variety of social and community activities and participate with them in social and verbal interactions as much as possible
 - Encourage communication and/or participation by using culturally appropriate books and activities from children’s home environments
 - Display children’s work at their eye level
 - Ensure that the home and learning environments do not include cultural and other forms of bias
- Print rich environment with colorful pictures posted at child’s eye level (laminated to prolong durability), and pictures with words.
- Provide a variety of books for children to explore, including both fiction and non-fiction, and various textures.
- Provide books that are of sturdy construction (such as board books) that have laminated pages, round edges, with bold and realistic illustrations, simple text with repetitive words and textured surfaces that encourage sensor motor exploration.
- Place books on low shelves for children to learn book handling and “read” through books.
- Offer a cozy space to read with the children
 - Pillows or cushions
 - Proper lighting
 - Basket with ‘Family Picture Books’
- There are two benefits for a child who sits in an adult’s lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

Responding to the Individual Differences of Children

A child’s language development is embedded in the context of their family, both immediate and extended; the community, and the values, norms and customs of their culture.



Section II: Infant Guidelines (birth – 15 months)

Dual Language Learners:

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first; consequently, educators are called to honor their diverse heritage, primary language and culture.

- A child whose family speaks a language other than English at home, most likely will speak that language before English.
- A child whose family speaks both English and their native language, most likely will use words from both languages easily.
- In order to build on children's strengths as literacy learners, educators can provide experiences and opportunities for children to build on prior knowledge, which helps children explore and strengthen their sense of cultural identity, thereby building self-esteem.
- Actively support and value children's home language by encouraging children to use it at home and across early learning settings.
- Build on children's strengths as literacy learners by including the family and culture in daily activities as much as possible.
- Combine language activities with physical movement and music as much as possible; finger plays, songs and poems with hand motions, and games that involve movement and oral language.
- Provide culturally and linguistically diverse models of communication including; body language, voice, touch, gesture, and facial expressions

Respecting the Diversity of Families

The relationship between the parent and the infant's caregiver is crucial to the child's optimum growth and development. Parents use different styles of communication for interacting with their children, with many of these styles being culturally based. There are several things to consider when thinking of communication styles within a cultural perspective:

- A major aspect of communication style is the degree of importance given to verbal or non-verbal communication. Non-verbal communication includes not only facial expressions and gestures; it also involves seating arrangements, personal distance, and sense of time. In addition, different norms regarding the appropriate degree of assertiveness in communicating can add to cultural misunderstandings.
- Another aspect of communication style is language usage. Across cultures, some words and phrases are used in different ways. For example, even in countries that share the English language, the meaning of "yes" varies from "maybe, I'll consider it" to "definitely so," with many shades in between.



Section II: Infant Guidelines (birth – 15 months)

- Interculturalists have identified numerous differences in communication styles from culture to culture; the most important and most studied distinctions are the “indirect” and “direct” communication styles. These opposing styles can be easily misinterpreted. The direct style asks direct questions, stating problems in words. The indirect style often avoids asking or answering direct questions. Their style depends more on the non-verbal clues and the subtle approach to making issues known. While the direct style values straightforwardness, the indirect style values manners and subtleness.

It is important for educators to become more knowledgeable about their own cultural beliefs and values in order to be open and respect the diverse cultural styles of the parents they work with. Awareness of the contrast in styles of communication in diverse cultures helps keep the exchange of information open and consistent between the parents and educators.



Section II: Infant Guidelines (birth – 15 months)

2.4 Cognitive Development: Introduction

Cognitive development is the process of learning to think and reason. Young children are learning not only knowledge, skills, and concepts, but also acquiring “learning to learn” skills. Jean Piaget (1896–1980), the Swiss psychologist, has had the greatest impact on the study of cognitive development in early childhood. Piaget's theory states that the child is born with an innate curiosity to interact with and understand his/her environment. It is through interaction with others and materials in the environment that the young child actively constructs his or her development, learns to use tools, makes things happen, and finds out about the physical properties of things.

Infants and toddlers draw on all domains, including social-emotional, language and physical motor skills, to further their cognitive development. They are attuned to the relationship between objects, actions and their physical environment, but especially, they are attuned to people. Parents, family members, friends and educators play a key role in supporting the cognitive development of infants and toddlers by providing healthy interpersonal, social and emotional connections in which cognitive development can be acquired. Caring, responsive adults in the young child's life provide a secure base that encourages full engagement in behaviors and interactions that promote cognitive learning. When provided with a stimulating, nurturing and safe environment, infants and toddlers will use all of their senses to explore their surroundings. Through the use of their senses, young children begin to make connections about the way the world works. Educators can support and guide this process by observing the activities of infants and toddlers to determine their latest discovery. By responding with enthusiasm and new learning opportunities, educators can promote these continued discoveries and enhance cognitive development in infants and toddlers.

When provided with a stimulating, nurturing and safe environment, infants and toddlers will use all of their senses to explore their surroundings. Through the use of their senses, young children begin to make connections about the way the world works.

The learning guidelines for Cognitive Development for the infant are:

- Refines reflexes into purposeful actions.
- Develops memory skills.
 - Performs simple actions to make things happen and displays a beginning understanding of cause and effect.
- Develops problem solving skills.
- Explores materials and discover mathematical concepts.
- Explores the environment making new discoveries.
- Discovers creative expression through music, drama, dance and art experiences.
- Becomes aware of family and others in the community.



Section II: Infant Guidelines (birth – 15 months)

Cognitive Development Guidelines

Learning Guideline: *The infant refines reflexes into purposeful actions.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| CD1. The young infant displays reflexive actions (sucking, eye movements, and hand and body movements). | <ul style="list-style-type: none"> ▪ put hands or objects in mouth and suck on them. ▪ turn head toward bottle or nipple. ▪ grasp finger of educator when placed in palm. | <ul style="list-style-type: none"> ▪ Provide nonrestrictive clothing to promote body movement. ▪ Place objects in the young infant's hand or within reach. |
| CD2. The young infant responds to sensory stimuli, such as touch, sounds, light, and voices. | <ul style="list-style-type: none"> ▪ move eyes in response to items presented. ▪ move arms and legs spontaneously and in response to stimuli. ▪ follow moving objects with eyes until object disappears. | <ul style="list-style-type: none"> ▪ Play tracking games by moving colorful toys slowing back and forth within infant's sights. ▪ Hold infant in a semi-upright position in your arms or on your shoulder to increase visual responses. ▪ Provide musical toys or recorded music. |
| CD3. The young infant begins to coordinate behaviors, e.g., a sound heard stimulates a response. | <ul style="list-style-type: none"> ▪ look where object has disappeared from view; lose interest and turn away. ▪ turn toward a sound. ▪ smile when the educator smiles at her. | <ul style="list-style-type: none"> ▪ Provide time and floor space for exploration and repetition. ▪ Move a toy or rattle back and forth at the young infant's eye level. ▪ Call gently to the young infant until he turns to your voice. Smile and say, "Yes, I am calling your name." |
| CD4. The young infant moves from passive responses to actively searching for desired people and items. | <ul style="list-style-type: none"> ▪ locate where a sound is coming from if it is constant and coming from the same location, such as an educator talking. ▪ turn toward a sound while moving eyes back and forth to find the source. | <ul style="list-style-type: none"> ▪ Change the environment and the young infant's position to provide new materials for the young infant to see. ▪ Provide items of interest to the infant to see, touch, mouth during periods of alertness. |

| Indicator | Older Infants (6-15months) may... | Suggested Supportive Learning Experiences |
|--|-----------------------------------|---|
| No indicators apply to this age group. | | |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant develops memory skills.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| CD5. The young infant recognizes familiar people, places and things. | <ul style="list-style-type: none"> ▪ respond to familiar voices over others. ▪ kick feet or respond in anticipation of a recalled pleasurable event. ▪ smile when seeing familiar people and favorite toys. | <ul style="list-style-type: none"> ▪ While playing on the floor, position hanging toys or mobiles so infant can kick repeatedly. ▪ Name familiar people and items. ▪ Greet the infant by name; name people and items in environment. ▪ Provide family photos and favorite things to look at and name for the infant. |
| CD6. The young infant recalls and uses information in new situations. | <ul style="list-style-type: none"> ▪ repeat a pleasing sound or action. ▪ recognize a familiar voice. ▪ prefer a familiar person. | <ul style="list-style-type: none"> ▪ Share excitement at a happy event or activity. ▪ Respond to infant's sounds or actions by repeating them back. |
| CD7. The young infant searches for missing or hidden favorite objects. | <ul style="list-style-type: none"> ▪ track an object that moves out of sight. ▪ look for dropped items. ▪ search for a partially hidden toy. | <ul style="list-style-type: none"> ▪ Cover favorite items partially with a blanket, encouraging the young infant to remove the blanket to find the toy. ▪ Play hide and go seek with favorite toys. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| CD8. The older infant demonstrates a response to favorite songs, stories, or people. | <ul style="list-style-type: none"> ▪ bounce, smile or stretch out arms when a familiar song or story is heard. ▪ smile and respond with giggles when a favorite person comes into view. ▪ look for a favorite person when they leave the older infant's view. | <ul style="list-style-type: none"> ▪ Provide consistent songs or fingerplays that link to a particular activity, such as the same song at naptime or the same fingerplay prior to lunchtime. ▪ Play repetitive games and fingerplays such as "Pat-A-Cake" or "Eensy Weensy Spider" using hand motions. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>CD9. The older infant looks for the educator when he or she steps out of sight.</p> | <ul style="list-style-type: none"> ▪ show a reaction when an unfamiliar person approaches. ▪ ask for favorite toys or people who are not in sight. ▪ look for dropped objects. | <ul style="list-style-type: none"> ▪ Remind the older infant that the educator will return. ▪ Play peek-a-boo games to reinforce object permanence (objects that are out of sight still exist). ▪ Post favorite pictures or family photos on a wall, cover them with fabric. Encourage the older infant to lift the fabric to see which picture is behind it. ▪ Give infant safe items to drop. |
| <p>CD10. The older infant imitates hand motions of the educator.</p> | <ul style="list-style-type: none"> ▪ clap hands when the educator claps hands. ▪ mimic hand motions of the educator. ▪ use signs or signals to indicate a need or desire. | <ul style="list-style-type: none"> ▪ Demonstrate simple signs, such as opening and closing your palms together to say, “Book”. ▪ Respond positively to the infant’s success in making something happen (i.e. clapping and saying, “You did it!”) |

Learning Guideline: *The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>CD11. The young infant explores objects or observes people and begins to notice how they react.</p> | <ul style="list-style-type: none"> ▪ smile back at educator. ▪ explore toys by mouthing, shaking and banging. ▪ kick a toy repeatedly kicking noticing the movement of the toy. | <ul style="list-style-type: none"> ▪ Provide floor space and time for active movement and exploration. ▪ Provide toys that the child can grasp and explore. ▪ Position toys so the child can kick and see a response. |
| <p>CD12. The young infant repeats a pleasing sound or motion.</p> | <ul style="list-style-type: none"> ▪ shake a toy and hearing the sound it makes, shake it again. ▪ move body in a rocking motion to get the educator to continue rocking. ▪ turn toward person who is talking. | <ul style="list-style-type: none"> ▪ Shake sound toys so young infant can hear and respond. ▪ Respond to the young infant, pointing out the effects of their actions on toys (i.e. “Look how you made the ball move!”) |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| CD13. The young infant discovers that repeated actions yield similar results. | <ul style="list-style-type: none"> ▪ watch closely the actions of educator or others. ▪ repeat sounds or actions and wait for response from educator. | <ul style="list-style-type: none"> ▪ Respond to the young infant's babbling with smiles and a similar sound. ▪ Engage in conversation, describing what you or the infant is doing. |

| Indicator: | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| CD14. The older infant closely observes actions and discovers that repeated actions yield similar results. | <ul style="list-style-type: none"> ▪ shake a toy to hear the sound it makes, and then repeat the action. ▪ watch an educator push a button or wind a toy to make it work, then motion or tell the educator to repeat the action. ▪ push buttons on a toy to make an action and then repeat. | <ul style="list-style-type: none"> ▪ Provide toys with moving parts, such as wheeled cars, that the older infant can manipulate with results. ▪ Demonstrate how moving or cause and effect toys work. Allow time for the older infant to observe. Talk about what you are doing (i.e. "When I push the top, it spins around and around"). ▪ Provide cause and effect toys (i.e., busy boxes with buttons to push and turn, jack-in-the-boxes, and spinning tops) that the older infant can manipulate. Talk with the older infant to explain how something happened, (i.e. "When you turned the knob the dog popped up!") |
| CD15. The older infant performs an action to get a resulting event to occur. | <ul style="list-style-type: none"> ▪ make sounds to get an educators' attention. ▪ imitate others actions to see what happens. | <ul style="list-style-type: none"> ▪ Provide a variety of sound instruments that respond when shaken, such as maracas, bells, or shakers. Homemade shakers of plastic bottles sealed with nontoxic small items can also be used. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator: | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>CD16. The older infant increasingly experiments with cause and effect.</p> | <ul style="list-style-type: none"> ▪ push a ball and watch where it goes. ▪ show surprise when an event occurs that doesn't follow expected sequences (i.e., when rolling a ball back and forth with an educator, then someone takes the ball away.) ▪ play for an extended period with the same toy, watching what happens; for example, turn the wheels of a car repeatedly. | <ul style="list-style-type: none"> ▪ Provide time and space for the older infant's explorations with toys and materials. ▪ Observe the infant to determine the task that is being developed, for example, watching an older infant banging on a busy box until the top opens. Provide similar toys to reinforce that skill being practiced. |

Learning Guideline: *The infant develops problem solving skills.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>CD17. The young infant demonstrates the awareness of a problem.</p> | <ul style="list-style-type: none"> ▪ cry to get needs met. ▪ cry in frustration when he or she cannot accomplish a goal. ▪ vocalize, gesture, or makes eye contact to get the educator's attention. | <ul style="list-style-type: none"> ▪ Respond to the young infants' cries as communication (i.e. "I can hear that you are awake and want to get up.") ▪ Allow time for the young infant to solve problems by observing before intervening. |
| <p>CD18. The young infant uses: self; objects; and others to attain a goal.</p> | <ul style="list-style-type: none"> ▪ use hands to steady self when sitting up. ▪ hit, shake, or kick toys to make and/or reproduce sounds. ▪ push educator's hand away when the educator tries to wash his face. ▪ pull on a blanket or string to move a toy closer. ▪ lift up a blanket to search for a toy that is hidden underneath. | <ul style="list-style-type: none"> ▪ Observe what the young infant is trying to accomplish and provide some assistance when needed, such as moving the toy closer. ▪ Play hiding games by letting the young infant watch you hide a favorite toy under a blanket. Lift the blanket to show the young infant the toy. ▪ Place the young infant on the floor with toys around the area to encourage movement and reaching for the toys. ▪ Provide toys that respond when played with. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>CD19. The older infant watches others and imitates the way they solved a problem.</p> | <ul style="list-style-type: none"> ▪ watch closely as an educator opens a container or makes a toy work. ▪ try to repeat the actions of the educator to make a toy work. ▪ point to a picture in a book and look to the educator to name the picture. | <ul style="list-style-type: none"> ▪ Hide toys in boxes with various types of lids, such as shoe boxes, hinged plastic containers, or an oatmeal container with a plastic lid. Encourage the older infant to open the lid (i.e. shaking the lid, say, “What’s in the box? Can you open it?”) ▪ Sit on the floor with the older infant and place toys in and out of a container. Say, “Put the block in the bucket”. ▪ Observe older infants as they try to solve problems. Encourage them, saying, “You are working hard on that puzzle.” Intervene only when a need for help is indicated by the older infant. |
| <p>CD20. The older infant experiments with trial and error approaches to problem solving.</p> | <ul style="list-style-type: none"> ▪ try various pieces in a shape sorter or simple puzzle until one fits. ▪ continuously bang and manipulate an item to open it. ▪ try many ways to get an item out of a container (i.e. shakes the container, pokes fingers into the container, bangs the container). | <ul style="list-style-type: none"> ▪ Provide a variety of household items and recycled materials, such as clean recycled containers, wooden spoons, pans, metal bowls, empty boxes, juice can lids. Encourage exploration of the materials and support the older infant’s use of materials in new ways (i.e. “You put all the lids in the box”). ▪ Provide toys and activities that encourage the older infant to solve problems (i.e. shape sorters, simple one piece puzzles, stacking toys). |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant explores materials and discover mathematical concepts.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| CD21. The young infant focuses on or plays with one thing at a time. | <ul style="list-style-type: none"> ▪ hold one toy, and then drop it to pick up another. ▪ play with one toy for a period of time. | <ul style="list-style-type: none"> ▪ Offer the young infant another similar toy while he or she is holding a toy to encourage the child to begin to hold two items at the same time. ▪ Observe the young infant for signs of focused attention on a toy. Minimize interruptions during this focused time, adding new toys of similar interest when the infant appears ready. |
| CD22. The young infant attends to colors, shapes, patterns or pictures. | <ul style="list-style-type: none"> ▪ show visual interest in contrasting colors, patterns and textures. ▪ explore different shapes and sizes by mouthing and handling items. | <ul style="list-style-type: none"> ▪ Provide a variety of toys that young infants can hold, mouth, and manipulate. ▪ Use musical instruments that can be played to a beat, such as a drum, shaker or tambourine. Beat out a consistent pattern of sound. |
| CD23. The young infant begins to understand the concept of “more”. | <ul style="list-style-type: none"> ▪ express a non-verbal desire for more of something through gestures or glances. | <ul style="list-style-type: none"> ▪ Use vocabulary words that indicate quantity (i.e. “Do you want more?” or “You can have two stories”). ▪ Show the young infant how to sign more (i.e. putting their finger tips together). |
| CD24. The young infant becomes aware of patterns in the environment. | <ul style="list-style-type: none"> ▪ display a surprised expression or response when events occur that don’t follow expected sequences. ▪ bounce or move up and down slowly to music or beats. | <ul style="list-style-type: none"> ▪ Provide music that has a consistent beat and gently move the young infant to the beat. ▪ Provide a predictable, consistent routine so the young infant can anticipate the next event. ▪ Introduce simple nursery rhymes, songs and finger plays that have a consistent pattern. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>CD25. The older infant explores and manipulates objects with different shapes and sizes sometimes fitting shapes into place.</p> | <ul style="list-style-type: none"> ▪ experiment with putting shapes in shape box and sometimes fit some in the correct opening. ▪ play with stacking containers and put smaller ones in larger one, but not in the correct sequence. ▪ fit single round puzzle pieces into place. | <ul style="list-style-type: none"> ▪ Provide simple one piece knobbed puzzles with basic shapes, such as circle and square. ▪ Encourage the older infant to explore with containers and stacking toys that fit into each other. ▪ Make a basic shape sorter by cutting an opening in the plastic lid of a recycled container. Give the older infant clean metal lids from frozen juice cans to drop into the opening. |
| <p>CD26. The older infant becomes aware of similarities and differences in objects.</p> | <ul style="list-style-type: none"> ▪ place a lid on a container. ▪ drop a large ball into a laundry basket. ▪ hold one toy while reaching for another toy. ▪ pick out all the pieces of a favorite food when offered multiple items at lunch. | <ul style="list-style-type: none"> ▪ Sing songs with numbers, such as “Five Little Ducks” or “One, Two, Buckle My Shoe” showing the numbers with fingers. ▪ Include number references in conversation with older Infants (i.e. “You have two eyes,” or “One, two, three, up you go!”) ▪ Provide small toys, blocks and balls of various colors, shapes, sizes, and textures (i.e., wood, plastic, fabric, and vinyl) that the older infant can freely explore and manipulate. |
| <p>CD27. The older infant becomes aware that there are different amounts of things.</p> | <ul style="list-style-type: none"> ▪ indicate with gestures or words that juice is “all gone.” ▪ use words or gestures to ask an educator to sing a song again. ▪ indicate that “more” of something is desired (i.e., nod “yes” when asked, point, verbalize or use sign). | <ul style="list-style-type: none"> ▪ Provide choices for the older infant (i.e., offering three different finger foods or two different books). ▪ Read board books with numbers, such as <u>Ten Little Fingers and Ten Little Toes</u> by Mem Fox and Helen Oxenbury, <u>Doggies</u> by Sandra Boynton, and <u>Numbers Numeros</u> by Roger Priddy. ▪ Provide various sized containers for water and sand play. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| CD28. The older infant begins to recognize patterns. | <ul style="list-style-type: none"> ▪ go toward the feeding area when the educator is seen preparing lunch. ▪ wave goodbye when someone leaves. ▪ touch the textures of various items, showing preference for certain textures. | <ul style="list-style-type: none"> ▪ Describe toys by their color or shape characteristics (i.e. “Look at the red truck,” or “This ball is round and rolls.”) ▪ Describe patterns in daily routines (i.e. “First I change your diaper, and then we wash your hands.”) |

Learning Guideline: *The infant explores the environment making new discoveries.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| CD29. The young infant explores the environment and gathers information through the use of the senses (touch, sight, sound, smell, taste). | <ul style="list-style-type: none"> ▪ put almost everything in mouth to explore, touch and taste. ▪ grasp and explore items by turning them over and over, banging and shaking them. ▪ reach for interesting materials to explore. | <ul style="list-style-type: none"> ▪ Provide interesting materials that are safe and non-toxic. ▪ Provide a variety of objects of different sizes, shapes, colors and textures for the young infant to look at and explore. ▪ Create a sensory box using a plastic storage container filled with various textures and sensory items (such as fabric, aluminum foil, small sealed plastic containers filled with beans, perfumed swatches, sealed perforated containers filled with cloves or cinnamon sticks). |
| CD30. The young infant begins to learn how objects work by handling them and watching others use them. | <ul style="list-style-type: none"> ▪ react to likes and dislikes (i.e., shaking head, making a face or turning away). ▪ turn attention to look at the same thing or person that the educator is looking at. ▪ watch the educator intently. | <ul style="list-style-type: none"> ▪ Establish a secure, trusting relationship with the young infant which will promote exploration. ▪ Allow the young infant time to explore in a safe spot on the floor. ▪ Talk with the young infant about what he or she is experiencing. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|-----------|------------------------------------|---|
|-----------|------------------------------------|---|



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>CD31. The older infant actively explores the environment to make new discoveries.</p> | <ul style="list-style-type: none"> ▪ play with the same item in different ways (i.e., shake a cloth block to hear the bell inside, throw the blocks down, and hit the blocks together). ▪ bang on different toys or materials with the same block, pausing briefly each time between items. ▪ tentatively explore new messy substances, such as wet sand or mud. ▪ attend to and examine small objects (i.e., items found on floor, bugs, and pieces of paper). ▪ investigate a new phenomena (i.e., reaches out to touch rain or snow). | <ul style="list-style-type: none"> ▪ Provide a variety of sensory materials that are interesting and stimulating to older infants. ▪ Provide outdoor sensory experiences (i.e., smelling various types of flowers and herbs, touching smooth and bumpy surfaces, listening to birds). ▪ Blow bubbles outside on a windy day pointing out the results (i.e. “Look at the bubbles floating up high”). ▪ Add water to sand or dirt letting the older infant explore. ▪ Use self talk (describe what you are doing) and parallel talk (describe what the older infant is doing) to provide more information (i.e. “I am pouring water in the sand to make it wet” or “You touched the bubble and it disappeared!”) |
| <p>CD32. The older infant uses simple tools.</p> | <ul style="list-style-type: none"> ▪ pull the string on a pull toy to make the item move across the room. ▪ put dolls and stuffed animals on a blanket and drag it across the floor. | <ul style="list-style-type: none"> ▪ Encourage further exploration by imitating the older infant’s actions. ▪ Scaffold activities for the older infant (i.e., noticing that the older infant is touching sticky contact paper, provide additional sticky items, such as tape. Later provide fabrics and natural items for the child to stick onto the contact paper or tape). ▪ Encourage the older infant’s use of materials in different ways, such as putting the blocks in a shoe box instead of the intended container (i.e., “You found a new container for the blocks!”) |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant discovers creative expression through music, drama, dance and art experiences.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>CD33. The young infant responds to a variety of music and sounds.</p> | <ul style="list-style-type: none"> ▪ turn toward sounds and voices. ▪ show interest and begin to respond to sounds, tones and voices. ▪ listen to music and respond to it. | <ul style="list-style-type: none"> ▪ Provide sound toys and rattles the infant can use independently. ▪ Provide a variety of music from CDs (i.e., classical, lullabies, children’s and cultural music), especially those used at home. ▪ Move and dance gently with the young infant to music. ▪ Clap the young infant’s hands to music. ▪ Sing simple songs and finger plays. |
| <p>CD34. The young infant explores the feeling of different textures.</p> | <ul style="list-style-type: none"> ▪ look at bright and contrasting colors. ▪ gaze at pictures, photographs, and mirror images. ▪ touch, mouth and explore different textures. | <ul style="list-style-type: none"> ▪ Provide a variety of sensory materials, such as textured fabric, pieces of sandpaper and Velcro. ▪ Place the young infant on soft blankets with different textures. ▪ Help the young infant to reach out and touch interesting items in the environment, such as smooth glass on a mirror or bumpy texture on a rock wall. |
| <p>CD35. The young infant focuses on and responds to adult facial expressions.</p> | <ul style="list-style-type: none"> ▪ respond to puppets and stuffed animals manipulated by educator. ▪ respond similarly to the facial expression of the educator (i.e., smiles when educator smiles). ▪ imitate sounds and gestures of the educator or older child. | <ul style="list-style-type: none"> ▪ In close contact with young infant, smile, making gestures and sounds to encourage a response. ▪ Repeat sounds or gestures the young infant makes, echoing back and forth. ▪ Share and talk about family photos, pictures and books. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>CD36. The older infant responds to music.</p> | <ul style="list-style-type: none"> ▪ move to the music (bounce, clap, rock, or move arms) when a favorite song is played. ▪ point to the CD player to ask for music. ▪ begin to repeat a word or two from a favorite repetitive song. ▪ bang two toys together or hit toys with hands or another toy. | <ul style="list-style-type: none"> ▪ Play a variety of music from various cultures and styles (i.e. jazz, classical, Latin, South American, Native American) to encourage fast and slow movement to the music. ▪ Hold the older infant’s hands and dance to the music together. ▪ Play songs with repetitive verses, such as “Bumping Up and Down,” or “Wheels on the Bus.” ▪ Provide a variety of musical instruments and shakers the older infant can grasp and use independently. |
| <p>CD37. The older infant begins to experiment and explore with various art media (paint, finger-paint, playdough, markers, crayons, chalk).</p> | <ul style="list-style-type: none"> ▪ enjoy getting hands messy with various sensory materials and art mediums or tentatively touch messy materials. ▪ grasp large crayons or markers in fist and move them in broad strokes across a surface. ▪ push or punch playdough with fingers or fist. | <ul style="list-style-type: none"> ▪ Be respectful of older infant’s approach to messy materials. Some slow-to-warm older infants watch for a while before getting their hands messy. ▪ Display the older infant’s art work behind a clear Plexiglas panel set at eye level. ▪ Talk with the older infant about their art work (i.e. “You made this picture with red paint.”) ▪ Provide a variety of safe, non-toxic art media to encourage exploration with materials (i.e. large crayons and markers, paint, fingerpaint, playdough, brushes and water). ▪ Encourage the older infant to experiment with art media on various large surfaces (i.e. paper, aluminum foil, sandpaper, cookie sheets, and textured trays). ▪ Provide daily opportunities for music, dance, dramatic storytelling and creative art exploration. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| CD38. The older infant imitates the actions of the educator or other adults. | <ul style="list-style-type: none"> ▪ feed a doll with a spoon. ▪ talk on a telephone or wipe off the table after seeing the educator do these things. ▪ intently watch the facial expressions of the educator. | <ul style="list-style-type: none"> ▪ Provide a variety of housekeeping materials, including a small sink and stove, dishes, dress up clothes, play phones, and plastic tools in a tool kit. ▪ Invite families to share special interests, such as gardening. Plant herbs in pots and help the older infant care for the plants. ▪ Use different character voices and gestures when reading stories. |

Learning Guideline: *The infant becomes aware of family and others in the community.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| CD.39 The younger infant begins to recognize familiar people and places (i.e., home, grandparent's house, educator's house). | <ul style="list-style-type: none"> ▪ smile and greet familiar adults and peers happily. ▪ show affection to familiar adults and peers. ▪ recognize familiar adults and peers in photographs. ▪ look for favorite toys in a familiar location. | <ul style="list-style-type: none"> ▪ Greet younger infant warmly and by name. ▪ Name people arriving to familiarize older infant with names and faces (i.e., "I see Grammy's car. Grammy's coming to pick you up today!") ▪ Store younger infant's toys in predictable, accessible locations. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| CD.40 The older infant demonstrates an awareness of family characteristics. | <ul style="list-style-type: none"> ▪ respond to words used in his or her home language as well as other words used in the environment. ▪ look at photos of family members and smile. ▪ name some people in family photos. | <ul style="list-style-type: none"> ▪ Learn more about the older infant's family members, traditions and culture from the family. ▪ Make family photos, including extended family, accessible to the older infant (i.e., in small photo albums, posted at older infant's eye level, or single photos covered with clear contact paper). Point to and name people in the photos. ▪ Ask the older infant's family for cultural items, photos, songs or stories that can be shared. ▪ Ask the older infant's family for basic words in their home language that can be used with the older infant. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>CD. 41 The older infant becomes aware of unfamiliar people and environments.</p> | <ul style="list-style-type: none"> ▪ begin to recognize simple differences between people (i.e. show curiosity about someone who wears glasses or touch faces or hair different from his or her own). ▪ greet community members with interest; show curiosity for new settings when walking outside. ▪ look at new faces solemnly, sometimes moving away and toward the educator. | <ul style="list-style-type: none"> ▪ Read books and sing songs that reflect the diversity present in the group of older infants. ▪ Model respect and caring toward diversity reflected in the families, immediate environment and community. ▪ Provide walks through the neighborhood and community, naming places and meeting community members. |



Section II: Infant Guidelines (birth – 15 months)

Enhancing Cognitive Development: Suggested Supportive Learning Experiences

Organizing the Environment

Parents and Professional Educators can...

Provide a wide range of materials for infants that promote cognitive exploration and discovery, such as

- A variety of sensory materials that engage all of the young infants' senses (i.e., rattles, textured toys, scented herbs, and toys that make sounds in response to an action). Include sand and water play for Older Infants (6-15 months) MAY: with various sizes and shaped containers for pouring.
- A non-breakable mirror placed at floor level so infants can see and recognize themselves and others.
- Cause and effect toys and materials, such as busy boxes, jack-in-the-box, and weighted toys with rounded bottoms to help infants learn that their actions cause something to happen.
- Toys that infants can manipulate with their hands, such as boards with knobs, cranks, dials, and doors that can move and make noise.
- Toys that help infants explore how objects fit into space, such as stacking rings, nesting cups, and simple puzzles (2 to 4 pieces).
- Unstructured, recycled materials that hold great interest (plastic containers, metal juice can lids, plastic liquid laundry detergent tops, small boxes, shiny wrapping paper) for exploring.
- Materials for stacking and knocking down, such as blocks made of lightweight cloth, vinyl, fabric, plastic or cardboard.

Provide an environment that supports cognitive exploration and discovery:

- Provide uninterrupted time for exploration and movement on a washable, clean surface on the floor, such as a padded mat, quilt or a blanket. Keep the floor space uncluttered to promote movement and reduce overstimulation.
- Minimize the use of holding devices such as infant swings, carriers, jumpers, and exersaucers. Items that contain infants restrict their movement and therefore their opportunity to explore and learn.
- Protect the young non-mobile infant from mobile children by creating a small semi-enclosed play space in a corner of the room. The space can be enclosed by low dividers, risers or shelves and be large enough for one or two non-mobile infants and an educator who can play and interact with the non-mobile infants.



Section II: Infant Guidelines (birth – 15 months)

- Based on your observations of the young infant's play, provide similar toys to reinforce the skill being practiced.
- Offer only one or two toys at a time for exploration. Watch for signs of disinterest before offering another toy item to explore.
- Offer favorite toys repeatedly. Offer unfamiliar toys periodically to encourage new discoveries.
- Lap time and routine times can provide learning opportunities when the educator engages the young infant in positive, interactions. Educator verbal interactions should be evenly paced, allowing for the young infants' responses.
- Prepare the environment so Older Infants (6-15 months) can make choices (i.e., toys are clearly displayed on low shelves; small collections are kept in clear plastic containers).
- Select music for a purpose rather than as a constant background sound.

Protect infants' safety by....

- Removing toys and items to a container to be sanitized when infants are done mouthing them. The items can be sanitized and returned to the play space.
- Examining the environment at floor level to remove any unsafe objects.
- Ensuring that all items are non-toxic, safe from sharp edges, and not able to be swallowed. Items that can be placed completely in a choke tube are too small for infants and toddlers.
- Reviewing the recommended age ranges for materials and providing age appropriate toys.
- Secure shelving units that an older infant might climb on.

Responding to the Individual Differences of Children

- **Identify and respond to the individual temperaments of infants:** Temperament is identified through observations of specific behavior traits. Nine temperament traits have been identified in young children: activity level, biological rhythms, approach/withdrawal, and mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Depending on their temperament, individual children will approach materials, exploration and discovery in different ways:
- Infants who **adapt slowly or withdraw** will be more cautious about approaching new materials and situations. They need more time to observe and warm up from the safety of a trusted educator's lap. They will do better in a setting where things are consistent. Setting up the environment with toys and materials in the same place and assigning the cautious infant to one principal or primary caregiver will help. Draw these children into exploration slowly, allowing their independence to evolve.



Section II: Infant Guidelines (birth – 15 months)

- Infants who are very **active and intense** will require more opportunity for vigorous play and exploration. They will explore with their whole bodies and need many hands on experiences. These children will not sit and wait for something to happen. They will find something and make it happen! With redirection and flexibility the educator can make the most of their quiet moments and create active learning activities for these budding scientists.
- Infants who have **low distractibility and high persistence** levels will be more likely to engage in self-initiated or educator created activities for longer periods of time. They will not notice distractions that take other children's attention away from their activities. They are more likely to continue to explore materials and work out solutions through various attempts, showing little frustration. Observing these children can provide information on their interests and level of development which can then be expanded with activities and materials to continue their cognitive growth.

Respecting the Diversity of Families

- Provide cultural continuity between the home and the early learning setting
 - An infant's educators, including parents, family, caregivers, and friends, play a significant role in supporting the development of cognitive skills. Not only do they provide a secure base that encourages exploration that promotes cognitive development, but they help infants make connections about the way the world works. Educators bring to the infant their own cultural values. In some cultures, experimenting with toys, manipulating objects, and solving problems by using materials is highly valued as the way children learn best. Other cultures value observation more than handling materials. In some communities, children learn by observing their environments, watching others interact and focusing on people rather than materials. For an infant who needs consistency and repetition as part of learning, conflicting or differing cultural values can be confusing.
- Educators can support infant's learning by:
 - Learning about the different cultural child rearing practices of the families in their program.
 - Talking with families to gain a better understanding of the learning goals for their young children.
 - Implementing as many family child rearing practices as possible to maintain consistency.
 - Negotiating and finding an agreement when child rearing goals, practices and values may differ.
 - Modeling respect for diversity.
 - Learning and using significant words in the child's home language.
 - Incorporating elements of the child's home and culture into the child care setting, such as music, foods, pictures and other items.



Section II: Infant Guidelines (birth – 15 months)

- Encouraging families to bring in family photos and provide the names of significant family and friends in the infant's life. Include photos of community activities involving child and family.
- Taking community walks to learn more about the child's immediate environment.



Section II: Infant Guidelines (birth – 15 months)

2.5 Physical Health and Well Being Development: Introduction

Physical health and wellbeing of infants and toddlers begins before birth (prenatal stage). Prenatal care through the parents' attention to a mother's health and wellbeing during pregnancy and during birth is key to the lifelong physical wellbeing and health of their child. Proper nutrition, moderate exercise, and regular prenatal care of the birth mother are crucial to delivering a healthy infant.

Research has indicated that the correlation between a child's physical wellbeing, health and motor development is directly connected to early development and learning and is key to school readiness. Physical wellbeing and movement are major contributors to a young child's brain development. It is central to a child's entire learning experience and crucial to cognitive development.

Motor development (fine and gross motor) is closely linked to children's language, cognitive, social and emotional development.

- Babbling is connected to language development
- Grasping objects, dumping and picking up is connected to cognitive development
- Smiling and eye contact is connected to social development
- Turning of the head toward familiar adult voices is connected to emotional development

Health and nutrition are key to a child's physical and motor development. External supports and factors such as the following determine the outcomes of physical wellbeing and motor development.

- Access to comprehensive health care (immunizations, well-baby checkups and screenings)
- Access to safe and healthy environments (pesticide-free, safe homes and neighborhoods, lead-free spaces, safe and adequate water and air quality)
- Access to healthy nutrition and food choices
- Access to healthy movement (childhood obesity is an increasing risk factor among America's children)

The learning guidelines for physical health and wellbeing for infants are:

- Develops ability to move the large muscles (gross motor).
- Develops ability to control and refine small muscles (fine motor).
- Develops Sensorimotor Skills where children use their senses – sight, hearing, smell, taste and touch – to guide and integrate their interactions.
- Develops skills that will develop into healthy practices for life.



Section II: Infant Guidelines (birth – 15 months)

- Gains control over their movements as they reach out, grasp and release objects.



Section II: Infant Guidelines (birth – 15 months)

Physical Health and Well Being Development Guidelines

Learning Guideline: *The infant develops ability to move the large muscles (gross motor).*

| Indicator | Young Infants (0-8 months) MAY | Suggested Supportive Learning Experiences |
|--|--|---|
| PW1: The young infant moves arms and legs unconsciously. | <ul style="list-style-type: none"> raise head, arch back and flex legs. | <ul style="list-style-type: none"> Support but don't "push" large motor development. Try and keep child in the least restrictive space when awake, for example, on a blanket on the floor. Also when possible, avoid exersaucers, infant seats (unless in car seat in the car), swings, Boppyseats and Bumbo seats. |
| PW2: The young infant begins to use arms and legs purposefully. | <ul style="list-style-type: none"> begin to roll over and sometimes will kick them self over. | <ul style="list-style-type: none"> Place child on a mat, rug or blanket in a safe area on the floor to allow for freedom of movement. Provide frequent "tummy time" while closely supervising. Play interactive games and sing songs that move child's feet and hands from child's home culture. |
| PW3: The young infant gains control of head and body. | <ul style="list-style-type: none"> support self on flexed elbows. lift head and chest when on stomach. | <ul style="list-style-type: none"> Provide floor time play for children where children can move freely with limited restriction. Support child's head when holding them. |
| PW4: The young infant demonstrates beginning coordination and balance. | <ul style="list-style-type: none"> sit with support. tummy crawl or backwards crawl. | <ul style="list-style-type: none"> Provide a variety of objects for stimulation (fabric, toy) nearby but not too close. Provide objects to be pushed, pulled and held. |

| Indicator | Older Infants (6-15 months) MAY | Suggested Supportive Learning Experiences |
|--|---|--|
| PW5: The older infant moves arms and legs unconsciously. | <ul style="list-style-type: none"> push up on their arms and lift head and chest, arch back when on stomach. hold arms out for jacket or lift arms so shirt can be taken off. | <ul style="list-style-type: none"> Provide toys and stimuli during tummy time and floor time that promote reaching and movement, such as musical stuffed animals or soft rubber vehicles. Adults at eye level for interaction and singing. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) MAY | Suggested Supportive Learning Experiences |
|--|--|---|
| PW6: The older infant begins to use arms and legs purposefully. | <ul style="list-style-type: none"> ▪ pound on things with hands and kick legs. ▪ rock back and forth on hands and knees. | <ul style="list-style-type: none"> ▪ Use of different levels (soft sloping planes or wedges) that encourage balance or movement. ▪ Add a few simple toys that spin or move to encourage interaction and movement. ▪ Play finger plays with child (This little Piggy went to market). |
| PW7: The older infant gains control of head and body. | <ul style="list-style-type: none"> ▪ pull self up to stand, holding on to something or someone. ▪ sit without support. | <ul style="list-style-type: none"> ▪ Provide “props” such as simple toys with wheels (toy lawn mowers, push toys). ▪ Use of solid props such as ottomans to use for support as they experiment with standing. ▪ Adults at ground level offering assistance in standing through song and dance. |
| PW8: The older infant demonstrates beginning coordination and balance. | <ul style="list-style-type: none"> ▪ crawl and/or walk holding on to furniture. | <ul style="list-style-type: none"> ▪ Adults recognize that curiosity is a prime factor in physical development. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant develops ability to control and refine small muscles (fine motor).*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>PW9: The young infant demonstrates strength and coordination of small motor muscles.</p> | <ul style="list-style-type: none"> ▪ grasp caregiver’s fingers. ▪ respond to name by turning head towards sound. ▪ reach consistently for toys, objects and bottles with both hands. ▪ reach for toes and feet. ▪ grab and hold soft toys with whole hand. ▪ watch/suck hands and/or feet. | <ul style="list-style-type: none"> ▪ Provide opportunities for child to reach for objects. ▪ Provide opportunities for child to grasp and hold objects. ▪ Play hand and finger play games with child (e.g., “So big” while lifting the child’s arms over their head). ▪ Provide and encourage child to play with bath toys (scooping and pouring). ▪ Give child appropriate finger foods to eat (dry cereal, cooked vegetables). ▪ Provide books for child to promote fine motor skills (turning pages, pointing). ▪ Provide toys that are cause and effect by nature as child progresses from reflexive action to grabbing and grasping objects. ▪ Provide toys scaled to size so child can grasp, chew and manipulate; must be large enough so child cannot choke or swallow. Toys must be washable so they can be washed and disinfected after being mouthed. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>PW10: The older infant demonstrates strength and coordination of small motor muscles.</p> | <ul style="list-style-type: none"> ▪ mimic hand clapping or waving good-bye. ▪ transfer objects from hand to hand. ▪ pick up objects with thumb and forefinger (in pinching motion). ▪ turn pages of large books, often turning multiple pages at the same time. ▪ empty objects from containers. ▪ make marks on paper with large drawing implements (chunky crayons). ▪ uses both hands to play with toys. | <ul style="list-style-type: none"> ▪ Provide opportunities for child to reach for objects. ▪ Provide opportunities for child to grasp, squeeze, and hold objects. ▪ Play hand and finger play games with child. ▪ Provide and encourage child to play with bath toys (scooping and pouring). ▪ Give child appropriate finger foods to eat (dry cereal, cooked vegetables). ▪ Provide books for child to promote fine motor skills (turning pages, pointing). ▪ Provide toys scaled to size so child can grasp, chew and manipulate; must be large enough so child cannot choke or swallow. Toys must be washable so they can be washed and disinfected after being mouthed. ▪ Provide toys that encourage two-hand use. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| PW11. The young infant will show increased visual ability and perception. | <ul style="list-style-type: none"> ▪ focus eyes on near and far objects. ▪ respond by turning toward sound, movement and touch. | <ul style="list-style-type: none"> ▪ Expose children to a variety of sensory experiences, indoors and outdoors. ▪ Provide child with both calming and stimulating experiences and environmental settings. ▪ Monitor child's environment for noise level (keeps loud noises away from infant's ear; avoid putting electronic toys in crib). ▪ Provide materials and objects of various textures, colors, smells and sounds. |
| PW12. The young infant will show increased integration of sensory stimulation. | <ul style="list-style-type: none"> ▪ enjoy cuddling and rocking. | <ul style="list-style-type: none"> ▪ Help child experience mobility by carrying, positioning and holding them. ▪ Provide physical experiences that integrate child's movements with all the senses. ▪ Avoid prolonged periods of time in devices that restrict movement (mechanical swings, baby carrier). |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| PW13. The older infant will show increased visual ability and perception. | <ul style="list-style-type: none"> ▪ move object from one hand to another. ▪ coordinate eye and hand movements (watching and grabbing an object). | <ul style="list-style-type: none"> ▪ Give children opportunities to manipulate materials and toys such as small squishy balls or simple toys with handles or knobs. ▪ Expose to soft books and pictures. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| PW14. The older infant will show increased integration of sensory stimulation. | <ul style="list-style-type: none"> ▪ explore the environment with mouth and hands. ▪ calm with adult assistance. ▪ explore and notice different surface textures (rough surfaces, soft cushions). ▪ notice loud and soft sounds in the environment. ▪ enjoy an outdoor swing. | <ul style="list-style-type: none"> ▪ Help child experience mobility by carrying, positioning and holding them. ▪ Provide physical experiences that integrate child’s movements with all the senses. ▪ Avoid prolonged periods of time in devices that restrict movement (mechanical swings, baby carrier). ▪ Provide materials and objects of various textures, colors, smells and sounds. |

Learning Guideline: *The infant develops skills that will develop into healthy practices for life.*

| Indicator | Young Infants (0-8months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| PW15. The young infant demonstrates the stamina and energy to participate in daily activities. | <ul style="list-style-type: none"> ▪ show alertness during waking periods. ▪ make facial expressions. | <ul style="list-style-type: none"> ▪ Provide child with regular nap and bedtime routines. |
| PW16. The young infant engages in a variety of physical activities. | <ul style="list-style-type: none"> ▪ lift head. ▪ stiffen body and relax. ▪ wiggle trunk or core body. ▪ move arms and legs both purposefully and reflexively. | <ul style="list-style-type: none"> ▪ Place child with tummy on the floor to strengthen muscles. ▪ Play games together that require movement and physical activity (i.e., “So Big,” Itsy Bitsy Yoga). ▪ Provide child with periods of unstructured movement every day, allowing child to move freely on the floor. ▪ Model daily physical activities (walking, jumping, running, lifting). |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>PW17. The older infant demonstrates personal health and hygiene skills.</p> | <ul style="list-style-type: none"> ▪ Relax during bath routines ▪ Indicate needs and wants such as hunger or a dirty diaper in a variety of ways. ▪ Indicate anticipation of feeding on seeing breast, bottle or food through eyes widening or arm movements. | <ul style="list-style-type: none"> ▪ Talk with child about what you are doing when bathing, diapering and dressing. ▪ Establish ongoing and regular medical and dental visits for child. Ensure child receives all age appropriate immunizations. ▪ Make eye contact with children during routine times such as feeding, diaper changing and cuddling. |

| | | |
|---|--|---|
| <p>PW18. The older infant demonstrates the stamina and energy to participate in daily activities and engages in a variety of physical activities.</p> | <ul style="list-style-type: none"> ▪ Sleep less during the day. ▪ Sustain physical activity such as for at least three to five minutes at a time (recognizing the unique capabilities of the child). ▪ Initiate play, exploring and interacting with the environment. ▪ Move body purposefully: rolling, crawling, or walking. | <ul style="list-style-type: none"> ▪ Place child with tummy on the floor to strengthen muscles. ▪ Provide child with periods of unstructured movement every day. ▪ Model daily physical activities (walking, jumping, running, lifting). |
|---|--|---|

| | | |
|---|---|---|
| <p>PW19. The older infant practices basic personal care routines.</p> | <ul style="list-style-type: none"> ▪ Assist caregiver with holding bottle. ▪ Demonstrate increasing ability to self-soothe and fall asleep. | <ul style="list-style-type: none"> ▪ Be responsive to a child's typical signs of illness or discomfort (teething, diaper rash, earache) and seek assistance as needed. ▪ Encourage child to hold spoons, feed self and drink from a cup. ▪ Provide oral health care (brushing teeth and/ or gums). ▪ Wash your hands and child's frequently to prevent spread of germs. ▪ Allow child to participate in wiping their hands and face. |
|---|---|---|



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant gains control over their movements as they reach out, grasp, and release objects.*

| Indicator | Young Infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| PW20. The young infant develops eye-hand coordination and more intentional hand control. | <ul style="list-style-type: none"> ▪ follow a moving object with their eyes. ▪ reach, grasp and put objects in mouth. | <ul style="list-style-type: none"> ▪ Provide time for <i>each</i> infant to be on his/her stomach, using their arms to push up. ▪ Place objects of interest just beyond the reach of child to encourage stretching and body coordination. |
| PW 21. The young infant grasps a variety of objects for eating and playing in his/her environment, with and without handles, such as blocks, spoons, markers, etc. | <ul style="list-style-type: none"> ▪ bring hands together at the middle of their bodies. ▪ hold toys with both hands. ▪ use a fist grasp to hold onto a blocks, spoon or marker (early writing). | <ul style="list-style-type: none"> ▪ Provide sensory experiences for <i>each</i> infant, including opportunities to use early fine motor movements and wrist rotation in a variety of activities such as water- or sand-play, stacking blocks, dumping and filling tubs. ▪ Provide blocks, infant spoons and other objects to encourage reaching for, grasping and holding onto small objects. This helps infants to build small or fine motor skills. ▪ Give <i>each</i> infant supervised opportunities to use pincer grasp (finger-thumb) skills in a variety of activities, such as eating or grasping. |

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| PW22. The older infant develops eye-hand coordination and more intentional hand control. | <ul style="list-style-type: none"> ▪ pass objects from one hand to the other. ▪ mimic hand clapping and waving bye-bye. | <ul style="list-style-type: none"> ▪ Provide sensory experiences for <i>each</i> infant, including opportunities to use early fine motor movements and wrist rotation in a variety of activities such as water- or sand-play, stacking blocks, dumping and filling tubs. ▪ Give <i>each</i> infant supervised opportunities to use pincer grasp (finger-thumb) skills in a variety of activities, such as eating or grasping. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6-15 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| PW 23. The older infant grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc. | <ul style="list-style-type: none">▪ pick up and drop items.▪ carry baskets or items with handles.▪ squeeze objects.▪ uses pincer grasp to pick up small objects like Cheerios. | <ul style="list-style-type: none">▪ Provide blocks, infant spoons and other objects to encourage reaching for, grasping, and holding onto small objects. This helps infants to build small or fine motor skills.▪ Provide play dough experiences for hand exercise and muscle development. |



Section II: Infant Guidelines (birth – 15 months)

Enhancing Physical Health and Well Being Development: Suggested Supportive Learning Experiences

Organizing the Environment

Adults can ...

- Provide small and large unbreakable mirrors on the floor and walls for the children to view themselves.
- Provide different surfaces for a child to interact with: carpet, linoleum, wood.
- Provide props that enable a child to pull to a sitting or standing position: low rails, soft sided cubes or ottomans.
- Provide varied degrees of ramps or slopes on the floor for a child to experience.
- Provide the ability for floor time both indoors and outdoors.
- Provide materials, toys and objects that:
 - Can be grasped by small hands, but large enough so they are not a choking hazard.
 - Can be chewed and explored with the mouth.

Responding to the Individual Differences of Children

As children grow and participate in more activities, physical and motor development progresses in a predictable sequence.

Examples:

- Children develop from head to toe
- Children develop skills from the center of their body outward
- Children develop motor skills involving large portions of their body first and then progress to skills using specific body parts

However, the timeline in which these skill sets occur can vary. Some children, for example, may begin crawling seven or eight months earlier than another child. The development of young children's physical and motor skills is individualized and uneven.

Parents and early childhood professionals can ...

Regularly observe infants and pay specific attention if you see infants:

- With little or no progression in sequence regarding fine or gross motor skills: rolling over, crawling, sitting,
- Little or no response to sound, light, shadow



Section II: Infant Guidelines (birth – 15 months)

What to do if you observe the behaviors mentioned above?

If you find the child showing any of these signs consistently over time (a 3- to 6-month period), talk with the family and encourage them to seek assistance through their pediatrician and/or local Early Intervention services. Share your specific observations with the family.

Respect the culture of the family (i.e., values, child-rearing practices, traditions)

The cultural contexts in which adults interact with young children influence their motor and physical development. Some emphasize quiet and carrying and holding their infants and some value exuberance and physical activity and independence. An early childhood professional should be observant and intuitive as they interact with both child and family as they plan and support physical wellbeing and motor development experiences in their settings. The ability to respect, recognize and support cultural differences and child-rearing beliefs of families is key to successful development of young children in care.

Some strategies to support young children’s physical and motor development with a global perspective:

- Provide opportunities for early childhood educators and families to discuss family expectations for a child’s physical and motor development and be in consensus on the goals for children’s physical development and health that reflect cultural beliefs and traditions.
- Use visual and physical cues, as well as verbal ones, to communicate with the child.
- Provide the child with daily opportunities to play actively, promoting health-related fitness and movement.
- Be sensitive to the cultural context in regard to healthy nutrition and foods.
- Incorporate songs, games, chants, drumming, dances or other culturally specific large motor activities into children’s daily routines.
- Ensure that environments are safe from cultural or other forms of bias.



Section II: Infant Guidelines (birth – 15 months)

2.6 Approaches to Learning: Introduction

The Approaches to Learning domain covers the diverse ways that children involve themselves in learning. This domain is not about what skills children acquire, but how children orient themselves to learning a wide range of skills. This includes motivation, attitudes, habits, and cognitive styles. They are the platform on which learning takes place. Infants may develop specific skills, but without the disposition to use that skill, it might not develop fully. For example, children may have the ability to hear, but that does not mean they will be good listeners.

“The manner in which children approach learning is influenced by characteristics with which they are born, such as gender and temperament, and by attitudes, inclinations, and expectations fostered early in life through family, community, and cultural patterns and values. Approaches to learning are at the core of social, emotional, linguistic, and cognitive interactions.” (Alaska Early Learning Guidelines, Dec. 2007)

The learning guidelines for approaches to learning for the infant are:

- Shows eagerness and curiosity as a learner
- Becomes intentional and persistent in their learning and discovery



Section II: Infant Guidelines (birth – 15 months)

Approaches to Learning Guidelines

Learning Guideline: *The infant shows eagerness and curiosity as a learner.*

| Indicator | Young Infants (0-8mos) may... | Suggested Supportive learning experiences |
|--|---|---|
| <p>AL1. The young infant shows curiosity by exploring with the senses.</p> | <ul style="list-style-type: none"> ▪ feel and react to different textures. ▪ react to different tastes, like change in formula, or breast milk in a bottle, or first taste of cereal or fruit. ▪ explore toys with all senses. ▪ explore hands and feet and faces, watching, tasting, touching. ▪ bang blocks on high chair. ▪ extend arms out to lift their head and chest to see further. | <ul style="list-style-type: none"> ▪ Offer many different, washable infant sized and graspable toys, both new and familiar. ▪ Notice and comment on smells like hand lotion, food smells, diaper wipes. ▪ Allow infants to explore safe and sanitized objects through their mouths. ▪ Provide objects for infant to create and repeat sounds. ▪ Provide bright, eye-catching objects/pictures and/or black and white photos of people at infant's eyelevel (i.e. changing table, crib, environment for tummy time). ▪ Provide opportunities to touch varying textures i.e. soft toys/hard blocks, rugs/floors, different materials such as felt, corduroy, small pieces of banana. ▪ Interact with infants at all opportunities by maintaining eye contact (where appropriate), talking, singing, making noises. |
| <p>AL2. The young infant reacts to new voices or sounds.</p> | <ul style="list-style-type: none"> ▪ become more active or quieter. ▪ react to voices and sounds by turning head or changing facial expression. ▪ show different responses to tone of voice. ▪ gaze attentively to people talking. | <ul style="list-style-type: none"> ▪ Expose infant to many types of noises: washing machine, vacuum, birds singing. ▪ Play games with infant to see if he can recognize voices. ▪ Use different pitches of voice to sing and play with infants. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infants (6 – 15 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>AL3. The older infant shows curiosity by exploring with the senses.</p> | <ul style="list-style-type: none"> ▪ watch adults and children intently. ▪ experiment with the feel and tastes of different foods. ▪ notice smells in the environment. ▪ look around to identify source of sounds. ▪ show caution or fear toward unfamiliar people. | <ul style="list-style-type: none"> ▪ Offer different foods (being careful of cultural preferences). ▪ Make smelling bottles that the infant can smell and talk about the differences in the smells ▪ Take infant on walks, or place on blanket outside. Comment on wind, feel of grass, smell of flowers, etc. ▪ Stay close to infant when new person enters room. ▪ Provide many different types of toys for children to fit things into and dump out of. ▪ Provide ramps and tunnels for infants to explore their bodies in space. |
| <p>AL4. The older infant reacts to new voices or sounds.</p> | <ul style="list-style-type: none"> ▪ explore spatial relationships (i.e. try to fit their body into a box). ▪ venture out using motor skills to explore the environment. | <ul style="list-style-type: none"> ▪ Expose infant to many types of noises: washing machine, vacuum, birds singing. ▪ Play games with infant to see if he can recognize voices. ▪ Use different pitches of voice to sing and play with infants. |



Section II: Infant Guidelines (birth – 15 months)

Learning Guideline: *The infant becomes intentional and persistent.*

| Indicator | Young infants (0-8 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>AL5. The young infant pays attention and tries to reproduce interesting and pleasurable effects and events.</p> | <ul style="list-style-type: none"> ▪ grasp an object, release it, re-grasp it, and re-release it. ▪ kick or swat a mobile. ▪ consistently reach for toys and books. ▪ explore books repeatedly with hands, mouth, and eyes. ▪ explore a face, toy, or rattle for a period of time. ▪ tracks an object. | <ul style="list-style-type: none"> ▪ Play games that involve repetition i.e. Peek-a-boo, pat-a-cake, finger rhymes. ▪ Respond to infant’s gestures, sounds, and facial expressions. ▪ Engage in reciprocal interactions such as taking turns making sounds, sticking out tongue etc. ▪ Attempt to interpret out loud what the infant is expressing. ▪ Put words to actions, explain what you are doing and why i.e. conversations while changing diapers, preparing food, tending to another child. |
| <p>AL6. The young infant behaves in consistent ways to elicit desired response.</p> | <ul style="list-style-type: none"> ▪ engage adults in interactions. ▪ stare at educator for a reaction. ▪ direct attention toward an object by reaching. ▪ lift their arms to be picked up. ▪ produce different cries to indicate hunger, diaper change, cold/hot, overstimulation. ▪ responds to name. | <ul style="list-style-type: none"> ▪ Respond to infant’s gestures, sounds, and facial expressions i.e. picking them up when they extend their arms, changing wet diapers. ▪ Use infant’s name often. ▪ Provide many opportunities for infants to practice new and old skills i.e. give infants freedom of movement from clothes, “containers” like swings and infant seats; provide safe spaces for infants to be on the floor. |
| <p>AL7. The young infant shows a willingness to overcome frustration when faced with initial failure.</p> | <ul style="list-style-type: none"> ▪ try several times to reach a desired object. ▪ keep trying to roll over or sit up despite repeated failure. | <ul style="list-style-type: none"> ▪ Place toys just out of reach so infant can move to retrieve them. ▪ Observe infant regularly to be ready to provide opportunities and or materials for infant to try the next developmental skill. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infant (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>AL8. The older infant pays attention and tries to reproduce interesting and pleasurable effects and events.</p> | <ul style="list-style-type: none"> ▪ manipulate objects that give responses (busy box, jack in the box). ▪ select a toy or a book from several choices. ▪ express a desire to feed himself. ▪ play with a variety of sensory materials. ▪ pretend to talk on the telephone. ▪ pretend to give a doll a bottle. | <ul style="list-style-type: none"> ▪ Encourage intentionality. Recognize and reinforce infant's attempts to do things on their own. ▪ Establish a daily schedule so older infants can begin to anticipate routines. ▪ Provide challenges to already learned skills i.e. Lids on containers, shape sorters, toys to push and pull. ▪ Allow longer periods for playtime. Scaffold learning by providing toys, water, objects that can be used in many ways. ▪ Repetition is crucial to learning. Continue to read and sing familiar songs while adding books and songs with new words. |
| <p>AL9. The older infant behaves in consistent ways to elicit desired response.</p> | <ul style="list-style-type: none"> ▪ gesture to educator to pick him up to reach something. ▪ repeat filling and dumping over and over. ▪ sustain longer periods of attention. ▪ want to hear the same book or song over and over ▪ try to imitate educator's words. ▪ search for a favorite object. ▪ persist in finding favorite toy. | <ul style="list-style-type: none"> ▪ Store favorite toys in consistent places. Play games with older infant to find objects. ▪ Put toys and objects in locations where older infants can make choices. ▪ Encourage older infants to replace toys in designated places. ▪ Continue to narrate older infant's actions, encourage use of new vocabulary. ▪ Play games with older infant to find objects. |



Section II: Infant Guidelines (birth – 15 months)

| Indicator | Older Infant (6-15 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>AL10. The older infant shows a willingness to overcome frustration when faced with initial failure.</p> | <ul style="list-style-type: none"> ▪ walk, fall down, and get back up several times. ▪ attempt to use words to get educator to provide the desired response. ▪ may become frustrated and visibly upset when her desired goal is not achieved. | <ul style="list-style-type: none"> ▪ Provide many opportunities and safe locations to practice new skills. ▪ Acknowledge older infant's attempts to say words. Provide correct words and add more information to the infant i.e. "I think you want something to drink. Would you like milk or water?" ▪ Support the older infant by helping her problem solve when things get too difficult (i.e. "You really want to get that puzzle piece into the puzzle. Let's see what happens if we turn it this way".) |



Section III: Toddlers (12 – 33 months)

3.1 Introduction to the Toddler Stage (12 – 33 months)

The toddler stage of development is one characterized by a tension between the desire for independence (I CAN do it!) and the need for continued dependence on a trusted caregiver (I NEED you!). Toddlers are maneuvering their way at becoming unique social beings; however, this requires lots of assistance in managing relationships with others – both adults and peers. The need to be self-sufficient and competent begins to emerge along with problem-solving skills. Through their explorations toddlers' understanding of the world changes from the discovery and function of things to the purposeful manipulation and investigation. Toddlers need a secure base that supports their need for exploration and discovery. This secure base is a consistent, loving, and affectionate relationship with a trusted adult. Then they can begin trying out their independence, while returning frequently to the adult for guidance, affection, and reassurance. Also, toddlers are not yet equipped with the complex expressive language skills; therefore, often rely on body language, gestures, single word phrases, and physical overtures to form the basis for their social interactions. As language skills develop, toddlers have more success in communicating their needs. Young toddlers often enjoy parallel play next to or nearby a peer, while older toddlers begin to enjoy more cooperative aspects of play with friends.

Physically, toddlers begin to lose the unsteady side-to-side walk that characterizes the early months of this stage. As they grow and become more adept in movement toddlers begin to have better coordination and balance. This leads them to practice running, climbing, jumping and skipping. Toddlers also gain greater control over their small motor skills, increasing their ability to use their hands to manipulate small objects. Since a toddler's grip still involves the entire hand the wider the manipulative, the better. As they grow and their experience increases, toddlers begin to use the forefinger and thumb to manipulate materials to write, color, and paint.

Toddlerhood is also marked by a significant effort for mastery in self-help skills. The “I can do it myself” attitude permeates toileting, feeding, dressing routines and daily routines. This self-guided mastery will build a toddler's sense of self-competence and self-esteem. Toddlers need opportunities where they are encouraged and successful in their quest for self-help skills. Caregivers should allow toddlers some control and choices throughout their day to support their increasing independence. Toddlers will need encouragement to try new things and support in their exploration of various roles and experiences.

Toddlers need a secure base that supports their need for exploration and discovery. This secure base is a consistent, loving, and affectionate relationship with a trusted adult. Then they can begin trying out their independence, while returning frequently to the adult for guidance, affection, and reassurance. Toddlerhood is also marked by a significant effort for mastery in self-help skills. Toddlers need opportunities where they are encouraged and successful in their quest for self-help skills.



Section III: Toddlers (12 – 33 months)

Throughout toddlerhood language development, both expressive and receptive, takes on new importance. Mastery of language is another step on the road to independence for a toddler. Language in all of its forms and complexity opens a critical door for a developing toddler. Whether playing with a friend, communicating a need to an adult, or listening to a story read aloud, language is powerful and functional, creative and fun - just the elements needed to entice a toddler into interactions. Singing, reading, chanting, and rhyming are all delightful means of exposing children to the gift of language. Toddlers enjoy the sound of their own voice, often babbling, screaming and making noises with their mouth. Later they enjoy announcing “mine!”, and asking “why?” In addition to the pleasure of sound, toddlers’ ability to communicate with the world around them is supportive of their growing independence.

Intellectually, toddlers are actively constructing their own knowledge. Their ability to hear, see, smell, taste or touch their immediate environment allows toddlers to explore concepts, practice skills, and solve problems. Toddlers practice early numeracy skills through sorting by shape or by dumping blocks and saying “all gone.” Experiences like those provided at the water table, with small containers, ladles and other age-appropriate materials, introduce basic geometric skills such as size, volume, quantity and conservation. Toddlers also begin to develop their imaginations. This is shown by their ability to hold pictures in their minds, to use scribbles and marks to recreate an image on paper, to pretend in the housekeeping area, and to tell a story. The magic of symbolic thought opens the door to more complex play with peers, to developing shared perspective, and to practicing human interactions. Allowing toddlers adequate time and space to play, whether they are simply imitating a trip to the grocery store or creating a new version of a favorite story, is important for healthy growth and intellectual development.

Caregivers should be sensitive to the range of development and individual needs that occur for children 18 to 33 months of age. Activities and materials that are appropriate for 33 month old children may not be appropriate for the 18 month olds. Learning occurs when experiences are meaningful and individualized to the toddler and their specific needs. Toddlers need ample time to fully participate in experiences that build their self-confidence and sense of autonomy. Such experiences can be weaved throughout the day, particularly during daily routines. Whether it is time to play, time for a snack, a nap, or a loved one to return, knowing what will happen next gives toddlers security and emotional stability. It helps them learn to trust that caring adults will provide what they need. When children feel this sense of trust and safety, they are free to do their “work,” which is to play, explore, and learn.



Section III: Toddlers (12 – 33 months)

3.2 Social-Emotional Development in Toddlers: Introduction

Social Development encompasses a child's ability to relate to and interact with people. Relationships are foundation to children's social development. Toddlers are experimenting and learning the dance of interactions that occur between themselves and the people around them. Interactions with toddlers need to be respectful and responsive to their needs and skills.

Adults are models of behavior and culture (both their own and acceptance of the child's family culture). This modeling is a constant source of information for toddlers and for their ability to respond to the world around them. Strong positive interactions are the basis and prime time for learning experiences to occur.

Emotional development is defined as the understanding the self, feelings and regulation of behavior. (Martin and Berke 2010) Emotional development is based on the child's secure attachment to his/her caregivers. Emotional development is supported through consistent, responsive and caring relationships and routine. Toddlers need to be supported in their expression of feelings, development of self-awareness and ability to self-regulate.

The learning guidelines for social-emotional development for toddlers are:

- Relates to, trusts, and becomes attached to consistent educators.
- Notices and interacts with toddlers their own age.
- Experiences and expresses a range of emotions.
- Progresses in regulating own feelings and behavior.
- Develops a positive sense of self.



Section III: Toddlers (12 – 33 months)

Social-Emotional Development Guidelines

Learning Guideline: *The toddler relates to, trusts, and becomes attached to consistent educators.*

| Indicator | Young toddler (12-24 months) may... | Suggested supportive Learning Experiences |
|--|--|---|
| <p>SED1. The young toddler has positive relationships with several different adults, including educators and family members.</p> | <ul style="list-style-type: none"> ▪ greet educators when entering the room through either waving or walking over to the adult. ▪ demonstrate feeling safe with significant adults by seeking them out in uncomfortable or dangerous situations. ▪ only accept specific care (i.e. feeding) from specific adults. ▪ appear uncertain when parents, caregiver or special educator leave the room. | <ul style="list-style-type: none"> ▪ Recognize children upon entry into the room with a greeting by name (i.e. “Hi Mary- I see you have new sneakers on!”) ▪ Provide regular and purposeful interactions that include holding, talking, cuddling, hugs, pats on the back and other physical touches when appropriate. ▪ Squat down to child’s eye level when they seek you out. ▪ Recognize new people in the room and explain to toddlers who they are and why they are there. |
| <p>SED2. The young toddler responds to directions from familiar adults.</p> | <ul style="list-style-type: none"> ▪ follow simple (one step) directions from familiar adult. ▪ when given directions, look to caregiver for confirmation. ▪ respond to basic guidance and requirements. | <ul style="list-style-type: none"> ▪ Recognize when the toddler is following your directions or interactions. (i.e.” You were able to put your coat away! You heard exactly what I said.”) ▪ Play simple games and sing songs with directions, like “Ring Around the Rosie” or “Simon Says”. |
| <p>SED3. The young toddler relates to adults through shared exploration of materials and environments.</p> | <ul style="list-style-type: none"> ▪ show favored caregiver a creation on the easel. ▪ periodically check in with favored educator when playing alone or with peers. ▪ pull adults toward areas in the playground. | <ul style="list-style-type: none"> ▪ Allow toddler to lead you to their discovery and explore and enhance their findings with descriptive language and questions. ▪ Observe toddlers during play. Look for opportunities to share experiences. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>SED4. The older toddler demonstrates increasing comfort with most adults.</p> | <ul style="list-style-type: none"> ▪ ask for familiar adult by name. ▪ initiate interactions with familiar and unfamiliar adults. | <ul style="list-style-type: none"> ▪ Respond consistently to child. Listen carefully and with interest and expand on their message. ▪ Play games with the names of educators and peers. Sing songs that contain names. ▪ Provide opportunities in different places and at different times for the toddler to interact with familiar and unfamiliar adults. ▪ Encourage children to greet other educators by name. |
| <p>SED5. The older toddler demonstrates and labels relationships of others such as “Mommy, Daddy and me are a family. You are my teacher- I love all of you.”</p> | <ul style="list-style-type: none"> ▪ cry for familiar adult when facing a challenging situation. ▪ ask for a variety of people during the day such as “Daddy” or “Nana” even if they are not part of the day to day routine. | <ul style="list-style-type: none"> ▪ Recognize and support children’s need for information about people. (i.e. “Yes your Nana visited you this week but she went home on the airplane.”) ▪ Read books about diverse families, being sure that each variation of family in the program is represented. (i.e. single parents, gay and lesbian parents, grandparents raising toddlers, etc.) ▪ Help toddlers make sense of where family members are during the day, by having pictures of their homes, their parent’s workplace etc. |
| <p>SED6. The older toddler follows the directions of adults.</p> | <ul style="list-style-type: none"> ▪ change their focus and listen when adult is speaking to them. ▪ engage with adults in simple conversation during transitions. | <ul style="list-style-type: none"> ▪ State clear expectations and boundaries while supporting children and their learning. ▪ Let toddlers develop some program rules with trusted adults. Simple statements like, “we walk in the classroom/house” or “use inside voices”, and “put toys away after playing,” help a toddler to connect the adult’s directions to something they have helped to create. ▪ Use positive statements when giving directions. “Blocks are for building.”, “We hug our friends.” |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| SED7 The older toddler seeks adults for information and support in understanding things | <ul style="list-style-type: none"> ▪ follow favored educator around. ▪ ask adults “why” or “how” questions. | <ul style="list-style-type: none"> ▪ Enhance the older toddler’s natural curiosity by answering “why?” questions with new vocabulary and concepts. ▪ Read books that answer “why” and “how” questions. ▪ Try asking the older toddler “Why do you think” and help them in formulating answers. |

Learning Guideline: *The toddler notices and interacts with toddlers their own age.*

| Indicator | Young toddler (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| SED8 The young toddler notices, relates to and engages with children around the same age. | <ul style="list-style-type: none"> ▪ cry or become distressed if another toddler cries. ▪ watch other children. ▪ seek specific children for regular interactions. | <ul style="list-style-type: none"> ▪ Provide consistency in the groupings of toddlers. Don’t make unnecessary changes, keep toddlers together as long as possible. ▪ Provide toddlers with opportunities to be around and observe other children, including those slightly older than themselves. |
| SED9. The young toddler is responsive to playing next to and with other children. | <ul style="list-style-type: none"> ▪ watch a peer during play. ▪ imitate peer without actually interacting with them. ▪ smile, laugh or talk to another child. ▪ bring toys over to other child and offers the toy for play. | <ul style="list-style-type: none"> ▪ Provide time and supervision for children to manipulate materials within the same area. ▪ Recognize when a child imitates or is watching another child. (i.e. “Amy did you see how Mary was using the car? Mary, Amy is rolling the car just like you did.”) ▪ Read books and talk about friends and friendships. ▪ Model and provide the words to help toddlers learn to share materials with each other. ▪ Have duplicates of favorite toys and toys that it takes two to play with. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddler (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>SED10. The older toddler becomes attached to people around their own age.</p> | <ul style="list-style-type: none"> ▪ seek certain children for play. ▪ notice when specific children are not around. ▪ talk to other children. ▪ raise voice to other children when seeking attention. | <ul style="list-style-type: none"> ▪ Keep toddler groups consistent. ▪ Recognize children’s preferences for playmates and encourage interactions as such. ▪ Provide opportunities for toddlers to pay attention to who is in their group. Plan activities where children find their picture or their name on a card. Acknowledge who is missing in the group and provide words to use to describe feelings about missing friends. |
| <p>SED11. The older toddler is responsive to other children.</p> | <ul style="list-style-type: none"> ▪ observe and imitate play of others. ▪ respond with laughter and “chatter” in interactions with other children. ▪ raise voice to other children when seeking attention. ▪ may become aggressive in their play, pushing or hitting. | <ul style="list-style-type: none"> ▪ Verbally support children in interactions. (i.e. “Tell Sam-- <i>I don’t like when you hit me. Hitting hurts me.</i>”) ▪ Recognize children’s preferences for playmates while setting up opportunities for new friendships to develop. ▪ Provide photos and dolls that represent the diversity in the program, including children with disabilities. ▪ Provide toys that can be played with by 2 children. ▪ Read books about how we treat friends. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddler (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>SED12. The older toddler begins to develop increased “cooperative” play with peers.</p> | <ul style="list-style-type: none"> ▪ begin to engage in play that has a story line. ▪ begin to take on roles of familiar people, animals, or characters. ▪ with support, start to understand about taking turns. ▪ may express frustrations when playing with others. | <ul style="list-style-type: none"> ▪ Use props (duplicates if possible) to expand play. (i.e. several baby dolls and cribs) ▪ Provide activities that call for cooperation (i.e. games that need turn taking; painting a mural; imaginative play that assigns roles that need to work together). ▪ Expand children’s play through conversation that recognizes their storyline. (i.e. “I see that you are pretending to be mommies Mary and Amy- what else does a mommy do besides take care of the babies?”) ▪ Provide new vocabulary. ▪ Encourage and support small group play and work. |

Learning Guideline: *The toddler experiences and expresses a range of emotions.*

| Indicator | Young toddlers (12-24 months) may.... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>SED13. The young toddler expresses a range of emotions, sometimes with intensity.</p> | <ul style="list-style-type: none"> ▪ experience intense feelings of sadness and jubilation when leaving and reuniting with parents. ▪ name some emotions. | <ul style="list-style-type: none"> ▪ Identify specific factors in the day that help the child understand when they may be leaving (i.e. “You go home after we play outside in the afternoon.”) ▪ Play games, read books, have pictures of toddlers showing emotions and use to help toddlers identify feelings as they are occurring. |



Section III: Toddlers (12 – 33 months)

| Indicator | Young toddlers (12-24 months) may.... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>SED14. The young toddler recognizes his/her own feelings.</p> | <ul style="list-style-type: none"> ▪ appear uneasy when approached by an unfamiliar person. ▪ express themselves in different ways including verbally and physically. ▪ may go to favored educator when feeling strong emotions. | <ul style="list-style-type: none"> ▪ Labeling expressions. (i.e. “You look worried? Do you need some help?”) ▪ Hang simple culturally appropriate pictures at toddler’s eye level depicting a range of emotions with labels. ▪ Provide comfort and holding when a child seeks it. ▪ Provide recognition when child is successful. (i.e. “I see you were able to help yourself!”) |
| <p>SED15. The young toddler begins to express their likes and dislikes.</p> | <ul style="list-style-type: none"> ▪ refuse to stop activity when liked. ▪ want to wear the same clothing daily. | <ul style="list-style-type: none"> ▪ Supportive experiences where children are allowed long periods of time to engage in activities <u>they</u> enjoy. |

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>SED16. The older toddler begins to label their feelings.</p> | <ul style="list-style-type: none"> ▪ laugh and say “I am so happy today.” ▪ yell, “NO! That makes me mad!” | <ul style="list-style-type: none"> ▪ Provide recognition of child’s response to activities or situations. (i.e. “WOW- you seem happy, you must really enjoy playing in the water!”) ▪ Provide recognition of distress. (i.e. “You seem upset” rather than “its okay”). |
| <p>SED17. The older toddler begins to demonstrate need to complete tasks on his/her own.</p> | <ul style="list-style-type: none"> ▪ insist on dressing oneself (i.e. “I do it!”). ▪ refuse help only to ask for it when they become frustrated. | <ul style="list-style-type: none"> ▪ Allow children to complete task at hand with support. (i.e. “I see you putting on your shoes. Would you like me to loosen them for you to slip your foot in? Then you can close the strap.” Do not insist on helping if child answers, “No.” Remain supportive while the child continues to complete the task.) |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler progresses in regulating his own feelings and behavior.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| SED18. The young toddler is developing the ability to control his/her emotions. | <ul style="list-style-type: none"> express themselves in different ways including verbally and physically. move away from frustrating experiences. with support, show more impulse control. | <ul style="list-style-type: none"> Allow child to meet their own physical needs or sucking through the use of their thumb. Support transitions from activity to activity with preparation of transition for toddlers (i.e. "In five minutes it is time to clean up.") |
| SED19. The young toddler begins to develop strategies to manage his/her expression of feelings. | <ul style="list-style-type: none"> suck their thumb to soothe themselves. uses facial expressions and physical indicators (i.e. clenched fists) | <ul style="list-style-type: none"> Provide supportive experiences where children have valid choices (i.e. "You can have water or milk.") With close supervision, allow toddlers time to work through their emotions. |

| Indicator | Older Toddler (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| SED20. The older toddler is refining their ability to self-regulate. | <ul style="list-style-type: none"> participate in enjoyable activities for longer periods of time. use words to negotiate play rather than hit or bite. verbally negotiates with adult around schedules or activities. show more impulse control. (i.e. stopping before he picks up an object he has been told not to touch). | <ul style="list-style-type: none"> Provide time for toddlers to get involved in activities. Follow the toddler's schedule. Acknowledge toddler's attempts to regulate and negotiate. (i.e. "I see you decided to play with another truck when Ahmed took yours. That was a good choice to make.") Continue to offer valid choices. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddler (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>SED21. The older toddler is developing problem solving skills when challenged.</p> | <ul style="list-style-type: none"> ▪ insist that toys and items are their personal possessions. (i.e. “Mine!” or “Bobby’s truck!”) ▪ look to the educator to help in solving problems. | <ul style="list-style-type: none"> ▪ Support problem solving of children when they are faced with a challenge and guide them through the process until everyone is satisfied. (i.e. there are three children at water table: Teacher, “There are only two cups at the water table. That is a problem when three children want to play with the cups. What do you think we could do about this?”) ▪ Support transitions from activity to activity with preparation of transition for children (i.e. “In five minutes it is time to clean up.”) |

Learning Guideline: *The toddler develops a positive sense of self.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>SED22. The young toddler recognizes her or himself as a person separate from his/her family or caregivers.</p> | <ul style="list-style-type: none"> ▪ recognize or identify self in mirror. ▪ say “MINE!” when holding a toy. ▪ say “Me do it”. | <ul style="list-style-type: none"> ▪ Provide pictures of the children and their families to see throughout the day. ▪ Provide duplicate materials of popular toys/equipment. |
| <p>SED23. The young toddler develops a sense of self confidence through their abilities and achievements.</p> | <ul style="list-style-type: none"> ▪ demonstrate or show adult task or achievement. ▪ seek specific objects and toys that they have used successfully in the past | <ul style="list-style-type: none"> ▪ Provide equipment and manipulatives where children can be successful but still challenged (i.e. stacking blocks, linking beads, and pop beads). |
| <p>SED24. The young toddler develops self worth through respectful and responsive interactions.</p> | <ul style="list-style-type: none"> ▪ stay with and completes activity. ▪ turn to adult for acknowledgement. | <ul style="list-style-type: none"> ▪ Provide emotional support for toddlers’ attempts at care and independence. (“<i>I am here if you want help.</i>”) ▪ Appreciate the child’s efforts through verbal recognition. (i.e. “<i>I see you are trying to hang your coat!</i>”) |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddler (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>SED25. The older toddler identifies themselves and familiar people.</p> | <ul style="list-style-type: none"> ▪ name themselves in pictures. ▪ point to teacher and say, “Jerilyn is my teacher.” ▪ identify his gender and gender of others | <ul style="list-style-type: none"> ▪ Have pictures of the toddlers and their families readily accessible to the group. ▪ Play name games and sing name songs. ▪ Read books showing genders doing traditional and non-traditional work. |
| <p>SED26. The older toddler develops a sense of community</p> | <ul style="list-style-type: none"> ▪ assist with tasks in the home or at school. ▪ ask questions about people in the neighborhood. | <ul style="list-style-type: none"> ▪ With support, assign toddlers jobs in the program (i.e. passing out cups, wiping tables, putting toys away where they belong.) ▪ Talk to toddlers about community helpers (i.e. fire, police, postal carrier) who provide services in the community. ▪ Take walks often in the neighborhood, identify familiar places, and provide information on what they see. |
| <p>SED27. The older toddler begins to recognize physical, ethnic, and cultural differences between themselves and others.</p> | <ul style="list-style-type: none"> ▪ point out people who look different from the familiar people in their lives (i.e. a child in a wheelchair; a person with a different color skin; a person speaking a language they have not heard). ▪ begin to talk about holidays and family celebrations. | <ul style="list-style-type: none"> ▪ Provide opportunities for children to interact with children of diverse cultures, ethnicities, and abilities. ▪ Stock the dramatic play area with materials from different cultures. ▪ Play multicultural music, read multicultural books. ▪ Demonstrate acceptance of each child through fair and consistent responses. ▪ Discuss differences as they come up. Talk about skin tone and differences in hair texture/style. ▪ Share information between educators and the families surrounding traditions. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddler (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>SED 28. The older toddler demonstrates awareness of behavior and its effects.</p> | <ul style="list-style-type: none"> ▪ experiment to see the effects of his actions on other people and on objects. ▪ seem to understand what gets adult's attention. ▪ recognize that inappropriate behavior results in more directive action from adults. | <ul style="list-style-type: none"> ▪ Provide activities and opportunities for children to experience cause and effect. ▪ Talk with toddlers, modeling new vocabulary and connecting the concept to other situations (i.e. "When you put too much sand in the bucket it spills just like when you put too much milk in the glass.") ▪ Read books with toddlers that demonstrate how characters' behaviors affect other characters. |



Section III: Toddlers (12 – 33 months)

Enhancing Social and Emotional Development: Suggested Supportive Learning Experiences

Organizing the Environment

Parents and Early Childhood Professionals can:

- Eliminate or minimize the amount of time a toddler watches television, or other passive media.
- Minimize the amount of times an adult says “no” to a toddler by creating a safe space for successful play and discovery.
- Maintain an environment which provides enough developmentally appropriate toys and materials for the number and ages of children in the group such as:
 - Simple dramatic play props including real items such as phone, dolls, hats, bag, utensils, keyboards, shoes, and clothing (that are easy for children to take off and put on)
 - Daily reading experiences with books that contain simple, repetitive and predictable language
 - Music experiences that also contain simple, repetitive and predictable tunes and language
 - Blocks of various sizes, as well as small manipulatives like Duplos, pop-beads, and simple puzzles
 - Simple art materials – crayons, markers, playdough and washable paint
 - Regular indoor and outdoor play opportunities with sand and water exploration
 - Sensory-rich environment, water, sensory table, playdough, cooking
- Create an environment, which enhances learning, minimizes inappropriate behavior, and reinforces a toddler’s need for self-competence through:
 - Appropriate spaces for specific activities. For example: an area that allows for easy cleanup for art, sand or water play, a quiet area for manipulative play, reading and literacy experiences. Active play such as gross motor should not be near the quiet area.
 - Open and usable space for toddlers to move freely about during play
 - Space both indoors and outdoors that provides for both active play such as climbing and quiet play (separately)
 - Spaces include both group play areas, as well as semi-private spaces where toddlers can safely play away from the large group.
 - Pictures and items from the child’s home/family. This maintains a connection to family and reinforces a sense of belonging.



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- Access their own materials for art and creative play by organizing recyclables, paper, and toddler-safe art media (waterproof, non-toxic tempera, washable markers, chunky crayons, playdough) that children can safely take out, use, and put back.



Section III: Toddlers (12 – 33 months)

Opportunities to Support Social Emotional Development:

- Arrivals and Departures:
 - Allowing time for hellos and good-bye
 - Special goodbye area
 - Family photos/objects
 - Books (*purchased and homemade - “Mommy Comes Back”*)

Responding to the Individual Differences of Children

Respond to the specific individual needs and temperament of children.

T. Barry Brazelton, in his book *Touchpoints Birth to Three* (2nd edition, 2006), describes temperament as intensity, threshold for utilizing versus shutting out stimuli, motor style, competence, and ways of self-soothing. He notes that temperament seems to emerge early and that parents/educators need to respect the child’s temperament instead of trying to change it. Follow the cues infants provide in the form of gestures, sounds and facial expressions, to meet their needs.

For example, some infants:

- will need and want more alone time. When appropriate, encourage them to have social interactions with peers and adults, but also respect and provide for their need to be solitary in small quiet spaces.
- will tire of interactions, activities, books or objects quickly. Brazelton suggests using “subtle techniques of containing, swaddling, and gently playing in quiet, less stimulating surroundings” for very young infants. He notes that this type of temperament will always need less stimulation.
- will not enjoy being held, touched, or cuddled as much as other infants do. Brazelton suggests taking it very slow with these babies. Hold them and allow them to relax before offering any other type of stimulation.
- will be easier to get onto a set schedule than others. Help (do not force) the child to create a comforting routine.

Respecting the Diversity of Families

- Educators must be very conscious of the different goals that families from varying cultures have for their children. Families may have varying goals for their child's social and emotional development. It is very important that parents understand the program’s philosophy and goals, and provide their input, so an informed partnership can be formed.
- Some parents are focused on their child becoming an independent and unique being from birth. They teach their children to eat independently at a very early age, encourage crawling and walking as soon as possible, and expose babies to flashcards hoping to give them an early edge. These children easily fit into the American early education system with its expectation of independence.



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- Other parents are more focused on their child’s standing in a group, not apart. They deemphasize individuality. They want their children to know it is okay to be dependent on adults. They feel by learning to be dependent, they will learn to help others. They believe in humbleness and value group achievement rather than individual pride.
- Educators will see evidence of both philosophies. Many parents will combine aspects of what they consider to be appropriate for their family’s culture. An awareness of the possibility of differing values in child-rearing will help educators maintain a partnership with the parents designed to foster the best outcomes for their children.
- These are some examples of the goals for emotional development you may see in these two philosophies.

| Independence or Individualist Philosophy | Interdependence or Collectivist Philosophy |
|---|---|
| Emphasizes self-help skills | Feed children, dress children |
| Concerned with self-esteem, being special | Focus on group esteem |
| Stress accomplishments | Value modesty and humility |
| Strive for “inner control” | Teach dependence on others |

- These are some examples of the goals for socialization you may see in these two philosophies.

| Independence or Individualist Philosophy | Interdependence or Collectivist Philosophy |
|---|--|
| Individuals stand out from group | Individuals fit into the group |
| Being special and unique is emphasized for its own sake | Uniqueness is only emphasized as it serves the group |
| Children are taught about ownership and taking care of personal possessions | Children are taught to share –“ours” is more important than “mine”. Private ownership is downplayed. |
| Statements like “me” and “mine” are emphasized | If praise is used, it is for helpful behavior |
| Children are praised of personal achievement | Humility is valued and only expressions of group pride are encouraged |
| Expressions of personal pride are encouraged | Helping others is a focus of developing skills |
| Helping one’s self is a focus of developing skills | |



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This information is taken from Janet Gonzalez –Mena’s book, *Diversity in early Care and Education, Honoring Differences*, 4th edition.

In our diverse world, educators must be vigilant in their awareness of differing views around child-rearing. They must be intentional in finding ways to promote continuity between the child’s home culture and the culture of the new society where they need to adapt. Helping children to maintain their own culture while teaching them skills to live in the wider world outside their home is a very important task for educators.



Section III: Toddlers (12 – 33 months)

3.3 Language and Communication Development in Toddlers: Introduction

Language and literacy are essential for individuals to function in all societies. The acquisition of language and literacy is a complex process that begins at birth. Young infants typically make sounds and “take turns” in conversations with adults. In the first few years of a child’s life, they learn the meaning and structure of words, how to use words to communicate, and how to make meaning of printed materials. Language acquisition helps a child to articulate and share ideas and feelings, and respond to others. Language plays a central role in children’s abilities to build relationships through various methods of communication.

The learning guidelines for language and communication development for toddlers are:

- Demonstrates understanding of spoken (or signed) language.
- Develops expressive language.
- Engages in social communication.
- Uses language to ask questions and tell stories.
- Demonstrates phonological awareness in language play.
- Develops grammar and syntax.
- Engages in pre-reading activities.
- Demonstrates interest and engagement in print literacy materials.
- Develops emergent writing skills.
- Develops vocabulary, syntax and socially-appropriate communication in both languages when considered a dual language learner.
- Learns control over their movements as they reach out, grasp and release objects.



Section III: Toddlers (12 – 33 months)

Language and Communication Guidelines

Learning Guideline: *The toddler demonstrates understanding of spoken (or signed) language (receptive language).*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>LC28. The younger toddler responds to action words by performing the action.</p> | <ul style="list-style-type: none"> ▪ attempt to skip or gallop when you sing “Skip to my Lou.” ▪ clap “hooray,” nod “yes,” shake his/her head “no,” or wave “bye-bye.” | <ul style="list-style-type: none"> ▪ Observe the child and comment on his/her body movements (e.g., “You are sitting down,” “You are stomping the floor.”). ▪ Use hand motions and other body movements when singing or telling stories. ▪ Talk to the toddler about what you are doing (e.g., While washing your hands sing, “This is the way I wash my hands before I serve your meal.”). |
| <p>LC29. The younger toddler understands educators’ simple requests and statements referring to the present situation.</p> | <ul style="list-style-type: none"> ▪ respond to simple, direct, conversational sentences, either verbally or by actions or gestures (e.g., point to body parts when asked, “Where is your nose?” or “Where is your belly button?”) ▪ put toys back on the shelf when prompted and guided by caring educators. ▪ progress in listening to and understanding the English language while maintaining home language, when the two are not the same. | <ul style="list-style-type: none"> ▪ Talk about people or objects that are meaningful to the toddler. ▪ Speak to the toddler on her/his level. Comment on what s/he is doing or seeing (e.g. “You have a big smile on your face. It looks like you like that book you are reading”). ▪ State simple requests in English and home language (e.g., “Come here please,” “Venacápor favor.”). |
| <p>LC30: The younger toddler listens to stories.</p> | <ul style="list-style-type: none"> ▪ respond to caregiver when asked if s/he wants to listen to a story by smiling, gesturing, nodding or saying “yes”. ▪ point to pictures in the book and may use simple words to identify objects such as “ball” or “cat”. | <ul style="list-style-type: none"> ▪ Read simple stories to children which include repetition, colors, with or without words. ▪ Ask children simple questions such as “What is this?” or “Where are they going?” ▪ Provide board books for children to handle and “read” themselves. ▪ Ask children to select a book for you to read together. |



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| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>LC31. The older toddler continues to understand many more words than they can speak.</p> | <ul style="list-style-type: none"> ▪ listen to books with educators for longer periods of time. ▪ listen to short stories and react to funny parts by smiling or laughing. ▪ when asked “Do you want to sing the song Open/Shut Them?” they start to open and close their hands. | <ul style="list-style-type: none"> ▪ Use some interesting, “adult” words when they are appropriate in conversation. Offer the toddler time to repeat a new word. ▪ Provide objects that toddlers can easily put into groups or “families” (e.g., blue things, wooden objects, and dinosaurs). Name the category as well as the individual objects. |
| <p>LC32. The older toddler understands more abstract and complex statements and requests that refer to positions in space, reference to time, ideas, feelings and the future.</p> | <ul style="list-style-type: none"> ▪ have a worried/nervous face when asked, “How do you feel about visiting the doctor tomorrow?” ▪ get a specific object when you ask for it (e.g., “Please pick up the car between the two shelves”). ▪ determine how words relate to each other (e.g., furry cat, slimy frog, doggie bark). | <ul style="list-style-type: none"> ▪ Expand on toddler’s language in reference to time (e.g. “Now, you are eating your snack; later on, we will play outside.”) ▪ Name and describe positions of items in relation to others (e.g., the blocks are under the table; the mobile is over the book shelf). ▪ Use fanciful language and playful approaches to add interest to ordinary routines (e.g., “Let’s walk like big, heavy elephants. Tromp. Stomp.” “Would you like to walk in a zig-zag, or in a straight line?”) |

Learning Guideline: *The toddler develops expressive language.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>LC33. The younger toddler begins to use recognizable words.</p> | <ul style="list-style-type: none"> ▪ point to an object and name it. ▪ use baby words, or say words in her own way. ▪ use one word or phrase to mean several different things. ▪ use a word as if it were a whole sentence. | <ul style="list-style-type: none"> ▪ Respond to anything that sounds like a word. ▪ Supply the name of an object that a toddler is looking at, playing with, or pointing to. ▪ Teach “baby sign,” especially if parents are using it at home as well. ▪ Pair words with gestures and actions. |



Section III: Toddlers (12 – 33 months)

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>LC 34. The younger toddler uses a growing number of words and puts them together in short phrases and simple questions.</p> | <ul style="list-style-type: none"> ▪ ask and answer simple questions about self and family using learned phrases and vocabulary. ▪ move from naming familiar objects to using words heard in stories and from other experiences. ▪ ask, “When Daddy home?” “Go home afternoon?” ▪ answer, “Mama buy food in market” when you ask, “Where is your Mommy?” ▪ learn that asking questions is one way to keep the attention of educators. ▪ develop an extensive vocabulary in an area of special interest, including some “grown-up “ words and perhaps even words that most adults don’t know. | <ul style="list-style-type: none"> ▪ Encourage imaginary play by providing lots of props and joining in play. Include props that reflect the toddler’s cultural background. ▪ Tell stories, sing songs and recite or create rhymes and poems. Make room in your telling, singing or reciting for the toddler’s participation. ▪ Provide a day-by-day description of the toddler’s activity and perception, just as sportscaster might comment on a player’s actions. ▪ Participate in “real life” experiences, such as going to the market to buy food. ▪ Expand upon toddler’s ideas, not only by phrasing them in complete sentences, but also by introducing new words and concepts and by asking questions that make children think. ▪ Provide toddlers with books and other opportunities to explore their interests in depth. ▪ Find ways to bring experiences from home into the child care setting so that children can share their expertise and families’ “funds of knowledge”. ▪ Use interesting words with toddlers in contexts that make their meaning clear. |
| <p>LC35. The younger toddler becomes frustrated trying to express him/herself.</p> | <ul style="list-style-type: none"> ▪ stumble on which words to use because they don’t come out as fast as they want. ▪ be uncertain on how to express what they mean. | <ul style="list-style-type: none"> ▪ Listen patiently and carefully. ▪ Offer words for what s/he may be trying to say (e.g., “Are you sad you can’t find your favorite toy?”) ▪ Recognize and respect the parents’ ability to understand their own child. Allow them to explain or interpret when needed. ▪ Promote use of nonverbal communication when language delay is present (e.g., use of movements, signs, sounds and facial expressions). |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>LC36. The older toddler communicates clearly enough to be understood by familiar and unfamiliar listeners.</p> | <ul style="list-style-type: none"> ▪ use two- five word sentences, “No more food for me” or “This toy, no share.” ▪ alternate between using their home language and English. ▪ use negatives (“no,” “not”) and questions to elicit more information (e.g., “why?” and “what?”). ▪ use words or phrases to express wants, seek attention, protest, comment or offer greetings. ▪ name objects or actions in picture books. ▪ add descriptive words (e.g., “Bad dog, “Pretty flowers,” “Big ball”). | <ul style="list-style-type: none"> ▪ Create ‘happenings’ inside and outside (e.g., go on field trips that are meaningful to the toddlers). ▪ Bring in pictures, novel objects, and bits of science and nature, and carry on with meaningful conversation with the toddlers if they express interest in such items. ▪ Respond positively to toddlers when they communicate in their home language. ▪ Encourage children whose home language is other than English to continue developing their home language. ▪ Provide materials that encourage face-to-face interactions (e.g., books, puppets, dolls, mirrors, etc.). ▪ Offer sign language cards or picture cues to allow English language learners and children with special needs to communicate wants and needs with others. ▪ Accept toddlers’ grammar and pronunciation. Focus on what they are trying to say, not how they say it. ▪ Ask toddler to repeat a word(s) or to show you what she means, if you can’t understand what s/he is saying. |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler engages in social communication.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>LC37. The younger toddler uses sounds and words in social situations.</p> | <ul style="list-style-type: none"> ▪ create word sounds and point to a specific toy to let the educator know that s/he wants to play with something. ▪ say “yes” and “no” to let adults know what s/he wants. ▪ talk into the play telephone. ▪ make word sounds back to his/her educator, so they can have a conversation. | <ul style="list-style-type: none"> ▪ Talk with toddlers individually and in small groups. ▪ Provide an enriched social environment that allows opportunities for toddlers to watch and interact with others. ▪ Ask parents to provide a list of social expressions in the toddler’s primary language (e.g., “Can I play with you?” “Can we share this toy?”) |
| <p>LC38. The younger toddler attends to and tries to take part in conversations.</p> | <ul style="list-style-type: none"> ▪ understand what others are talking about, and want to become involved. ▪ learn that asking questions is one way to keep the attention of educators. ▪ at the end of this age range, begin to use the language they hear most frequently and repeat these words and phrases during pretend play. Might alternate using home language and English. ▪ at the end of this age range, may experience frustration when attempting to communicate in his/her home language and not being understood by his educator and/or peers. | <ul style="list-style-type: none"> ▪ Acknowledge the toddler’s contributions to the conversation, and then build on them by adding more information or asking a related question. ▪ Pay close attention when toddlers talk to you. Resist the temptation to rush or interrupt them. It is not unusual for young toddlers to pause frequently when trying to think of how to say something. ▪ Engage in language turn-taking and respond to the toddler’s questions or statements with simple phrases or statements. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>LC39. The older toddler participates in conversations.</p> | <ul style="list-style-type: none"> ▪ enjoy asking “why” questions to keep a conversation alive. ▪ be able to converse with peers; these conversations become more focused. ▪ use experiences, toys, books or pretend play to engage others in conversation. ▪ recognize that a pause means it is their turn to talk. ▪ use questions to get the attention of educator. ▪ enjoy conversations at snack time or during play. ▪ talk to and for a puppet or doll. ▪ may begin to use self-talk when faced with a problem or during play. | <ul style="list-style-type: none"> ▪ Follow his/her lead; do not take over. ▪ Talk about the past and the future as well as the present. ▪ Support and encourage their thinking by offering questions, information and extensions of their ideas. ▪ Use alternate ways to communicate when needed (sign language, gestures, etc.). ▪ Build on children’s interests to introduce new words and ideas during play activities and daily routines. ▪ Provide opportunities for children to engage in conversation with another peer or within a small group. ▪ Encourage children to share their ideas for solving problems. |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler demonstrates phonological awareness.*

| Indicator | Young Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>LC40. The younger toddler uses vocalization and words for a variety of reasons.</p> | <ul style="list-style-type: none"> ▪ use jargon with inflected patterns in a conversational manner. ▪ imitate environmental sounds during play (e.g., “ring, ring,” “the rooster goes cock-a-doodle-doo.”) ▪ imitate sounds and words. ▪ attempt to repeat rhymes and repetitive speech sounds. | <ul style="list-style-type: none"> ▪ Read a variety of culturally diverse books, poems, and nursery rhymes with children. ▪ Play a variety of music, including multicultural and toddler’s songs and taped environmental sounds. ▪ Play games where toddlers try to guess which environmental sound they are hearing or whose voice is making a sound. ▪ Provide a listening center with stories and songs on tape in the toddlers’ home language. ▪ Teach toddlers a few basic words in sign language and use these with familiar songs and phrases. |

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>LC41. The older toddler develops an awareness of word sounds and rhythms of language.</p> | <ul style="list-style-type: none"> ▪ recite simple poems or nursery rhymes. ▪ fill in missing words in a rhyming pattern (such as “Willaby, Wallaby, Woo”). ▪ make up their own nonsense words to familiar songs or rhymes. | <ul style="list-style-type: none"> ▪ Play clapping games to help children be able to hear and identify separate sounds/syllables in words. Use musical instruments to play individual sounds with songs. ▪ Play games that focus on the beginning sounds of words, words that start with the same sounds, as well as words that rhyme. ▪ Model language for English Language Learners, occasionally emphasizing beginning and ending sounds. Restate toddler’s attempt in accurate format without correcting the child. |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler develops grammar and syntax.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>LC42. The younger toddler moves from single words to two- and three-word combinations to telegraphic speech.</p> | <ul style="list-style-type: none"> ▪ describe a self-made drawing. ▪ use plural forms for nouns sometimes. ▪ use simple questions in speech, but may not use correct grammar. | <ul style="list-style-type: none"> ▪ Speak in simple sentences using a combination of words and sign language during play and daily routines when communicating with toddlers. ▪ Use language in daily routines, talk with toddlers, associate words with actions (e.g., “First, we put your blanket on your cot/mat and then you lay down to rest.”) ▪ Talk with toddlers in full sentences, using a language/dialect in which you are fluent and comfortable. |

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>LC43. The older toddler moves from telegraphic speech to grammatical sentences.</p> | <ul style="list-style-type: none"> ▪ use rules of grammar in speech, use personal pronouns “I,” “you,” “me”; plurals; and position words such as “up,” “under,” “on,” and “behind.” ▪ make “mistakes” that indicate a basic understanding of grammatical rules –“I goed to the store.” ▪ begin to use complete sentences in conversation with adults. ▪ use words like <i>but</i>, <i>because</i>, <i>if</i> and <i>so</i> to connect ideas. | <ul style="list-style-type: none"> ▪ Recognize and validate conversation styles and dialects that may be different and rooted in the toddler’s culture or personal experience. ▪ Speak with toddlers in complete sentences using correct grammar in home language. ▪ Recognize that ELL may mix words from different languages in the same sentence; repeat what toddlers say using all words in the same language. ▪ Read books with longer and more complex sentences aloud. |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler engages in pre-reading activities.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| LC44. The younger toddler shows motivation to read. | <ul style="list-style-type: none">▪ pick out a favorite book and bring it to the educator.▪ insist on reading a book repeatedly.▪ have a favorite book.▪ interact with books by turning pages, pointing to pictures and details, imitating actions and sound effects – when encouraged by an adult.▪ pretend to read books.▪ ask educator to repeat favorite rhymes, finger plays or stories. | <ul style="list-style-type: none">▪ Make books with your toddlers based on their interests (e.g., dinosaur book, airplane book, family picture book).▪ Provide opportunities to indicate and name familiar pictures in a book.▪ Choose sturdy, colorful books that invite interaction: things to touch, actions and sounds to imitate, pictures to find and name, etc.▪ Read each book with excitement – a toddler will notice your excitement and transfer it to his/her own reading experiences. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>LC45. The older toddler increases knowledge about books and how they are typically read.</p> | <ul style="list-style-type: none"> ▪ show a memory for parts of familiar stories, rhymes and songs. ▪ use storybook language, forms and conventions (“Once there was..., The end”) when telling stories. ▪ tell stories with a beginning, middle and end. ▪ use phrases to describe events in books. ▪ talk about characters in books as if they were real people. ▪ act out part of a story with toys or props. ▪ interrupt the story to ask a question. ▪ seek out books that provide pictures and information related to an ongoing interest. ▪ hold a book right side up and turns pages from front to back. | <ul style="list-style-type: none"> ▪ Place interesting books and signs/posters in all interest areas. ▪ Read books with rich, descriptive pictures and vocabulary. ▪ Explore and extend children’s understanding of new words. ▪ Talk with children about the pictures as well as the story. ▪ Help children make connections between the stories and pictures in books and their own experiences. ▪ Read to children daily, individually and/or with others. ▪ Help children to care for and respect books. ▪ Include picture books of your toddlers’ primary languages. |

Learning Guideline: *The toddler demonstrates interest and engagement in print literacy materials.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>LC46. The younger toddler recognizes familiar environmental print.</p> | <ul style="list-style-type: none"> ▪ identify common places in their environment, such as stores or grandma’s street, etc. | <ul style="list-style-type: none"> ▪ Promote an environment filled with age-appropriate reading materials, including both fiction and non-fiction books, as well as magazines, charts, poems, food packaging, toys with words on them and other engaging print that reflects the culture of the toddlers. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>LC47. The older toddler demonstrates knowledge that a symbol can represent something else.</p> | <ul style="list-style-type: none"> ▪ recognize that a word can stand for an object, a name for a person, a picture for the real object. ▪ ask what a sign says. ▪ recognize own first name in print in a familiar context. ▪ enjoy ABC books. ▪ sing the alphabet song. ▪ tell you the name of a plastic letter s/he has playing with. ▪ recognize the first letter of his/her own name and associate it with another child whose name starts with same letter (e.g., “N’ is for Naomi and ‘N’ is also for Nat”). | <ul style="list-style-type: none"> ▪ Involve toddlers in regular story time experiences that include exposure to books, finger-plays, poems, songs, rhymes and other engaging print that reflect the cultures of the toddlers. ▪ Help English Language Learners acquire knowledge and appreciation for print awareness in the language with which they are most proficient, drawing on family and community members as resources. These skills will transfer as children become proficient in other languages. |

Learning Guideline: *The toddler develops emergent writing skills.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>LC48. The younger toddler makes purposeful marks on paper.</p> | <ul style="list-style-type: none"> ▪ begin to develop eye-hand coordination. ▪ manipulate materials with increasing precision (fitting blocks into shallow sorters, pushing buttons on a cell phone, turning pages of a book and picking up hard-to-grasp objects such as ice cubes and room-temperature cooked pasta). ▪ explore with writing materials. | <ul style="list-style-type: none"> ▪ Offer objects that give him/her a chance to practice using his/her fingers such as spoons, cups, and safe, but small toys. ▪ Provide paper, pencils, markers, rubber stamps with washable ink in several areas throughout the room (e.g., dramatic play area, block area, reading/literacy corner, and music area). Closely supervise for safe use of materials. |



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| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>LC49. The older toddler understands writing is a way of communicating.</p> | <ul style="list-style-type: none"> ▪ use scribbles and unconventional shapes to convey messages. ▪ ask you to write their name on a picture they made. ▪ make a picture or “letter” as a gift. ▪ be able to distinguish between writing words and drawing pictures. ▪ begin to purposefully use symbols and drawings to express their thoughts or represent experiences or objects in their environments. ▪ begin to distinguish letters of the alphabet from other types of symbols. | <ul style="list-style-type: none"> ▪ Create a writing center/writing area with writing tools such as stamps, paper, envelopes, tablets, transparency sheets, letters of the alphabet (English and other languages), over-sized paper, crayons of various sizes and shapes, and other writing materials. ▪ Create a post office to encourage writing to parents, caregivers, educators and other children. ▪ Provide centers where children can experiment with writing letters and words in shaving cream, salt, and playdough. ▪ Provide dictation opportunities (e.g., “Tell me what you liked about our outdoor time and I will write it down to share with your family”). ▪ Invite children and families to write class books about their families, home meals, pets and other aspects of their lives. ▪ Label common objects in the room in the toddler’s languages. Use different colors for each language. |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler develops multiple language acquisitions when considered a dual language learner.*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>LC50. The younger toddler demonstrates competency in home language while acquiring beginning proficiency in English</p> | <ul style="list-style-type: none"> ▪ use their home language with educators and peers to express wants and needs as well as to initiate interaction. ▪ babble English sounds or imitate single words or stock phrases. ▪ know some words in their home language, some words in English, and some in both languages. ▪ understand more words in both languages than they can say. | <ul style="list-style-type: none"> ▪ Respect for the vital roles of family and community in ELL students' education. ▪ Support for forming a bicultural identity that integrates the best of both cultures – not “either/or”. |

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>LC51. The older toddler demonstrates competency in home language while acquiring proficiency in English.</p> | <ul style="list-style-type: none"> ▪ stop talking altogether to observe and listen what others are saying in the program's primary language. This is called the “Silent Period”. ▪ use few content words as an entire utterance. ▪ identify and name objects in the room. | <ul style="list-style-type: none"> ▪ Ask the toddler, “What is this/that?” If the child does not answer, supply the noun yourself. If the child is able to answer, elaborate or extend his/her response, adding new vocabulary to expand current vocabulary (e.g., “bridge” “a wooden bridge”). ▪ Become aware of the differences between and commonalities among cultures. ▪ Appreciate diverse cultural backgrounds, languages and customs, including one's own. ▪ Respect for the vital roles of family and community in ELL students' education. ▪ Support for forming a bicultural identity that integrates the best of both cultures – not either/or. |



Section III: Toddlers (12 – 33 months)

Enhancing Language and Communication Development: Suggested Supportive Learning Experiences for Toddlers

Organizing the Environment

A print-rich environment, where toddlers see numbers on signs, in books and labels on shelves, will help them to recognize some numerals. Counting songs, rhymes, teacher-directed activities, and normal conversation will allow them to hear the different types of math words in context. Educators should plan for activities that will introduce the words and concepts to toddlers.

Educators can:

- Arrange the environment so there is an opportunity for a mix of active and quiet activities.
- Lower the level of stimulation to help toddlers focus – put out just a few toys at a time, keep noise level low, keep atmosphere calming.
- Remove barriers to communication – pacifiers, background music, TV, cell phones – except when used intentionally for brief periods.
- Provide opportunities for toddlers to do jobs: setting snack table, cleaning up.
- Increase dramatic play possibilities: encourage new vocabulary use by providing many different props and pretend environments (i.e., post office, store, and restaurant).
- Inject humor into the environment with silly books, pictures, props.
- Increase the variety of books.
- Provide many number games.
- Provide many memory and guessing games.
- Use the outdoor space to increase vocabulary, create new experiences for discussion, provide moments of awe.

Tips for Talking with Toddlers: Research has shown that it is the richness of the communication between toddlers and educators, parents and other children that provides the biggest benefits for future learning. Educators need to not just talk with toddlers, but expand their vocabulary at every opportunity, adding word and thoughts to each exchange.

- Respect the toddler's wariness of strangers and her need to be in control.
- Talk to the toddler on her level.
- Respond to the toddler's efforts to keep a conversation going.
- Respond empathically to the toddler's excitement with your exaggerated excitement.
- Provide a play-by-play description of the toddler's activities.
- Use language to help the toddler understand his world.
- Talk about an event that was special to the toddler – help him remember.
- Sing favorite songs frequently.



Section III: Toddlers (12 – 33 months)

- Respond to anything that sounds like a word.
- Provide many opportunities for toddlers to practice the words he knows.
- Accompany language with gestures that the toddler can copy – clap “hooray,” nod “yes,” wave “goodbye”
- Expand a toddler’s telegraphic speech into sentences; then add a bit more information.
- Use specific language, including some unusual, interesting words and words that are fun to repeat.
- Use fanciful language, humor and pretending.
- Think, plan and wonder aloud.
- TALK and LISTEN A LOT.

Responding to the Individual Differences of Children

Ensure that language activity is individualized around the language in which the toddler is most fluent by:

- Assigning toddlers primary caregivers who can speak their preferred language, when possible.
- Ensuring that educators who are not fluent in a child’s preferred language know some basic words, especially terms of endearment, comfort and praise, names of familiar objects and activities and words used to seek comfort and express basic needs.
- Sharing many books and songs written in the toddler’s native language.
- Ensuring caregivers are proficient in sign language for children with hearing impairments.
- Using sign or gestures along with spoken language as an alternate means of communication for all children in the environment.
- Using objects, pictures and actions to teach new words and concepts.
- Helping ALL children to make friends and participate fully in peer play so that they can learn language(s) from each other.

Dual Language Learners

Research has shown benefits for the child learning two languages in childhood, including boosts in both verbal and non-verbal IQ scores. Instead of being confusing, the toddler has the benefit of hearing rich, descriptive vocabulary in the language of his family as he learns the preferred language of his educational setting. It is very important for parents and families of dual language learners understand the value of the dual language acquisition.

Toddlers will go through the same developmental process in each language – starting with one word, adding 2 and 3 word phrases, and eventually speaking in full sentences. They will learn the grammar of each language.



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In order to build on children’s strengths as literacy learners, educators can provide experiences and opportunities for children to build on prior knowledge, which helps children explore and strengthen their sense of cultural identity, thereby building self-esteem.

- Actively support and value children’s home language by encouraging children to use it at home and across early learning settings.
- Build on children’s strengths as language and literacy learners by including the family and culture in daily activities as much as possible.
- Combine language activities with physical movement and music as much as possible: finger plays, songs and poems with hand motions, and games that involve movement and oral language.
- Provide culturally and linguistically diverse models of communication including: body language, voice, touch, gesture and facial expressions.

Respecting the Diversity of the Families

Cross-Cultural Communication

Janet Gonzalez-Mena talks about the importance of educators understanding and learning cross cultural communication skills. She stresses the importance of observation, even when your first language may be the same as the parent. She describes six areas of non-verbal communication where miscommunication can easily occur. (Gonzalez–Mena, 4th edition, 2005)

- **Personal space:** This is often defined as that invisible circle that surrounds us and determines how close we stand to sit when communicating with others. In general, the white Anglo- or European-Americans usually have about an arm’s length of personal space. Some cultures have smaller personal space and tend to stand closer when talking. How you react to this “closeness” (i.e., moving away) may be interpreted by the other person as disrespectful, while the closeness for you may be very uncomfortable. Observation and awareness will help.
- **Smiling:** Smiling or not smiling may mean different emotions in diverse cultures. Be aware of interpreting a smile only in the context of your own culture. Smiling in the face of a bad experience may be a cultural norm.
- **Eye contact:** In the American culture, lack of eye contact is often interpreted as indicating dishonesty and lack of respect. In the Asian culture, the opposite is often true – direct eye contact signals disrespect and rudeness. When communicating with parents, look for cues for what is acceptable behavior.
- **Touch:** Touch can be a sign of warmth and friendliness, an insult, a way of showing superiority, or misinterpreted as abuse, depending on the culture. In this case, and in any of the examples of cross-cultural communication differences, a respectful question such as, “I notice you seem to feel uncomfortable when I touch you on the arm. Can you tell me about that so I can understand your values?”



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- **Silence:** Silence has different meanings for different cultures. How soon you speak in response to a question, whether or not you respond to a question depending on the topic, and as a response to ambiguity, may be interpreted as rude, unfriendly or even a lack of intelligence in the American paradigm of speaking as soon as, if not before, the other person is finished. Your observations will tell you how long to wait for a response from a parent.
- **Time concepts:** Concepts of time involve not only whether or not “being on time” is a value, but additionally how time is used. Always being late may just be a personal habit, but it also may indicate a difference in priority. There are also many cultures that value indirect communication and will spend more time on social chitchat than they will actually spend delineating the reason for the communication. Frustrating as this may often be for the American value of direct communication, it is essential to respect the parent’s communication style.



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3.4 Cognitive Development in Toddlers: Introduction

Cognitive development is the process of learning to think and reason. Young children are learning not only knowledge, skills, and concepts, but also acquiring “learning to learn” skills. Jean Piaget (1896–1980), the Swiss psychologist, has had the greatest impact on the study of cognitive development in early childhood. Piaget's theory states that the child is born with an innate curiosity to interact with and understand his/her environment. It is through interaction with others and materials in the environment that the young child actively constructs his or her development, learns to use tools, makes things happen, and finds out about the physical properties of things.

The learning guidelines for cognitive development for toddlers are:

- Develops increasing memory of past events and knowledge.
- Demonstrates an awareness that predictable things happen as a result of actions.
- Experiments with a variety of problem solving strategies.
- Explores materials and discovers mathematical concepts.
- Develops early scientific skills through exploration and discovery.
- Discovers creative expression through music, drama, dance and art experiences.
- Begins to develop the foundations for social science.



Section III: Toddlers (12 – 33 months)

Cognitive Development Guidelines

Learning Guideline: *The toddler develops increasing memory of past events and knowledge.*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>CD42. The younger toddler recalls names of familiar people, animals and things; recalls parts of familiar songs, fingerplays and stories.</p> | <ul style="list-style-type: none"> ▪ say, “dog,” when the educator points to a dog in a picture book. ▪ sing some of the words to “Twinkle Twinkle Little Star,” or another favorite song. ▪ Announce or point to another child, “Your mommy is here,” when that child’s mother comes to pick her up. | <ul style="list-style-type: none"> ▪ Provide photos and picture books of commonly seen animals or things of interest to the younger toddler. Point to and name the animals and make animal sounds. Name animals and ask the younger toddler, “What does the cat say?” ▪ Encourage families to share information on people and things from their home that the younger toddler enjoys. Talk with the younger toddler about these topics, using words from home familiar to the child. ▪ Go on an “I Spy” walk with the younger toddler. Let the younger toddler point to and name things in the environment. |
| <p>CD43. The younger toddler follows routines and recalls the location of objects with assistance.</p> | <ul style="list-style-type: none"> ▪ Go get a blanket when the educator points and says, “The baby is cold. Can you get his blanket?” ▪ anticipate and participate in the routines leading up to nap time. ▪ return to get a treasured animal that he left earlier in the morning with reminding from educator. ▪ imitate an action or activity previously observed. ▪ act out a familiar routine in play, such as eating or sleeping. | <ul style="list-style-type: none"> ▪ Continue to provide predictable routines and daily schedule. Ask the younger toddler, “What comes next?” after putting on coats. ▪ Maintain an organized environment with toys and materials located in consistent places. ▪ Point out or prompt the younger toddler to help him locate items in the room. ▪ Supply props for simple pretend play activities. Help the child play out a familiar routine by pretending with him and talking about what you are doing. |



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| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>CD44. The older toddler recalls past information, such as repetitive parts to familiar songs, stories and fingerplays, and shares past events.</p> | <ul style="list-style-type: none"> ▪ tell Mom/Dad at pick up about painting a picture at the easel that morning. ▪ sing a favorite song while stringing beads. ▪ tell another child, “Gentle touches,” after hearing an educator repeat this to child. ▪ say, “Can’t catch me,” when educator pauses while reading <u>The Gingerbread Man</u>. | <ul style="list-style-type: none"> ▪ Make picture cards of favorite songs and fingerplays (i.e., drawing of the sun on a card representing the song “Mr. Sun”). Invite the older toddler to choose a card to sing a favorite song. ▪ Read predictable books such as, <u>I Went Walking</u> by Sue Williams or <u>It Looked Like Spilt Milk</u> by Charles G. Shaw. Pause to let the older toddler add the repetitive verse. ▪ Reread favorite books and sing favorite songs repeatedly to help the older toddler remember the words. ▪ Invite families to share favorite songs and books from home. Reread them or sing them with the older toddler. ▪ Share words to songs and fingerplays so families can repeat them at home. ▪ Reminisce with a toddler about a special event she enjoyed. As you retell the story, use questions and pauses to encourage her to fill in details. |



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CD45. The older toddler improves memory for details; looks for favorite objects.

- act out cooking pasta on the stove in housekeeping after seeing parents do this at home (i.e., fill pot with water, put pot on stove, say, “hot”).
- put puzzle back on correct shelf when it is time to clean up.
- look behind a shelf when a favorite toy that was put on top of the shelf cannot be located.
- find a hat belonging to a particular child and give it to him.
- Read books that invite the older toddler to search and find items, such as Each Peach Pear Plum by Janet and Allan Ahlberg, Where’s Spot? by Eric Hill or I Spy Little Book by Jean Marzollo.
- Take pictures of favorite items in the room. Show them to the older toddler, asking her to name them and find them in the room.
- Play “Hide Teddy” by hiding a teddy bear in predictable places around the room. Invite the older toddler to find the teddy bear.
- Play the Memory Game using 3 to 5 sets of matching pictures. Turn the pictures over and encourage the older toddler to remember where the matching pictures are located. Add more matching sets as the older toddler becomes better at recalling matching pictures.

Learning Guideline: *The toddler demonstrates an awareness that predictable things happen as a result of actions.*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>CD46. The younger toddler repeats actions watching for results.</p> | <ul style="list-style-type: none"> ▪ push the handle on the toilet repeatedly and watch the water flush away. ▪ turn light switch off and on repeatedly if it is reachable. ▪ put cars on the slide repeatedly and watch them roll to the bottom. ▪ drop balls in an inclined tube, watch them fall to the bottom, and then put them back at the top to repeat the action. | <ul style="list-style-type: none"> ▪ Provide many opportunities for the younger toddler to observe and practice cause and effect. ▪ Provide a simple incline by attaching a cardboard tube or piece of PVC tubing to a wall or staircase. Place a basket of small items for the child to drop down the tube. ▪ Fill plastic bottles with baby oil and colored water or liquid dish detergent and colored water. Encourage the younger toddler to shake the bottles to see what happens. ▪ Point out and describe cause and effect (i.e., “When you turn the faucet on, the water comes out”). |



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CD47. The younger toddler expects certain things to happen as a result of his actions.

- sit on riding toy and push with feet to make it move forward.
- push, turn and pull the knobs correctly on a busy box to make the animals pop up.
- push another child away from the swing when he wants it.
- Help the younger toddler understand the effects of actions on others (i.e., “Jasmine is sad because you pushed her.”).
- Continue to provide a variety of cause and effect toys (busy boxes, jack-in-the-box, spinning tops) for the younger toddler to explore.
- Add push and pull toys that the younger toddler can use to control the action of the toy.

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|--|---|
| <p>CD48. The older toddler demonstrates an awareness of the effects of certain actions.</p> | <ul style="list-style-type: none"> ▪ say, “She misses her mom,” when a child cries after her parent leaves. ▪ tell the educator, “Shhh,” when he puts his doll to bed. ▪ say, “Watch out,” when stacking blocks with another child. | <ul style="list-style-type: none"> ▪ Acknowledge the older toddler’s awareness of cause and effect (i.e., “Yes, Kayla is sad when her mother leaves”). ▪ Encourage continued experiments with cause and effect (i.e., “How many blocks can we stack before the tower falls over?”). |
| <p>CD49. The older toddler begins to investigate the reasons why something unexpected happens.</p> | <ul style="list-style-type: none"> ▪ examine a toy carefully, turning it over and hitting it to discover why it does not work when the button is pushed. ▪ look inside dress-up shoes, shaking them out, when she feels something inside. | <ul style="list-style-type: none"> ▪ Help the older toddler understand the reasons why a toy doesn’t respond in a typical way (i.e., “This toy may need new batteries to work. Let’s go get some and see if we can fix this toy.”). ▪ Invite the older toddler to make predictions about a favorite book, asking, “What will happen when the mouse squeezes into the mitten?” |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler experiments with a variety of problem-solving strategies.*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>CD50. The younger toddler persists with trial-and-error approaches to solve a problem.</p> | <ul style="list-style-type: none"> ▪ try to reach a ball under the bookshelf, and then get a toy broom to reach the ball. ▪ try repeatedly to open a container, then hand it to an educator saying, “Open.” ▪ try to walk up a ramp, but loses balance and falls; then crawls up ramp. | <ul style="list-style-type: none"> ▪ Observe the younger toddler working to find a solution. Wait until the younger toddler indicates a need for help before assisting. ▪ Provide just enough help so the younger toddler can finish a challenging problem independently (i.e., begin a zipper, and then let the younger toddler pull it up to the top). ▪ Talk aloud about how the problem is solved (i.e., “If I turn it this way, it opens.”). ▪ Provide a variety of toys that move and can be used in many different ways. ▪ Allow uninterrupted time for exploration and problem solving. |
| <p>CD51. The younger toddler begins to understand through trial and error that certain behaviors can cause results.</p> | <ul style="list-style-type: none"> ▪ push the toy car across the floor and watch it hit the wall. ▪ place simple shapes in a shape sorter and turn it over to get them out again. ▪ look for a button to push on a toy when a similar toy worked with a push button. | <ul style="list-style-type: none"> ▪ Comment positively when the younger toddler figures out a solution to a problem (i.e., “You did it!”). ▪ Describe aloud what the younger toddler did to solve the problem (i.e., “You shook it hard upside down and the piece came out.”). ▪ Provide a secure environment and support the younger toddler’s attempts to solve problems. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>CD52. The older toddler creates and carries out a plan for solving simple problems.</p> | <ul style="list-style-type: none"> ▪ ask another child for help in carrying a large stuffed dog that was too big to lift alone. ▪ use a block to stand on to reach a toy on an upper shelf. ▪ put a simple shape puzzle together without difficulty. | <ul style="list-style-type: none"> ▪ Observe the older toddler and provide puzzles, toys and activities that provide a challenge, but can be successfully accomplished. ▪ Encourage creativity in using materials rather than imposing limits on how materials can be used. ▪ Talk about ways that you solved a problem. ▪ Create activities that the older toddler can solve with a partner. |
| <p>CD53. The older toddler can choose a solution to a problem from more than one possibility.</p> | <ul style="list-style-type: none"> ▪ ask “Why?” questions. ▪ place rings on a stacking toy in the correct sequence. | <ul style="list-style-type: none"> ▪ Talk to the older toddler about possible ways to solve a problem and seek her participation in a solution (i.e., “We can’t go outside today because of the rain. What kinds of things can we do instead? Dance to music inside? Talk a walk inside?”). ▪ Ask “What if…” questions to encourage the older toddler to think of other solutions. ▪ Ask open-ended questions that encourage the older toddler to predict what may happen or to think of other solutions (i.e., “What will happen if we squirt some bubble mix in the water table?”). |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler explores with materials and discovers mathematical concepts.*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>CD54. The younger toddler shows interest in matching and sorting according to color, shape and size.</p> | <ul style="list-style-type: none"> ▪ put shapes in a shape sorter. ▪ bring another red block when told, “Find a red block that looks like this.” ▪ put away cars with other cars when given a container and asked to put cars in it. ▪ place large pegs in a pegboard. ▪ use a smaller container to fill a larger container with sand. | <ul style="list-style-type: none"> ▪ Provide shape sorters, blocks, large pegs and pegboards and small colorful items of different matching shapes and sizes that the younger toddler can manipulate. ▪ Encourage the younger toddler to sort and match by pointing out the similarities and differences in items (i.e., “This car is yellow. Let’s find another car that is yellow.”) ▪ Provide simple shape puzzles with inserts that match the puzzle piece. ▪ Use words that refer to size (i.e., “This block is bigger than that block.”) ▪ Put containers of various sizes in the sand and water tables. |
| <p>CD55. The younger toddler shows an awareness of quantity.</p> | <ul style="list-style-type: none"> ▪ complain when another child has two dolls and he has one. ▪ select the preferred item when offered a choice of two (i.e., choose markers when offered markers or crayons). ▪ give one object when asked (i.e., “Give one truck to Lily”). ▪ count one to ten. | <ul style="list-style-type: none"> ▪ Point to items when counting them aloud. ▪ Sing songs and recite nursery rhymes and fingerplays that include numbers, such as, “Baa Baa Black Sheep,” and “I Have Ten Fingers.” ▪ Read colorful board books with numbers, such as, <i>Toddler Two Dos Anos</i> by Anastasia Suen and <i>Ten, Nine, Eight</i> by Molly Bang. ▪ Use words that refer to quantity (i.e., “You have <i>one</i> shoe on,” or “Would you like <i>more</i>?” or “Look how <i>many</i> birds there are outside.”). |



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CD56. The younger toddler demonstrates an awareness of simple patterns.

- beat a drum, imitating the simple pattern the educator used.
- say the last words to a familiar predictable story (i.e. "...Looking at me!") when the educator reads Brown Bear, Brown Bear, What Do You See?
- Observe and comment on patterns in the young toddler's environment (i.e., "These beads make a pattern – big bead, little bead, big bead, little bead.").
- Make a pattern using small blocks or pegs. Invite the younger toddler to make a pattern that looks the same.
- Read predictable stories with repetitive phrases such as Goodnight Moon by Margaret Wise Brown and Goodnight Gorilla by Peggy Rathmann.
- Recite fingerplays, songs and nursery rhymes with repeating patterns, such as "Where is Thumbkin?" and "Two Little Blackbirds".

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|---|--|
| <p>CD57. The older toddler matches and sorts according to color, shape or size.</p> | <ul style="list-style-type: none"> ▪ line up toys, grouping the large items and the small items separately. ▪ sort objects by shape, separating the circles from the triangles. ▪ hand the educator the larger of two balls when asked for the big ball. ▪ stack some of the nesting cups in order of size. | <ul style="list-style-type: none"> ▪ Provide a variety of collections (plastic animals, blocks, cars, balls, jar lids, nature items, etc.) for the older toddler to organize, sort and count. ▪ Provide a variety of shapes for the older toddler to manipulate; fitting shapes into the correct locations (i.e., blocks, puzzles, shape sorters). ▪ Name the shapes aloud for the older toddler. ▪ Collect matching mittens or colorful socks. Invite the older toddler to match the items. |



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CD58. The older toddler shows an understanding of number concepts one, two, more and less.

- say, “Two,” and show two fingers when asked age.
- object when another child takes one of the toys she is playing with.
- take two crackers from the plate when the educator say, “You may have two crackers.”
- ask for another piece of apple when she sees her friend has one more than she does.
- Use everyday activities as an opportunity to count (i.e., “Let’s count how many people are here today.”).
- Ask families for number words in the older toddler’s home language. Count aloud in the older toddler’s home language.
- Post numerals and the matching number of figures in learning centers. Point out the sign, saying, “The sign says ‘Two children.’ I see one, two children in blocks.”
- Point out one-to-one correspondence (i.e., “Here’s one cup for you and one cup for me”).
- Continue to read number books, such as Miss Spider’s Tea Party: The Counting Book by David Kirk or Feast for 10 by Cathryn Falwell. Invite the older toddler to point out the numerals in the books.

CD59. The older toddler recognizes and creates simple patterns.

- string beads in alternating colors to copy the educator’s beads.
- point out patterns in the environment (i.e., After Emma’s mother picks her up, says, “It’s time to eat.”).
- walk on all of the black squares on a black and white tiled floor.
- clap hands and knees to imitate the educator’s pattern.
- Provide toys that the older toddler can use to create patterns, such as large stringing beads, pegs and pegboards, and colored wooden blocks.
- Model patterns with the older toddler. Point out and name the patterns they make (i.e., “You made a pattern. Red block, blue block, red block…”).
- Create simple dance steps that have a pattern, for example, jump two steps and stop, jump two steps and stop, etc.
- Beat a drum in a pattern and encourage the older toddler to move to the beat.



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler develops early scientific skills through exploration and discovery.*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>CD60. The younger toddler experiments with various wet and dry materials to discover their properties.</p> | <ul style="list-style-type: none"> ▪ pour water into a sieve and watch it flow out. ▪ pack sand into a pail. ▪ push boats to the bottom of the water table and watch them bob up repeatedly. ▪ stir milk into the flour while making muffins for snack. | <ul style="list-style-type: none"> ▪ Provide daily opportunities to use sand and water. ▪ Add cups, shovels, sieves, containers of various sizes, watering cans, slotted spoons, toy boats, etc., to sand and water play. ▪ Add water to sand or dirt. Let the younger toddler experiment with the results. ▪ Bring a container of freshly fallen snow inside and put it in the sensory table. Invite the younger toddler to play with the snow. ▪ Talk about changes that happen to the materials (i.e. “The snow is melting.” “The water makes the sand wet.”) ▪ Select simple cooking recipes to make with the younger toddler; encourage the younger toddler to pour ingredients and mix them together. |



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CD61. The younger toddler discovers living things found in nature.

- point out excitedly the birds that are outside the window.
- find bugs or spiders inside and run to tell the educator.
- collect leaves sticks and other nature items outside while on a walk.
- Set up bird feeders on the windows or in a tree visible to the younger toddler inside.
- Talk about and name the animals or insects that are seen outside during a walk.
- Share picture books of birds, squirrels, bugs, spiders or other insects and animals, such as *The Very Busy Spider* or the *Very Quiet Cricket* by Eric Carle.
- Provide bug catchers by punching holes in the top of a large plastic container.
- Observe bugs, spiders and other animals for a few days before letting them go again.
- Provide small paper bags for the younger toddler to use for collecting nature items outside. Talk about and name what was collected.

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>CD62. The older toddler asks questions and develops inquiry skills.</p> | <ul style="list-style-type: none"> ▪ ask, “Where’s the snow?” after the snow brought inside melts. ▪ point to an item not seen before and ask, “What’s that?” ▪ squat on the ground for five minutes watching ants near an ant hill. ▪ hear a fire engine go by and ask, “Fireman?” | <ul style="list-style-type: none"> ▪ Spend time outside looking for insects and spiders. Encourage questions and discussions (i.e. “Look at the ants. Where are they going?”) ▪ Take pictures showing the exploration activities of the older toddler. Create a documentation panel (pictures posted with descriptions of the activity and quotes by the older toddler). Share with the older toddler and families. ▪ Seek out interesting items for the older toddler that he may not have had experience with previously. ▪ Pay attention to the older toddler’s questions. Take time to listen to the whole question; respond with interest and a willingness to explore further with the older toddler. |



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CD63. The older toddler uses simple tools to continue exploration.

- look through a magnifying glass to see bugs.
- pour water through a water wheel and watch where it goes.
- use a magnetic wand to pick up metal juice can lids, and then touch it to the plastic animals.
- Provide a variety of simple tools for the older toddler, such as sturdy magnifying glasses, a variety of sand and water toys (i.e., funnels, sieves and water wheels), magnetic wands, and plastic tools to use with playdough, short-handled play brooms and small dust pans and brushes for housekeeping.

CD64. The older toddler observes and identifies living things and begins to identify their basic needs.

- visit the ducks at the local park and say, “They’re swimming in the water!”
- feed the fish with educator’s help.
- smell the flowers growing along a fence.
- identify some names for common flowers, birds and bugs.
- Plant beans or herbs inside or outside with the older toddler. Together water and care for the plants.
- Plan walking field trips to area parks, pet stores and flower shops. Talk about what is needed to feed and care for the living things.
- Find and visit a favorite tree on the playground or at the local park. Photograph the children with the tree through the seasons. Look at the photos and talk about how the tree changed.
- Dig up worms and put them in a container of potting soil for gentle exploration. Invite the older toddler to watch the worms through a magnifying glass; show how to gently hold a worm; talk about where the worms live. Return them to the garden with the older toddler.



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler discovers creative expression through music, drama, dance and art experiences.*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>CD65. The younger toddler responds to and participates in music, rhythm and songs.</p> | <ul style="list-style-type: none"> ▪ sway, clap, stomp feet and vocalize to music. ▪ explore and use musical instruments, especially those that can be hit or shaken to make sounds. ▪ observe and imitate hand movements to music and finger plays. ▪ join in singing parts of favorite songs. | <ul style="list-style-type: none"> ▪ Invite parents to share music from their home cultures. Play a variety of music, from soft, soothing music to music with a lively beat that encourages the younger toddler to dance. ▪ Clap and dance to music with the younger toddler. ▪ Provide items that the younger toddler can experiment with to make music (i.e., pie pans, wooden spoons, chimes, metal and plastic containers with solid items inside). ▪ Sing simple songs and fingerplays that include hand motions (i.e., “Open, Shut Them,” “If You’re Happy and You Know It”). ▪ Play and sing the younger toddler’s favorite songs repeatedly while introducing new simple songs. ▪ Sing songs as part of the daily routine (i.e., sing the “Clean Up” song or make up a tune for going outside). ▪ Invite parents who play a musical instrument to visit and share their talent. ▪ Encourage parents to share songs from their childhood. If they can’t visit, ask them to record the songs. |



Section III: Toddlers (12 – 33 months)

CD66. The younger toddler explores with sensory art materials and uses them to create visual effects.

- smear with finger paint, enjoy spreading glue and paint strokes with a paint brush.
- scribble on paper with crayons and markers held in a fist grasp.
- enjoy the process of creation but show little interest in the result.
- attempt to draw self or other favorite things. Results may be unrecognizable to others.
- name a favorite color to use for painting or drawing.
- enjoy squishing and flattening soft play dough and decorating it with small objects.
- Encourage daily exploration and creativity using a variety of materials (i.e., glue, sticky contact paper, paint, recycled materials, gift wrapping paper, crayons, markers, textured fabrics, cotton balls, tape and string).
- Tape large pieces of paper to a flat surface for explorations with paint, markers and crayons.
- Point out the variety of colors, shapes, and textures in books and in the environment (i.e. “You are wearing your soft yellow sweatshirt today.”)
- Name skills the younger toddler is doing, including color words (i.e., “You are painting with green paint today.” “The blue scarf twirls around when you are dancing.”)

CD67. The younger toddler begins to use pretend and dramatic play to act out familiar scenes.

- use hats, bags and clothes for dress up.
- use a toy cup to pretend to drink or talk on a play phone.
- respond playfully to self in mirror.
- imitate educator behavior such as wiping a table or feeding a baby.
- Provide a variety of hats, bags, purses, shoes and clothing for dress up. Add a low, unbreakable mirror near dress-up clothing.
- Cut textured fabrics to the younger toddler’s size. Fold the fabric in half and cut a hole for the younger toddler’s head. This sensory “dress up” can provide independent dressing and promote make-believe play.
- Provide items that represent real objects in the child’s life; include families by inviting them to share items from home (i.e., empty food containers from home, fabric or clothing items that reflect the home culture).
- Join in with the younger toddler’s pretend play (i.e., sit and have “lunch” together; ask, “What do we need to buy at the store?”)



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>CD68. The older toddler responds to and participates in music and dance with increasing skill in rhythm and movement.</p> | <ul style="list-style-type: none"> ▪ move and dance to music, displaying more balance; jump up and down to active music while clapping hands; sway back and forth from one foot to the other when listening to music. ▪ ask for favorite songs and dances by name. ▪ attempt to shake musical instruments to the beat of the music. ▪ join in singing all or part of favorite songs and nursery rhymes. ▪ enjoy hopping like a bunny as part of creative movement. | <ul style="list-style-type: none"> ▪ Provide daily opportunities for music, movement and dance both indoors and outdoors. ▪ Talk with the older toddler about variations in music, such as loud, soft, fast or slow. ▪ Share music and instruments from various cultures. Point out the sounds of different instruments. ▪ Encourage the older toddler to create musical instruments with recycled items. ▪ Sing songs and recite nursery rhymes with repetitive refrains and rhythms that the older toddler can easily learn, such as “Five Little Ducks” or “Wheels on the Bus.” ▪ Share words to favorite songs with families so the older toddler can sing them at home. ▪ Play simple games with music, such as “Ring Around the Rosie.” |



Section III: Toddlers (12 – 33 months)

CD69. The older toddler creatively explores and experiments using a variety of sensory materials and art mediums.

- enjoy experimenting with glue and paint, using a brush and broad strokes on large paper.
- tear paper in small pieces.
- experiment using scissors to fringe cut the sides of paper.
- draw marks on paper and say, “Look! A dog!”
- squeeze glue or paint from a container and watch the puddle it makes.
- Encourage the older toddler to explore with art materials in creative ways.
- Reinforce the process of creating and recognize that the process is more important than the product.
- Provide different items to use with paint such as bubble wrap, pastry brushes, and golf balls in a shoe box, toy cars, leaves, sponges, plastic berry baskets or small pine branches.
- Paint on different surfaces, such as large and small boxes, corrugated paper, wax paper and sandpaper.
- Add texture to paint using sand, coffee grounds or cornstarch.
- Provide time daily for the older toddler to explore and experiment with sensory and art materials.
- Take pictures of the older toddler doing creative activities. Display these pictures and encourage recall and discussion of the activities (“Remember when we tore up paper and threw it in the air like snow?”)
- Display art work reflective of different cultures and styles, such as Chinese, Native American, Modern and Impressionist.



Section III: Toddlers (12 – 33 months)

CD70. The older toddler expands on pretend play and recreates familiar settings through the imaginative use of props and clothing.

- use blocks or animals after a visit to a farm or zoo.
- listen to a doll's "heartbeat" after a visit to the pediatrician.
- chat in an animated way on the play phone.
- join in others' pretend play games; call out instructions to engage other children in joining.
- talk to or for toys during play.
- Observe the older toddler's interests and provide related props for pretend play.
- Encourage families to share special events in the older toddler's life, such as a birthday party or a visit to grandparents.
- Provide props that encourage the older toddler to recreate a familiar event (i.e. colorful paper party goods or tote baskets and plastic fruit.)
- Provide basic block shapes and accessories familiar to the older toddler, such as cars, trucks, animals and play people and dolls reflecting the cultures in the greater community.
- Follow the older toddler's lead in pretend play; join in, changing your voice to match the character played.

Learning Guideline: *The toddler begins to develop the foundations for social science.*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| CD 71. The younger toddler follows daily routines and anticipates upcoming routine activities. | <ul style="list-style-type: none"> ▪ sit at the table when the educator begins to get lunch ready. ▪ run to the door when told, "Let's get ready to go outside." | <ul style="list-style-type: none"> ▪ Follow a consistent, predictable routine. ▪ Talk with the younger toddler about what event is coming next (i.e. "After we have snack, we will go outside.") |
| CD72. The younger toddler recalls recent events. | <ul style="list-style-type: none"> ▪ say, "Nana house," after a visit a day or two before to a grandparent. ▪ ask to repeat an activity done the day before (i.e., "Bubbles again!") | <ul style="list-style-type: none"> ▪ Share events of the day with families so they can talk with their younger toddler about recent activities. ▪ Talk with families about special events or activities they did at home so you can talk about them with the younger toddler (i.e. "Daddy said that you went to the playground yesterday. What did you like at the playground?") |



Section III: Toddlers (12 – 33 months)

| | | |
|---|--|--|
| <p>CD.73. The younger toddler is able to name self, body parts and significant people.</p> | <ul style="list-style-type: none"> ▪ point to self, family members and significant people in photos when asked. ▪ name favorite friends. ▪ greet the educator by name. ▪ point to mouth when asked, “Where’s your mouth?” Point to eye and say, “Eye”. | <ul style="list-style-type: none"> ▪ Encourage families to share photos of family members, including extended family, grandparents and significant friends. ▪ Call the younger toddler by name frequently; play “Where is …” games. ▪ Point to and name body parts on you; use a mirror to point to and name body parts on the younger toddler. |
| <p>CD 74. The younger toddler begins to recognize individual preferences and differences.</p> | <ul style="list-style-type: none"> ▪ notice when another child is playing with a favorite toy and take it away, saying, “Mine!” ▪ select a favorite book to look at again and again. ▪ run to the educator if a stranger enters the room. | <ul style="list-style-type: none"> ▪ Acknowledge differences (“Yes, this is someone new. Mr. Franklin is visiting us today,” or “This pasta is a different shape than the pasta you like.”) ▪ Talk about changes in routine before they occur (i.e., “Today we are going outside early because Maura is coming to sing with us.”) |

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|---|--|---|
| <p>CD75. The older toddler begins to explore and become aware of the immediate community.</p> | <ul style="list-style-type: none"> ▪ say, “Going to the grocery store,” while playing with cars. ▪ name the stores or people seen on repeated community walks (i.e. “I see the fire station.”) ▪ make pizza in the dramatic play area. ▪ make siren sounds while pushing a police car. ▪ pretend to be Mom or Dad while caring for a baby doll. | <ul style="list-style-type: none"> ▪ Take community walks naming people or locations visited (i.e., “Let’s go see the firefighters at the fire station today.”) ▪ Invite community members or family in for brief visits to talk about their jobs (i.e., a visit from the mail carrier or plumber; a visit from a mother who is a police officer). ▪ Post pictures or make a photo book of buildings, stores or parks in the local community or familiar to the older toddler. Name and talk about the photos with the older toddler. ▪ Read stories reflective of the local community, and the older toddler’s family members and culture. |



Section III: Toddlers (12 – 33 months)

| | | |
|--|---|--|
| <p>CD76. The older toddler begins to understand rules and routines.</p> | <ul style="list-style-type: none"> ▪ remind others of the rules, saying, “Gentle touches,” when one child is rough with another. ▪ go to hang up coat when coming in from outside. ▪ get down from standing on a chair when reminded that she might fall and get hurt. | <ul style="list-style-type: none"> ▪ Create simple rules for the older toddler (i.e., “Hands are for helping,” “Gentle touches.”) ▪ Keep rules and routines consistent. Communicate changes in advance. ▪ Remind the older toddler why the rule is in place (i.e., “Use gentle touches so you don’t hurt Sam.”) ▪ Reinforce following the rules and routines (i.e., “You found the place to put the cars.”) |
| <p>CD77. The older toddler engages in activities that build a basic understanding of words for location and direction.</p> | <ul style="list-style-type: none"> ▪ pat a chair and tell the educator, “Sit next to me.” ▪ remove hands from the table when the educator says, “Hands off the table. I need to wash it.” ▪ look under the table for a toy when the educator says, “The ball rolled under the table.” | <ul style="list-style-type: none"> ▪ Use terms and gestures to reinforce directional terms, such as pointing up, while saying, “The ball went <i>up</i> in the air.” ▪ Play Follow the Leader games doing the actions while saying the directions (i.e. “Put your hands <i>on</i> your head.” “Sit <i>down</i> on the floor.”) ▪ Create an obstacle course and coach the older toddler through the activities (“Crawl <i>over</i> the pillows.” “Go <i>under</i> the table.”) |
| <p>CD78. The older toddler notices similarities and differences in others.</p> | <ul style="list-style-type: none"> ▪ comment when another child is wearing a shirt like his (“Look! That’s like mine!”). ▪ notice when a visitor has a hearing aid, asking, “What’s that?” ▪ touch another child’s curly blonde hair with curiosity when her hair is black and straight. | <ul style="list-style-type: none"> ▪ Read books, such as <u>More, More, More, Said the Baby</u> by Vera B. Williams and <u>A Mother for Choc</u> by Keiko Kasza that show diversity in age, race, abilities, gender roles, family structures and culture. ▪ Model interactions that show respect for differences. ▪ Talk with families about similarities and differences in child rearing practices that may occur within the home and out-of-home environments. Work together with families to maintain as much consistency as possible for the older toddler, while showing respect for individual family practices. |



Section III: Toddlers (12 – 33 months)

Enhancing Cognitive Development: Suggested Supportive Learning Experiences for Toddlers

Enhancing the Supportive Learning Experiences for Toddlers:

Organizing the Environment

Educators can.....

- Provide a wide range of materials for toddlers that promote cognitive exploration and discovery, such as:
 - Props for dancing, such as scarves or streamers.
 - A wide variety of sensory and art materials, such as paints, brushes, chalk, paper, collage materials, glue, safety scissors, play dough, goop (cornstarch and water), sand, mud and wood.
 - Food, play props, pictures, posters, and clothing reflective of the culture in the greater community and relevant to the older toddler's family (i.e. farm animals, boats, city buildings, gardens, sea shells, etc.).
 - Toddler sized water resistant smocks to prevent clothing from getting wet or soiled when toddlers explore with messy materials.
 - Toys that facilitate the learning of cause and effect (i.e. blocks to stack and knock down, simple toys with a switch or button to turn off and on, toys that move by pushing on top, and pop up toys).
 - Dramatic play props such as play stove and sink at toddler height, phones, dolls, dishes, pots and pans, wooden spoons, dress up clothing, including shoes, hats, and bags. Include many real items found in toddlers' home environments.
 - Toys and household items that pose problems for toddlers to solve, such as empty plastic spice bottles with matching lids, nesting bowls, pans, and measuring cups, shape sorters, busy boxes, large wooden stinging beads and aquarium tubing, and simple knobbed one piece puzzles.
 - Items for matching, sorting and classifying, such as, simple matching pictures, plastic interlocking blocks, pegs, and pop beads in various colors and shapes.
 - Containers, potting soil, seeds and herbs for planting outdoors or inside.
 - Magnifying glasses, pails, and bug catchers for collecting items outdoors.
 - Wind chimes for outdoors.
 - Collections of nature items to explore: sea shells, smooth stones, leaves, pine cones, etc.
 - A classroom outdoors when the weather is warm: sand and water table, paint brushes and small pails of water, chalk to use on the pavement, and musical instruments for a marching band.



Section III: Toddlers (12 – 33 months)

- Provide an environment that supports cognitive exploration and discovery:
 - Encourage the toddler to enjoy the process of creating with various materials. Don't focus on a final product.
 - Provide music, art and dance outside as well as inside. Children can dance in a larger outdoor space or paint on large paper attached to the fence.
 - Observe toddlers to determine their interests. Toddlers will choose activities that help them to explore a particular concept that interests them. Follow their lead and create activities that promote further learning. For example, a toddler who turns the water faucet off and on, may be interested in learning more about cause and effect or may be exploring the properties of water. Provide activities similar to that to continue their exploration and learning opportunities.
 - Provide opportunities for toddlers to repeat activities that interest them. Through repetition, toddlers are better able to recall and learn information.
 - Allow toddlers to access their own materials for art and exploration by organizing choices on low, accessible shelves. Use containers labeled with pictures and words to make clean up easier.
 - Eliminate or minimize watching television, movies, or other passive media.
 - Set up activity areas for toddlers that group similar play items, such as a dramatic play area with housekeeping props and dress up, an area with low shelving for manipulatives, a quiet, cozy area for books, a space enclosed on three sides for blocks and accessories, a space for sand and water on washable flooring, and an easel and table for art creations.
 - Boundaries for areas can include furniture, low shelves, clear plastic panels, and risers that separate the play areas without blocking vision into the area.
 - Keep sufficient choices available to toddlers on low shelves in bins with pictures indicating the contents. Rotate items regularly or as toddlers seem to lose interest in them.
- Protect toddlers' safety by...
 - Continuing the safety procedures practiced for infants.
 - Creating a toddler proof environment that minimizes "No". Place caps on outlets, remove items that can be swallowed or easily broken, and add protective padding to areas where an active toddler might bump and injure himself.
 - Making sure that items given to toddlers cannot fit into a choke tube.
 - Creating and reinforcing consistent rules that protect toddlers.

Responding to the Individual Difference of Children

Educators can.....



Section III: Toddlers (12 – 33 months)

- Identify and respond to the individual temperaments of children
 - Temperamental traits are a toddler’s natural way to respond. These traits begin to appear in the first few months of life and remain fairly constant throughout life. Temperaments are not something that educators are likely to change, but rather need to identify through their observations of each child and to make necessary accommodations to better meet that child’s needs and continue their development.
 - Toddlers who appear fearful or cautious will prefer observing activities and peer interactions from a safe distance. They are often drawn toward a special educator who helps them establish a secure base with hugs when needed or a lap to sit on. From this safe base, cautious toddlers can be slowly brought into activities with their educator by their side. As cautious toddlers become more comfortable, the educator can step back, but remain available and observant.
 - Toddlers with intense and active temperaments can be easily distracted, can be very sensitive to stimuli, and can be very vocal when things displease them. To better support this intense temperament, educators should plan for many opportunities for active play that involves the child in moving and learning. Observe and discover the individual child’s sensitivities and make necessary changes. For example, while sensory play is an important part of cognitive development, the intense child may not want to touch certain materials. Finding alternatives, such as using plastic blocks instead of textured blocks or touching art media with a brush instead of fingers will help this child.
 - Toddlers who are flexible are usually in a positive mood and willing to take part in all activities. They don’t often seek out educator attention, but instead make good activity choices and become involved independently with few problems. Because these children will not seek out help, it is important to check in with them regularly, set aside some time to play, become involved briefly in their activities and observe for subtle signs of needing assistance.
- Work with the family to create culturally responsive practices between home and the early learning setting
 - Differences naturally occur between families and educators as issues around child rearing are approached. Differences typically occur around the timing and practices of toilet training, the discontinuance of nursing or bottle feeding, carrying toddlers, allowing toddlers to get messy, sleep practices, and independence. Many of these practices are rooting in cultural beliefs and values. A behavior that may be right in one cultural context may signal a problem in another. For example, a two year old who is accustomed to being feed by a family member may be showing his family’s approach to interdependence or mutual dependence, while the educator may view this as creating dependence.



Section III: Toddlers (12 – 33 months)

- To create culturally responsive relationships, the educator needs to observe families interacting with their toddler and engage families in respectful, non-judgmental discussions about the childrearing beliefs of the family. The educator needs to value the family as the primary source of information about their toddler.
- In her article, “Taking a Culturally Sensitive Approach in Infant-Toddler Programs,” (Young Children, January 1992), Janet Gonzalez-Mena describes four possible outcomes of parent-caregiver cultural conflict:
 1. Resolution through understanding and negotiation in which both families and educator see the others perspective and come to a mutually agreeable compromise.
 2. Resolution through educator education in which the families share their perspective and the educator changes.
 3. Resolution through family education in which the educator shares her perspective and the family changes.
 4. Neither side sees the others’ perspective.
- In this last outcome, the best resolution for the toddler is to have both her family and her educator become aware of the other’s perspective, yet be sensitive and respectful to that perspective. In all outcomes, respect is shown to the family for their cultural beliefs.
- In the NAEYC revised book, *Developmentally Appropriate Practice in Early Childhood Programs* (2010), the authors suggest avoiding the polarizing of “either/or choices” and moving toward “both/and thinking”. Ultimately toddlers will benefit *both* from developing a positive sense of their own self-identity, including their culture, *and* respect for the others who perspectives may differ. Toddlers need educators who can model an acceptance of differences to guide them in this development.



Section III: Toddlers (12 – 33 months)

3.5 Physical Health and Well Being Development in Toddlers: Introduction

Physical health and well being of infants and toddlers begins before birth (prenatal stage). Prenatal care through the parents' attention to a mother's health and wellbeing during pregnancy and during birth are key to the lifelong physical wellbeing and health of their child. Proper nutrition, moderate exercise, and regular prenatal care of the birth mother are crucial to delivering a healthy infant.

Research has indicated that the correlation between a child's physical wellbeing, health and motor development is directly connected to early development and learning and is key to school readiness. Physical wellbeing and movement are major contributors to a young child's brain development. It is central to a child's entire learning experience and crucial to cognitive development.

The learning guidelines for physical health and wellbeing for toddlers are:

- Develops ability to move the large muscles (gross motor).
- Develops ability to control and refine small muscles (fine motor).
- Develops Sensorimotor Skills where children use their senses – sight, hearing, smell, taste and touch – to guide and integrate their interactions.
- Develops skills that will develop into healthy practices for life.



Section III: Toddlers (12 – 33 months)

Physical Health and Well Being Development Guidelines

Learning Guideline: *The toddler develops the ability to move the large muscles (gross motor).*

| Indicator | Young Toddlers (12-24 months) may ... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>PW27. The young toddler moves body, arms and legs with coordination.</p> | <ul style="list-style-type: none"> ▪ walk without help. ▪ climb low objects (chairs, steps). ▪ walk up and down stairs placing both feet on each step, while holding a hand rail. ▪ sit on a riding toy and push it with both feet. ▪ climb up steps on toddler slide and slide down. | <ul style="list-style-type: none"> ▪ Provide sturdy, low objects for toddlers to pull themselves up and climb on. ▪ Provide space and opportunities, inside and outside, for toddlers to walk, run, jump, and climb. ▪ Provide safe environments with lots of floor space for young toddlers to practice walking. ▪ Have a set of stairs available for the children to practice climbing. ▪ Provide toys that toddlers can push and pull i.e. wagons, carriages, toys with strings, pretend lawnmowers, toys that make noise when pushed or pulled. |
| <p>PW28. The young toddler demonstrates large muscle balance, stability, control and coordination.</p> | <ul style="list-style-type: none"> ▪ push and pull toys while walking. ▪ jumps into puddles or sandbox. ▪ kick ball forward. ▪ catch a rolled ball while sitting on the floor. ▪ walk on tiptoes. ▪ push and pull toys while walking. ▪ jumps into puddles or sandbox. ▪ kick ball forward. | <ul style="list-style-type: none"> ▪ Play games with toddlers that require physical actions such as: rolling, throwing, and kicking balls; games where they need to go over and under objects; chasing games. ▪ Provide other types of climbing structures such as slides, plastic houses with stairs, ramps, and natural barriers. ▪ Play games where toddlers sit and roll the ball to each other. ▪ Provide push and pull toys. ▪ Provide different types of balls for throwing and kicking. |



Section III: Toddlers (12 – 33 months)

PW29. The young toddler moves body with purpose to achieve a goal.

- enjoy playing on swings, climbers, and slides.
- walk across the room to greet someone.
- climb on a chair or something to reach toys or objects out of reach.
- try to pedal a tricycle.
- Place toys and objects slightly out of reach from the toddler so he has to move to obtain it.
- Provide safe, sturdy structures for toddlers to climb and move through like slides, toddler swings, ramps, tunnels, and age -appropriate climbing structures.
- Provide containers for toddlers to throw or kick balls into.
- Provide daily opportunities minimum of 60 minutes where children can run, jump, climb, push, and pull items or equipment.

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|--|--|
| <p>PW30. The older toddler moves body, arms and legs with coordination.</p> | <ul style="list-style-type: none"> ▪ walk fast and well. ▪ seldom falls. ▪ stand and walk on tip toes. ▪ walk backwards. ▪ walk up stairs holding a hand or railing. ▪ walk, run with control, climb well, throw a ball with aim. ▪ catch a ball by trapping it with arms and hands. | <ul style="list-style-type: none"> ▪ Model and participate in the use of space, body movement, and equipment. ▪ Offer opportunities to practice ball skills. |
| <p>PW31. The older toddler demonstrates large muscle balance, stability, control and coordination.</p> | <ul style="list-style-type: none"> ▪ jump in place. ▪ balance on one foot for a second or two. ▪ engages in creative movement and dance spontaneously and when prompted by music or adult cues. <ul style="list-style-type: none"> ▪ “Let’s march to this music.” ▪ “Can you dance to this music?” | <ul style="list-style-type: none"> ▪ Provide large motor space indoors and outdoors and equipment including: ramps, climbers, stairs, and slides, balls, riding and pushing toys, music and props. ▪ Play balancing games. Put a piece of tape on the floor and support toddler to walk along it. ▪ Use different types and beats of music to practice loco motor skills. |



Section III: Toddlers (12 – 33 months)

PW32. The older toddler moves body with purpose to achieve a goal.

- ride tricycle.
- create simple block structures.
- push foot into shoe.
- take off shoes.
- Play simple games that involve movements.
- Provide riding toys.
- Allow extra time for toddlers to practice putting on and taking off shoes.

Learning Guideline: *The toddler develops an ability to control and refine small muscles (fine motor).*

| Indicator | Younger Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>PW33. The young toddler coordinates eye and hand movements.</p> | <ul style="list-style-type: none"> ▪ put puzzle pieces into place. ▪ dig in sand with spoon or shovel. ▪ tear tissue paper into small pieces. ▪ stack one or three blocks. ▪ put shapes into shape sorter. ▪ put large pegs in holes. | <ul style="list-style-type: none"> ▪ Provide a variety of toys that come apart and fit together like beads, blocks, and simple puzzles. ▪ Provide toys that require hand-eye coordination such as nesting cups, fill and dump containers, stacking rings, shape sorters, large peg boards. ▪ Play games that require hand-eye coordination such as rolling, throwing, and kicking balls. ▪ Teach toddlers games like throwing a ball into a basket or knocking over plastic soda bottles (or bowling pins) with a ball. |
| <p>PW34. The young toddler controls small muscles in hand.</p> | <ul style="list-style-type: none"> ▪ hold marker with thumb and finger. ▪ throw a ball attempting to aim. ▪ squeeze water out of a sponge. | <ul style="list-style-type: none"> ▪ Provide access to varied art materials like large crayons, markers, and paint brushes. ▪ Give toddlers large brushes to paint with water outdoors. ▪ Provide jobs for toddlers to use small muscles in the hand like wiping down tables, placing napkins for snacks, putting toys away. ▪ Use playdough and clay to help toddlers develop squeezing, rolling, patting and pounding skills with their hands. |



Section III: Toddlers (12 – 33 months)

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>PW35. The older toddler coordinates eye and hand movements.</p> | <ul style="list-style-type: none"> ▪ complete a puzzle. ▪ build a tower using 3 to 6 blocks. ▪ put shapes into shape sorter. ▪ put a cap back on a big marker. ▪ hit pegs with small hammer. | <ul style="list-style-type: none"> ▪ Provide a variety of puzzles with different amounts of pieces, made of different materials (wood, cardboard, foam); some with handles, some with clues on the back. ▪ Provide different types of blocks – unit, duplos, and plastic, cardboard. Provide many opportunities for toddlers to play with blocks. ▪ Provide pegs and pegboard, construction toys, beads to string, lacing cards, and shape sorters. |
| <p>PW36. The older toddler controls small muscles in hand.</p> | <ul style="list-style-type: none"> ▪ hold marker with thumb and fingers, make controlled scribbles – vertical and horizontal strokes. ▪ throw a ball attempting to aim. ▪ unbutton large buttons. ▪ unzip large zippers. ▪ turn pages of books. ▪ try to cut paper with scissors. | <ul style="list-style-type: none"> ▪ Provide opportunities for practicing zipping and buttoning. ▪ Allow toddlers to explore drawing and writing materials by providing toddler size crayons, markers, and paper. ▪ Provide toddlers opportunities to have sensory experiences using sand and water, playdough, and clay. |



Section III: Toddlers (12 – 33 months)

Learning Guideline: *The toddler develops skills that will become healthy practices for life.*

| Indicator | Younger toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| PW37. The young toddler participates in physical care routines. | <ul style="list-style-type: none"> ▪ use tissue to wipe nose with help. ▪ wash and dry his hands with help. ▪ brush his teeth with help. | <ul style="list-style-type: none"> ▪ Establish routines where toddlers wash hands : <ul style="list-style-type: none"> ▪ Upon arrival at childcare location ▪ Before every meal/snack ▪ After playing outside ▪ After toileting/diaper change ▪ After playing with pets ▪ After blowing nose ▪ Whenever they are dirty ▪ Have tissues available at toddler's level to help encourage development of self-help skill of blowing and wiping nose. ▪ Make sure sink is accessible to toddler through use of small stepping stool. |
| PW38. The young toddler begins to develop toileting and dressing skills. | <ul style="list-style-type: none"> ▪ pull at his pants or give other signs he needs to use the toilet. ▪ help caregiver when being dressed. ▪ pull off socks. | <ul style="list-style-type: none"> ▪ Demonstrate and assist when needed, but avoid pressure. ▪ Give toddler opportunities to practice dressing himself. Hold out shirt and wait for toddler to put arm in sleeve. Give toddler plenty of time to practice putting on his socks. |
| PW39. The young toddler follows familiar sleep routines. | <ul style="list-style-type: none"> ▪ find their toy or blanket when naptime comes. ▪ ask for a bedtime story. | <ul style="list-style-type: none"> ▪ Establish naptime/bedtime routines. Toddlers need consistency and repetition. Read special naptime/bedtime stories. Place toddler's sleeping mat/cot in the same place every day. Reduce light and noise stimulation. |
| PW40. The young toddler's lifestyle is characterized by active, physical play. | <ul style="list-style-type: none"> ▪ initiate chasing games. ▪ spend much of his outdoor time on riding toys. ▪ like wading pools. ▪ climb on everything. | <ul style="list-style-type: none"> ▪ Build physical activity into the curriculum. Provide many, varied opportunities for movement i.e. moving like animals during transitions, encouraging running and jumping, playing throw and fetch games, riding toys, and climbing structures. Take every possible chance to get toddlers moving. |



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| | | |
|--|--|--|
| <p>PW41. The young toddler begins to practice healthy and safe behaviors.</p> | <ul style="list-style-type: none"> ▪ cooperate with safety instructions like holding caregiver’s hand when crossing street. ▪ respond to “hot” or “stop” or other attempts to protect toddler from dangerous situations. | <ul style="list-style-type: none"> ▪ State clear expectations for safe behavior before activities begin. ▪ Read stories about crossing streets, staying close to caregiver, touching animals, and any situation where toddlers need to learn to show caution. ▪ Provide opportunities for toddlers to practice safe behavior like talking walks and being in the community. |
| <p>PW42. The young toddler demonstrates the stamina and energy to participate in daily activities.</p> | <ul style="list-style-type: none"> ▪ take one nap during the day. ▪ sustain physical activity for a long period of time. ▪ explore a playground with vigor and interest for at least 20 minutes. | <ul style="list-style-type: none"> ▪ Provide one regular nap at the same during the day. ▪ Play games such as chase. ▪ Dig in the sandbox with child to sustain and maximize play. |
| <p>PW43. The young toddler engages in a variety of physical activities.</p> | <ul style="list-style-type: none"> ▪ walk, run, gallop, dance and jump. ▪ prefer to stand at activities rather than sit. | <ul style="list-style-type: none"> ▪ Provide child with periods of unstructured movement every day (minimum of 60 minutes per day). ▪ Allow children to stand if preferred by child. ▪ Model daily physical activities (walking, jumping, running, lifting). |

| Indicator | Older toddlers (24-36) may... | Suggested Supportive Learning Experiences |
|--|---|---|
| <p>PW44. The older toddler participates in physical care routines.</p> | <ul style="list-style-type: none"> ▪ get tissue to wipe nose. ▪ wash and dry his hands by himself. ▪ brush his teeth by himself. | <ul style="list-style-type: none"> ▪ Read stories with toddlers about self-help skills i.e. washing hands, blowing noses, brushing teeth. ▪ Set up environment so that toddlers can begin to take care of their own physical needs with low sinks and step stools when necessary. |



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| | | |
|--|---|--|
| <p>PW45. The older toddler develops self-help skills.</p> | <ul style="list-style-type: none"> ▪ recognize thirst and ask for drink. ▪ use words to express choice of food. ▪ try to use a fork to eat. ▪ drink from an open cup, without spilling. ▪ zip and unzip his jacket. ▪ try to dress herself. | <ul style="list-style-type: none"> ▪ Provide opportunities for toddlers to progress in feeding from hands to spoon to fork. ▪ Provide toddler size utensils that encourage self-feeding. ▪ Provide small pouring pitchers and small cups to establish self-serving. ▪ Allow enough time in daily schedules for toddlers to be able to practice putting on shoes and socks, jackets, hats by themselves. |
| <p>PW46. The older toddler follows familiar sleep routines.</p> | <ul style="list-style-type: none"> ▪ ask for a bedtime story. | <ul style="list-style-type: none"> ▪ Establish consistent sleeping or rest routines for toddlers (i.e. rest time is the same time every-day, children read books then rest, etc.) |
| <p>PW47. The older toddler's lifestyle is characterized by active, physical play.</p> | <ul style="list-style-type: none"> ▪ request to play chasing games. ▪ spend much of his outdoor time on riding toys. ▪ climb on everything. | <ul style="list-style-type: none"> ▪ When inside, toddlers should be given opportunities to move i.e. dancing to music, doing indoor obstacle courses, practicing jumping, reaching to the sky, squatting, bending, kicking (Minimum of 60 minutes per day). ▪ When outside, provide riding toys, climbing structures, toys to push and pull. ▪ Educators should engage with toddlers to get them running, jumping, chasing, and other aerobic activities to increase the toddler's physical fitness. |
| <p>PW48. The older toddler begins to practice healthy and safe behaviors.</p> | <ul style="list-style-type: none"> ▪ cooperate with safety instructions like holding caregiver's hand when crossing street. ▪ use a bike helmet for riding a tricycle. | <ul style="list-style-type: none"> ▪ Take toddlers out into the community. ▪ Establish safety rules with toddler. |
| <p>PW49. The older toddler demonstrates the stamina and energy to participate in daily activities.</p> | <ul style="list-style-type: none"> ▪ take one short nap during the day. ▪ sustain play for long period of time during day. ▪ explore a playground with vigor and interest for at least 20 minutes. | <ul style="list-style-type: none"> ▪ Provide one regular nap at the same during the day or a rest period where child can wind down. ▪ Allow child plenty of free time (about 1 hour) to explore. ▪ Dig in the sandbox with child to sustain and maximize play. |



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PW50. The older toddler engages in a variety of physical activities.

- walk, run, gallop, dance and jump.
- prefer to stand at activities rather than sit.

- Provide child with periods of unstructured movement every day (minimum of 60 minutes per day).
- Allow children to stand if preferred by child.
- Model daily physical activities (walking, jumping, running, lifting).

Learning Guideline: *The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)*

| Indicator | Young Toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| PW51. The young toddler will show increased visual ability and perception. | <ul style="list-style-type: none"> ▪ track moving items and catch them. ▪ jump from high surfaces. | <ul style="list-style-type: none"> ▪ Play catch with a variety size of balls. ▪ Allow children a variety of opportunities to engage in behavior that uses multiple senses (i.e. smelling and tasting with their eyes covered). ▪ Use bubbles to encourage children to watch, track, and catch. |
| PW52. The young toddler will show increased integration of sensory stimulation. | <ul style="list-style-type: none"> ▪ explore the environment with mouth and hands. ▪ become excited while hearing music and dancing. ▪ explore and respond to different surface textures (hard top tables, soft cushions). | <ul style="list-style-type: none"> ▪ Provide physical experiences that integrate child's movements with all the senses. ▪ Provide materials and objects of various textures, colors, smells and sounds. ▪ Provide items that toddlers can mouth such as teethers or chew toy. |

| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| PW53. The older toddler will show increased visual ability and perception. | <ul style="list-style-type: none"> ▪ track moving items and catch them. ▪ jump from high surfaces. ▪ stop themselves at the climber. | <ul style="list-style-type: none"> ▪ Play catch with a variety size of balls. ▪ Have children walk on a balance beam and uneven surfaces. ▪ Play games where children engage in a variety of movements (i.e. "Red light, Green light"). |



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PW54. The older toddler will show increased integration of sensory stimulation.

- ignore sounds in the environment when engaged with an activity.
- become excited while hearing music and dancing.
- explore and respond to different surface textures such as rough and soft dough.
- Provide space where children can be alone or minimize their exposure to sound or distractions.
- Provide materials such as dough in a variety of textures and smells.



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Enhancing Physical Development and Well Being: Suggested Supportive Learning Experiences for Toddlers

Organizing the Environment

Parents and early childhood professionals can:

Provide materials, toys and objects that:

- Provide opportunities to run freely, to ascend and descend stairs, to climb over and through obstacles, to jump on gym mats and from low boards or trestles.
- Push and pull equipment such as doll strollers/ carriages, wagons, large push along toys with strong wheels and durability.
- Equipment designed to assist in skills to coordinate small muscles such as play dough to “squeeze and poke” or mallets to pound it. These are more suitable than rolling pins or cutting utensils for this age.
- Paint opportunities such as large paint brushes or rollers and thickened paint that won’t run. It is the “doing” that is important.
- Baskets and bags of different sizes for toddlers to “carry, pick up and dump.”
- Building blocks of various size, weight and material; foam, wood.
- Balls, large, safe and ability to bounce.
- Found and household objects; large cardboard boxes, laundry baskets, shoe boxes.
- Connect toddlers with nature whenever possible. Encourage physical activities outside.

Preventing Weight Issues in Toddlers

Childhood obesity is a growing problem, which has doubled in the past two decades. As children age, the percentages grow. Besides contributing to social problems, obesity in childhood can also be the gateway to health problems in adulthood. Often, people who suffer from diseases such as high blood pressure, diabetes and high cholesterol were overweight as children.

- Researchers at Harvard University found that if a child is overweight in kindergarten, they are likely to stay that way.
- It’s estimated that 80% of overweight kids become overweight adults.
- For adults, being overweight to obese is a risk factor for health problems like Type 2 diabetes, heart disease, high blood pressure and stroke, certain cancers and breathing difficulties.
- It’s predicted that the epidemic of childhood overweight and obesity will shorten average life expectancies for the current generation of children relative to their parents’ generation.



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Short-Term Health Risks for Overweight Children

- A recent Yale University study of overweight kids (age 2 to 18) found that 1 in 4 already showed signs of pre-diabetes (insulin resistance), a condition that used to occur mainly in the elderly. Most children diagnosed with Type 2 diabetes are overweight.
- High blood pressure and heart disease have been linked to insulin resistance even in children. In the United States, 60% of overweight kids already show at least one risk factor for heart disease, the number one cause of death for adults.
- Overweight children also are at immediate risk of liver disease, gallbladder disease, bone and joint problems and breathing problems. Overweight girls may experience early sexual maturation and menstrual problems. Sleep disorders, eating disorders, depression and substance abuse are a danger for some children.
- The negative impacts of obesity on children are not only physical. Children who are overweight miss more school than slimmer classmates. Even in regions where being overweight is the norm, heavy youngsters rate their quality of life comparable to children undergoing chemotherapy to treat cancer.

For more information: http://patient-health-education.suite101.com/article.cfm/health_risks_for_overweight_and_obese_children

Nutrition Tips for Toddlers

- Provide the complete meal to toddlers. Don't hold back fruit for "dessert."
- Provide healthy portions of healthy foods. Keep in mind that a normal-size toddler portion is only $\frac{1}{4}$ of an adult one.
- Don't push an "empty plate." Toddlers have natural self-regulatory control with food. If he doesn't polish up his plate, then he's probably full.
- Doesn't use food as rewards. If your toddler does a good job, say to them, "You wiped up the milk that was spilled. Thank you."
- Surprisingly, toddlers only need about 1,300 calories each day. If you add up what they normally eat and drink each day, you can see where those calories can quickly come from, including:
 - 16 ounces of milk or nursing two or three times a day = about 250 to 300 calories
 - 4 to 6 ounces of 100% fruit juice = 100 calories
 - 2 snacks = 200 to 300 calories
 - 2 to 3 meals = 700 to 900 calories

However, 1,300 calories is just an estimate, with some toddlers needing a little more and some needing a little less. Your child's height, weight and level of activity can influence how many calories he requires, but the exact number of calories isn't usually that important to know.



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Toddler Portion Sizes

One reason that parents often think that their toddlers don't eat enough is that they overestimate how much they should be eating at each meal. A toddler's stomach is about the size of his fist. According to the American Academy of Pediatrics, a good guideline is that a toddler portion size should equal about a quarter of an adult portion size. If that doesn't seem like enough, remember that you can always give your toddler seconds, especially when it comes to veggies and other healthy foods.

Examples of toddler size portions include:

- 1/4 to 1/2 slice of bread
- 1/4 cup of dry cereal
- one to two tablespoons of cooked vegetables
- 1/2 piece of fresh fruit
- 1/3 cup of yogurt
- 1/2 egg
- 1 tablespoon of smooth peanut butter (if no risk of food allergies) spread thinly on bread or a cracker
- 1 ounce of meat

Read more about the strategies for ensuring that toddlers get enough physical exercise in the Best Practice sheet titled Physical Activity and Childhood Obesity Prevention.

Respecting the Diversity of Families

The cultural contexts in which adults interact with young children influence their motor and physical development. The parents/caregivers in some cultures are more physically active than others. Some emphasize quiet and carrying and holding their infants and some value exuberance and physical activity and independence. Early childhood professionals should be observant and intuitive as they interact with both child and family as they plan and support physical well-being and motor development experiences in their settings. The ability to respect, recognize and support cultural differences and child-rearing beliefs of families is key to successful development of young children in care.

Some strategies to support young children's physical and motor development with a global perspective:

- Provide opportunities for early childhood educators and families to discuss family expectations for a child's physical and motor development and are in consensus on the goals for children's physical development and health that reflect cultural beliefs and traditions.
- Use visual and physical cues, as well as verbal ones to communicate with child.



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- Provide child with daily opportunities to play actively, promoting health-related fitness and movement.
- Be sensitive to the cultural context in regards to healthy nutrition and foods.
- Incorporate song, games, chants, drumming, dances or other culturally specific large motor activities into children’s daily routines.
- Ensure that environments are safe from cultural or other forms of bias.



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3.6 Approaches to Learning in Toddlers: Introduction

Young toddlers enter this stage of development on the brink of many exciting advances in all the domains. During toddlerhood they'll experience better control of their bodies and expanding small motor skills, the ability to speak to make their needs known, intense curiosity and a need to explore, and conflicting emotions that often drive them to acting out.

Structured and unstructured play throughout the day gives the toddler an opportunity to develop, learn and practice new skills. Play offers a unique opportunity for developing self-regulation. In what other situations do you need to self-regulate, be regulated by others, and also regulate others? Play allows children to: make choices; make decisions; solve problems, interact with others; pursue their interest; build language and literacy skills; discover mathematical concepts; and experience themselves as capable, competent, successful learners. (Dodge 2006, p.161.)

The learning guidelines for approaches to learning for toddlers are:

- Shows eagerness and curiosity as a learner
- Becomes intentional and persistent in their learning and discovery



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Approaches to Learning Guidelines

Learning Guideline: *The toddler shows eagerness and curiosity as a learner.*

| Indicator | Young toddlers (12-24 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| AL11. The young toddler expands his exploration of the environment. | <ul style="list-style-type: none"> ▪ begin to explore the environment independently. ▪ move toward people and objects that interest him. ▪ seek to learn new skills. ▪ start his own activities. | <ul style="list-style-type: none"> ▪ Minimize the amount of times an adult says no to a toddler. ▪ Create a safe “toddler-proof” space for play and discovery. ▪ Provide enough developmentally appropriate toys and materials for the number and ages of children in the group so toddlers have ready access. ▪ Expand upon the immediate environment with trips around the local community i.e. parks, fire stations, stores, post offices or libraries. ▪ Provide varied dramatic play props including real items such as phone, dolls, hats, cooking utensils, keyboards, cash registers, etc. ▪ Provide toddler spaces that include both group play areas, as well as semi-private spaces where toddlers can safely play away from the large group. |
| AL12. The young toddler shows curiosity in new and familiar objects. | <ul style="list-style-type: none"> ▪ begin to use facial expressions to show excitement. ▪ point to unfamiliar objects and look to educators to explain what it is. ▪ try new art materials such as play dough or finger painting. ▪ start to show more intentionality in their play. | <ul style="list-style-type: none"> ▪ Notice and respond to toddler’s curiosity, expanding the learning opportunity with rich vocabulary and open-ended questions. ▪ Offer new toys that present challenges for toddlers. ▪ Offer a wide variety of sensory materials (i.e. touch and feel boxes; smell testing; food tasting). |



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| Indicator | Older Toddlers (22-33 months) may... | Suggested Supportive Learning Experiences |
|--|---|--|
| <p>AL13. The older toddler expands his exploration of the environment.</p> | <ul style="list-style-type: none"> ▪ become more confident in his ability to explore independently. ▪ play beside other children and imitate their play. ▪ imitate adult activities such as reading a magazine or helping to set the table. ▪ enjoy doing jobs. | <ul style="list-style-type: none"> ▪ Continually restock and refresh the environment, offering new discoveries to spark toddler interest i.e. add baking pans to the kitchen area when the toddler shows an interest in pretend cooking. ▪ Provide appropriate opportunities for toddlers to play together. Invite two to work on a puzzle with you, set up side-by-side easels for painting, and encourage a group to build a castle out of blocks. ▪ Provide authentic tools for doing jobs i.e. child-size brooms for sweeping, sponges for washing tables. ▪ Provide opportunities for toddlers to help adults (i.e. setting tables, cleaning up play area; mixing up playdough, etc). |



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AL14. The older toddler shows curiosity in new and familiar objects.

- seek more information about people and things around them i.e. study an object carefully.
- use familiar objects in new ways i.e. may develop an interest in sorting and patterns.
- choose their own activities more consistently.
- show pleasure in accomplishments.
- talk about what they want to do.
- Toddlers need time. Provide a flexible schedule with consistent routines, allowing for adequate time for toddlers to explore and get involved in activities.
- Provide various materials that toddlers can start with a whole and take it apart then put it back together again— cutting up pieces of playdough and then smushing them back together; having a large bucket of water , putting it into smaller bottles, then emptying it back into the large bucket.
- Give toddlers opportunities to collect, sort, and organize objects such as buttons, shells, and pegs. Provide self-correcting containers.
- Closely observe toddlers to catch their accomplishments. Provide words for what they have done and show enthusiasm for their progress.
- Provide intentional teacher-directed activities to introduce toddlers to new ideas, materials and challenges. Encourage a love of learning.



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Learning Guideline: *The toddler becomes intentional and persistent in their learning and discovery.*

| Indicator | Young toddlers (12-24) may... | Suggested Supportive Learning Experiences |
|---|--|--|
| <p>AL15. The young toddler attends for longer periods of time and persists at preferred activities.</p> | <ul style="list-style-type: none"> ▪ enjoy hearing the same music and making the same movements over and over again. ▪ insist on what clothing he wants to wear. ▪ request to hear the same book repeatedly. ▪ persist at puzzles, shape sorters, pegboards until he finishes the task. ▪ keep trying even when something doesn't work. | <ul style="list-style-type: none"> ▪ Toddlers need time. Provide a flexible schedule with consistent routines, allowing for adequate time for toddlers to explore and get involved in activities. ▪ Toddlers learn best through repetition and practice. Continue to provide familiar music, books, and materials while introducing new ones. ▪ Support the toddlers as they persist in challenging activities. Narrate for them what they are doing, ask open-ended questions, and acknowledge frustrations. |
| <p>AL16. The young toddler begins to take risks.</p> | <ul style="list-style-type: none"> ▪ use trial and error to solve a problem. ▪ begin to interact with new people. ▪ explore freely without an adult nearby. ▪ take on challenges i.e. a new game with new rules; a toy that takes a new skill to operate. | <ul style="list-style-type: none"> ▪ Help children deal with mistakes in a positive way. Encourage “let’s try another way!” ▪ Introduce toddlers to new challenges (i.e. “Yesterday you built a house. Today let’s build a garage for the house.”) ▪ Observe toddlers to assess their interests and replenish the environment to encourage the new interest. ▪ Provide toys and games that require new skills (i.e. advanced memory games, smaller pegboards, pattern cards, matching games). |



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| Indicator | Older toddlers (22-33) may... | Suggested Supportive Learning Experiences |
|---|---|---|
| <p>AL17. The older toddler attends for longer periods of time and persists at preferred activities.</p> | <ul style="list-style-type: none"> ▪ work longer to fulfill a goal i.e. put on shoes, complete a puzzle. ▪ spend longer periods of time working with one educator. ▪ keep working on activities even if he encounters problems. ▪ work on tasks in “busy” environments. ▪ cooperate with other children to reach a goal. ▪ want to complete activities. | <ul style="list-style-type: none"> ▪ Toddlers need time. Provide a flexible schedule with consistent routines, allowing for adequate time for toddlers to explore and get involved in activities. ▪ Set up activities for children to work together to achieve a goal. I.e. painting a cardboard box to be a house in the dramatic play area; seeing how high of a tower toddlers can build together; having one toddler place the napkins and the other the cups for lunch. ▪ Support the toddlers as they persist in challenging activities. Narrate for them what they are doing, ask open-ended questions, and acknowledge frustrations. |
| <p>AL18. The older toddler begins to take risks.</p> | <ul style="list-style-type: none"> ▪ show confidence in their own abilities “me do it!” ▪ try many different ways of doing things in order to reach a goal. ▪ develop new interests. ▪ seek help from others. ▪ insist on feeding themselves and pouring juice. | <ul style="list-style-type: none"> ▪ Encourage older toddlers to do things their own way. Give them time to solve problems without interruptions. ▪ Observe older toddlers to assess their interests and replenish the environment to encourage the new interest. ▪ Provide a safe, toddler proof environment that makes taking risks part of learning. ▪ Minimize the amount of times an adult says no to a toddler. |



Section IV: Beyond the Basics: Best Practices

4.1 Beyond the Basics: Best Practices Introduction

The Massachusetts Early Education and Care Regulations are comprehensive regulations for the maintenance of the health, safety and well-being of children in center-based care and family child care homes. The regulations set a standard of minimum requirements for providers to follow.

This “Best Practices” section examines several regulations specific for infant and toddlers. It strives to explain the rationale behind the rule, hoping to give educators, parents, teacher educators, policy makers, and community members a better understanding of the standards designed to keep children safe and promote their well-being and development.

Best practices are provided to both meet and exceed the regulations. These practices are research based and supported through several programs throughout the United States and well as internationally. They are only a beginning. Extra resources at the end of these technical assistance sheets, as well as in Appendix, will provide more strategies for striving for excellence.



4.2 Primary Caregiving and Continuity of Care for Infants and Toddlers

EEC Regulations: 7.10: Ratios, Group Sizes and Supervision of Children

9. Additional Provisions for Large Group and School Age Child Care.

(a) Group Assignment of Children.

1. All group assignments must be developmentally appropriate for the individual child.
2. The group size must be appropriate for the activities planned and for the characteristics of children assigned to the group
3. Each child must be assigned to a consistent group with a consistent staffing.

Rationale for the Regulation

If a child's needs are consistently met by the same individual throughout the early part of their life the child will develop a base for secure attachment. In turn that base creates a foundation for healthy development in early childhood and later academic success. Early relationships that are individualized, nurturing, responsive, and predictable increase healthy brain development. These relationships assist in building healthy brain architecture that provides a strong foundation for learning, behavior, and health. Young children with a weak early foundation have an increased risk for problems later, when they will need to build on those basic capabilities established in the early years to develop more complex skills. (Schumacher and Hoffman 2008)

Meeting and Exceeding the Regulations

Primary Caregiving

While the regulations call for "consistent staffing", a Primary Caregiving System goes beyond the "consistent" definition. It is defined as one educator being assigned to a small number of children (no more than 3) for the majority of the child's care and interactions throughout the day. In Early Childhood programs the "team approach" works best with both educators knowing individual children and all the children knowing both educators (a primary and secondary educator). However the assigned primary educator would provide the necessary feeding, interactions, play and comfort to their assigned children. This system is designed to support development through consistency and continuity of care. Children who are in care for longer than their primary educator should stay with the secondary for the remainder of the time. Children within the first three years of life should be cared for by a small number of consistent adults who know and understand their needs and temperament.

How does this work in the infant or toddler classroom or family child care home?

As an infant enters care they are "assigned" to one educator. This educator takes on the majority of this child's care providing them with:

- close interactions,



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- comfort when needed,
- feedings,
- diapering changing,
- observation and assessment.

For example: XYZ Child Care has one infant room with space for six infants and two educators. Jane and Sue are the infant educators. Sam is a 6 month old infant who enters care. Jane becomes Sam's primary educator. Jane changes Sam's diaper, feeds him, and regularly holds and speaks with him. But Sam also sees Sue each day. Sue talks and smiles at Sam so he is familiar with her and her voice. Sue will care for Sam when Jane is engaged with another child or out of the room. Over time, Sam becomes comfortable with Sue. However, he is attached to Jane and relies on her for a majority of his care.

Concerns Surrounding Primary Caregiving

Providers are often concerned with the effects of primary caregiving on the program and the individuals involved. The basis for primary caregiving is the consistency in responses to the child's needs. Even when a primary caregiver is absent from the classroom the secondary caregiving can provide consistent responses that the child recognizes. When a substitute caregiver is involved in the care of the child; they must be trained and have an understanding of the practices/responses that the child will recognize. Children of infant and toddler age need routine and consistent caregiving. As a program all educators can become familiar with the children, their likes and dislikes, and how to meet their needs in general.

Continuity of Care

Continuity of Care refers to the practice of children remaining in the care of the same primary educator over the course of several years. This is not addressed in the regulations. In the case of infants and toddlers children would remain in the care of their primary educator until they are 2.9 years and developmentally ready for a preschool program. This practice includes keeping the same group of children together and either moving together to a new environment or changing the current environment to meet the developmental needs of the children. This supports the understanding that relationships between infants, toddlers, and their educators are the focal point of early education and care.

Another way to provide continuity of care is to group young children of different ages together. This is common – and effective -- in family child care. An infant often enters care in a home that includes several older children. The multi-age group may remain in the same setting and with the same provider or providers until pre-school or kindergarten, and some children may continue for before or after school care. When a child “graduates,” he makes room for a new infant. Many families choose this form of care in part because they want to keep siblings or cousins together.

Multi-age arrangements can work in centers as well. One or more caregivers work with a group of children whose ages may differ in age by as many as three years. The caregivers adapt the environment and the “curriculum” to meet each child's individual needs. They often engage the group in activities that accommodate different levels of learning and that provide opportunities for



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babies to learn from older peers. Older children benefit as well from opportunities to teach and nurture younger peers.

Practiced at the primary school level under the term “looping”, there has always been positive support for the continuous experience of children’s learning from one adult. A “continuity of care” approach can enhance the relationship between educators and young children in early care and education programs by keeping young children within the same setting and with the same team of educators over the course of several years. Research has found the longer infants and toddlers were with the same educator, the more likely they were to form a secure attachment to that provider; 91 percent of infants and toddlers who had been with their provider for more than one year had a secure attachment relationship. This concept supports the understanding of the primary need for a secure relationship to support health brain development. (Schumacher and Hoffman 2008)

How does this work in the infant or toddler program?

As an infant enters care they are “assigned” to one educator and potentially one room for their care until they enter Preschool. Programs become licensed to provide care for both infants and toddlers in all their designated infant-toddler rooms. If physical space cannot be changed to meet the changing needs of the children then they move from one room to another along with the educators that were originally assigned upon their into care.

Concerns Surrounding Continuity of Care

The concept of continuity of care operates under the same premise of allowing children to work with teachers who remain familiar and meet their needs consistently while furthering the learning experience. By nature the adult and the children seek the familiar for comfort and understanding. Children have a greater need for this and thus a greater need for consistency in caregiving. Providing a continuity of care system is no different than operating a mixed age group preschool classroom. Children entering preschool do so at 2.9 yrs which means they could potentially spend 3 years in the same classroom with the same teacher before entering kindergarten. Infants and toddlers entering a child care program should be given the same opportunity to build relationships and extend their learning when they are ready not when their age makes them eligible for the “next” classroom.

Providers are often concerned with the idea of continuity of care. The concerns range from children becoming overly attached to their educators to the idea that children will eventually move to preschool and to kindergarten and so on in elementary school causing more stress than needed in the later years of the child’s education. These concerns are not supported by research but by fear of the unknown.

Often referred to as “looping”, by the elementary education field, continuity of care has shown great supports for child-centered learning. The practice of “looping” results in highly enriched learning experiences for both the teacher and the student when learning is a continuous process supported through a strong teacher to student and student to student relationship. (Northeast and Islands Regional Educational Laboratory At Brown University)

Resources

- “Enhancing development and learning through teacher-child relationships”. *Young Children*, 63(6), 80-87 by Gallagher, K.C. & Mayer, K. (2008, November).
- Molding to the children: Primary caregiving and continuity of care. *Zero to Three Bulletin*, 26(3), 50-54 by Theilheimer, R. (2006, January).

4.3 Interactions Between Adults and Infants and Toddlers

7.05: Interactions Among Adults and Children

The following requirements apply to all programs, including family child care, small group and school age and large group and school age child care.

1. Educators must be responsive to children's individual needs and support the development of self-esteem, self-expression, autonomy, social competence, and school readiness.
2. Educators must be nurturing and responsive to children by:
 - (a) frequently expressing warmth to individual children through behaviors such as holding babies, social conversations (including response to babies' vocalizations), joint laughter, eye contact, and smiles, and communicating at children's eye level
 - (b) providing attentive, consistent, comforting, and culturally sensitive care;
 - (c) being consistent and predictable in their physical and emotional care of children, and when implementing program rules and expectations
 - (d) recognizing signs of stress in children's behavior and responding with appropriate stress-reducing activities

Rationale for the Regulations

Children who are valued and respected, engage in positive interactions leading to a greater ability to learn and explore. Educators benefit from a healthy positive relationship as much as the child. Interactions between child and educator should occur frequently and beyond typical caregiving times such as feeding or diapering. Engaging with a child during “free play” time tells the child you are important to them and helps build their identity as a person who is valued. Having intentional interactions will allow the educator and child to develop a reciprocal relationship where both are in synchrony.

Relationships are the key to developing a secure attachment between infants, toddlers, and their educators. These relationships are built upon a series of interactions that occur between the child and their educator. Interactions should be done in a calm, respectful manner with a focus on the child and their needs. Educators should engage children and allow children to take the lead during the interactions, paying close attention to their needs and wants. These interactions should be rich in language. Educators should use their voice tones and faces to express themselves while noting the child's response. Language used with both infants and toddlers should be descriptive and use labeling for the child to identify what is happening. Interactions should frequently occur between just one adult and one child or between two children with an adult close by for facilitation.

How does this look in an infant toddler program?

- Educators frequently hold infants or interact with them on the floor during tummy time.
- Educators talk and play with individual children while providing routine care related to eating, sleeping, dressing, cleaning, and toileting.



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- Educators understand each infant’s different cries and facial expressions and are in tune with their individual needs.
- Educators often sit on the floor with toddlers and play with them individually, following the child’s lead.
- Educators plan activities based on the toddler’s interests and developmental level frequently, recognizing the unique characteristics of each toddler as well as of their family.
- Educators plan for and allow for long periods when children can actively engage in activities and exploration.

Floor Time

Educators who are intentional in their interactions with children are more likely to recognize and understand the child’s needs, temperament, and abilities. This supports the attachment between the primary educator and child, which also supports healthy development. When adults sit on the floor they are letting the child(ren) know “I am here for you.” This supports the child’s needs for feeling safe and secure while allowing them to explore the environment.

Educators should sit on the floor regularly so they are accessible to children who can move. Educators who sit on the floor are at eye level with many children providing richer language and social interactions. This time should be seen as “wants nothing time” (Gonzalez-Mena 2009) in which there is no instruction from the educator, allowing the child to lead in the interactions. Both educators and children should spend as much time interacting as possible. Educators need to be intentional in providing floor time for a child’s physical development as well as providing opportunities for the child to play/interact/engage with the educator.

Meeting and Exceeding the Regulations

Throughout the day educators should . . .

- Sit on the floor and interact with the children.
- Educators should, at times allow children to initiate the interactions.
 - Non-mobile infants may turn their head and babble in the direction of where the educator is sitting.
 - Mobile infants will crawl or sit near the educator.
 - Toddlers will bring items and talk to educators.

Tummy Time

When appropriate, infants should be kept in the least restrictive environment and should be allowed to move safely and freely about their environment. Infants need to be placed on the floor on their stomachs for extended periods during the day. Tummy time should be a regular practice in an infant room. The use of swings, exersaucers, and bouncy seats should be limited in infant care.

Infants need to spend time on their stomachs. By providing “tummy time” educators are supporting the infant’s development. Physically, infants need to develop the trunk muscles which provide a foundation for further development. Children who are placed in equipment in which



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they are confined are not given the opportunity to develop. This equipment also limits interactions between educators-children or children-children.

Tummy time is a great time to interact with the baby. Lie down on the floor, where the baby can see your face. Roll a ball back and forth in their field of vision, describing what you are doing and what the baby is doing. Show the same delight as the baby as they discover the moving ball. Place a rattle in the baby's reach and watch her strength and coordination develop over the weeks you play this game. Sing songs, nursery rhymes, and narrate what is happening in the rest of the room. Be sure to respect the baby's temperament and watch for clues that they are getting over stimulated.

Meeting and Exceeding the Regulations

The environment should:

- Include a variety of textures and surfaces (soft and hard).
- Have spaces where non-mobile infants can lie, interact and observe the room.
- Provide mobile infants with low surfaces that allow movement and the ability to pull themselves up with support and find educators sitting on the floor when possible to provide a safe environment.
- Allow the use of "nest" structures on the floor or crib which is large enough for an infant to roll over. This allows mobility when an educator cannot sit by a non-mobile infant.

Diapering

An everyday task such as diapering is a prime time for respectful interaction and socialization. Diapering should be done at least every two hours unless otherwise needed or expected by the family. During diapering, educators should talk to the child about what is happening, even before they pick up a child. This alerts a child to the transition from activity to activity, shows respect for the child and their need to complete a task before moving on. Diapering should be rich with descriptive language of what is occurring. As children gain more control over their body's movements, they may be able to participate in the process by lifting their bottom, holding their feet, or washing their own hands.

Educators show respect for the children in their care by recognizing the meeting the child's needs in a calm and caring manner. Children who receive care that is respectful, engaging, and rich in language are supported in their development. Simple interactions during everyday tasks also provide a basis of trust and understanding between two people. These interactions communicate to children, "You are important."

Meeting and Exceeding the Regulations

- Before the diapering even begins the educator provides a verbal prompt to the child, "Jose, it is time to change your diaper."
- The educator engages the child in conversation about the diapering process as they begin the process.



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- The educator will talk to the child during the diaper change describing what may be happening or about to happen. The educator will take the time to play with the child, engage him in “conversation”, share a laugh, nursery rhyme or hand clapping game, or talk with the child about a book she is holding or about what she sees.
- When working with toddlers, educators allow the child to participate in as much of the care as possible; such as pulling up or down pants, holding the diaper in place, and washing/drying their hands.

Feeding

Infants and toddlers should be given food and drink according to their family’s instructions. Food and feeding can have significant meaning to one’s cultural beliefs and practices. Recognizing the family as a child’s primary influence, educators need to follow the wishes and practices of the family that are within the Department of Early Education and Care regulations. Educators should eat with the children and model healthy eating and social skills.

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- Educators should sit with children during snack or lunch and demonstrate healthy eating practices.
- Feeding times are an opportunity to teach children new vocabulary, model sentence structure, give children time to practice telling stories. Feeding times should not be a quiet time.
- Infants must be held while being fed. Complete focus should be on the infant. Talking with other educators, reading, eating, or simply staring into space is not appropriate. The educator should maintain eye contact, speak softly, narrate what is happening, tell a story, or sing a song. Interaction is essential.

Resources

- *Extending the Dance in Infant & Toddler Caregiving: Enhancing Attachment & Relationships* by Helen H. Raikes and Carolyn Pope Edwards (2009)
- “*Enhancing development and learning through teacher-child relationships.*” *Young Children*, 63(6), 80-87 by Gallagher, K.C. & Mayer, K. (2008, November).
- “*Child care is rich in routines.*” *Zero to Three Bulletin*, 22(4), 29-32. Butterfield, P.M. (2002, February/March).
- “*Cultural Dimensions of Feeding Relationships.*” *Zero to Three Bulletin*, 12(5), 10-13. Brunson Phillips, C., and Cooper, R. (1992, June).
- “*Engagement is everything.*” *Zero to Three Bulletin*, 18(4) 16. Greenstein, B. (1998, February/March)



4.4 Progress Reports for Infants and Toddlers

EEC Regulation 7.06 (3-4)

The following requirements apply to all programs, including family child care, small group and large group.

3. Progress Reports: A written progress report must be prepared periodically on the progress of each child in the program. The program must offer parents a conference to discuss the content of the report. A copy of the progress report must be given to the parent and a copy kept in the child's record.

(a) **Frequency:** 1. for infants and children with identified special needs the progress report must be prepared every three months.

2. for toddlers and preschoolers, the progress report must be prepared every six months.

(b) **Content:** The progress report must be based on observations and documentation of the child's progress in a range of activities over time and may include samples of the child's work.

1. For children younger than school age, the progress report must address the development and growth of the child including but not limited to the developmental domains of Cognitive, Social/Emotional, Language and Fine and Gross Motor and Life Skills.

(c) All Educators, specialists and consultants working with the child in the program must be offered an opportunity to contribute to the progress report of the child.

4. Use of Progress Reports: Educators shall use progress reports to adapt the program to the children's individual strengths, interests, and needs; to maintain ongoing communication with the child's family, and; with parental permission, to facilitate the child's transition to another early education and care program.

The Rationale for the Regulation

Progress reports serve a number of important purposes:

- To support communication with parents about their child's growth and development;
- To serve as a tool in developing a partnership between educators and parents to promote children's growth and development;
- To help the educator learn about each child;
- To assist in planning activities and adapting the environment to meet the needs of individual children;
- To form a useful record that can help children and families transition more smoothly to another program.



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Meeting and Exceeding the Regulation

Progress reports, also referred to as assessments, are the process of gathering information about children from several forms of evidence, then organizing and interpreting that information. There are several methods for recording children's progress. Each method requires documentation over time – daily, weekly, every other week – for at least 3 months to get a complete and accurate picture of a child. Some of the methods of recording children's progress include:

- **Observations** – Objective dated documentation of what you see and what you hear children doing.
- **Anecdotal Notes** – Brief dated descriptions of what a child is doing.
- **Class List Logs** – For recording short, specific information about each child.
- **Checklists** – A listing of typical skills by age and all domains that the educator can check off once observed.
- **Portfolios** – Collections of dated children's work and documented photos of activities; considered “authentic assessment.”
- **Rating Scales** – A system to rate children's progress as observed.
- **Research Based Tools** – Reliable, valid, normed tools available for purchase. Some examples for infants and toddlers include High Scope Child Observation Record; Creative Curriculum Developmental Continuum for Infants, Toddlers and Twos and Teaching Strategies GOLD.

Information on children should be gathered and documented across all domains (Social/Emotional, Cognitive, Language, Physical, and Life Skills). To observe all of these skills, it may be necessary to plan specific types of activities for particular infants and toddlers in which performance on skills can be recorded. Seek contributions to include in the progress report from any other educators, specialists or consultants who have been working with the child. Once information is gathered the educator should review the documentation to reflect on children's progress and areas of need. Educators can then plan activities for children that support emerging skills and provide challenge in new areas of development.

Written progress reports are shared with families every three months for infants and

Difference Between Assessment and Screening

An assessment tool is used to document the progress of a child in all domains. Assessments are done in natural settings, over time. The information gathered is used to identify strengths and goals for a child, plan curriculum activities to enhance the child's progress and to communicate with families.

A screening tool is a brief way of learning more about a child's development and identifying any specific areas of developmental delay. The screening tool may identify the need for further follow up, referral, or other interventions. Screenings should be done within 45 days of a child's enrollment.

Examples of screening tools include Ages and Stages Questionnaires, Brigance Early Childhood Screens, and Battelle Developmental Inventory Screening.

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for children with identified special needs and every six months for toddlers. Progress report formats can be program made or purchased. The Progress Reports Resource Packet available on the EEC website (see Resources) provides information on tools for purchase, as well as samples of progress report that can be used by programs.

In preparing to meet with families, educators should plan what and how to share information. Identify key developmental skills to be shared. These may focus on gains the child has made or areas of concern or interest that the family has shared. Begin your family meeting with positive comments about the child and specific examples or observations that illustrate the child's skill level. Engage the family in discussions about their expectations for their child's development, activities their child enjoys at home, skills that may be observed at home, but are not evident in the early learning setting, and any concerns they may have about their child. Share their child's portfolio or samples of their child's work. Frame concerns and goals in positive ways, avoiding judgments about the child. Share objective information about what the child is doing and discuss goals, including goals the family has shared. Ask families for input in developing a plan for the child. Give parents a written copy of the progress report and keep one in the child's files.

Arrange meetings that are convenient to families. If they are unable to meet, provide copies of their child's progress report and suggest alternative ways to share information, such as email or phone conversations. Document your attempts to meet, and include any conversations, communication and plans for the child. Keep a copy in the child's file with the progress report. Use the progress report to plan and implement activities that meet the child's strengths, needs, and interests, and to make any changes in the classroom environment to support the child's development and the learning.

Resources

- www.eec.state.ma.us for Progress Reports Resource Packet – for information on progress reports, portfolios, positive ways to share information with parents, samples of progress report forms, and internet resources for information on assessment tools
- <http://www.cdc.gov/ncbddd/child/default.htm> for downloadable copies of developmental milestones checklists, tips on talking to parents, information on positive parenting and other useful resources visit the Centers for Disease Control website at
- *Focused Observations: How to Observe Children for Assessment and Curriculum Planning* by Gaye Gronlund and Marlyn James Redleaf Press, 2005.
- *Basics of Assessment: A Primer for Early Childhood Educators* by Oralie McAfee. Deborah J. Leong, Elena Bodrova NAEYC, 2004.
- *Spotlight on Young Children and Assessment* by Derry G. Koralek, ed. NAEYC, 2004.
- *The Power of Observation for Birth through Eight (2nd edition)* by Judy Jablon, Amy Laura Dombro & Margo L. Dichtelmiller NAEYC, 2007.



4.5 The Importance of Supporting Language Development in the First Three Years

EEC Regulation 7.06 (1) Curriculum

- (a) The licensee must provide a well-balanced curriculum of specific, planned learning experiences that support the social, emotional, physical, intellectual and language development of all children. The curriculum must:
1. be developmentally and linguistically appropriate;
 - (b) the plan must provide for: opportunities for children of all ages to interact with peers and adults to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events;
 7. educators reading books daily with children of all ages in an engaging manner in group or individualized settings.

The Rationale for the Regulations

“Babies come into the world primed to communicate with adults, who are primed to communicate with them. Their survival and wellbeing depend on their ability to connect with their caregivers. From babyhood into childhood and beyond, language plays an increasingly important role. Language is central to thinking, social exchange and sense of self. We use words to reason and plan, exchange information and opinions, and make our wishes known. Language lets us express feelings, wheedle and negotiate, and remind ourselves how to behave. We use words to learn – to ask questions, hypothesize, organize information and draw conclusions. We also play with words... In 3 or 4 short years, most of us learn enough language to use words with specificity and zest in all of these ways. Many of us do it in more than one language.”(Bardige, 2009)

The more words babies and toddlers hear in back-and-forth, engaging conversation, the faster their vocabularies and language skills develop. Children who develop strong communication skills and robust vocabularies as toddlers are likely to become preschoolers who are adept at pretending, telling stories and asking questions. These strengths contribute to optimal learning from both peers and adults – and to rapidly increasing vocabulary, conceptual understanding and general knowledge. Children’s vocabularies at age 3 predict reading and math scores at age 9; vocabulary at kindergarten entry is highly correlated with 10th grade reading comprehension.

Books provide interesting things for adults to talk about with very young children. They contain new and interesting words and phrases that are beautiful to hear and fun to say. Infants tune in to the sounds and rhythms of literary language. They enjoy seeing pictures of other babies, familiar objects and daily routines, and can begin to learn the words for them. Young toddlers like to get into the reading act – pointing to and naming pictures, imitating sounds and actions, and manipulating pages as they “help” tell the story. For older toddlers, books introduce rich vocabulary, exotic sentence structures and intriguing concepts. Most important, they can serve as springboards for wide-ranging conversations with adults.



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Television and videos are NOT developmentally appropriate for infants and toddlers. In fact, extensive use of such media without accompanying conversation with an adult (common in U.S. homes) can slow down language development. Infants and toddlers learn language through back-and-forth, responsive interaction.

Meeting and Exceeding the Regulations

In order to prevent a lifelong achievement gap, educators need to provide a language rich environment for every child, beginning their first day of care, at whatever age. “The quality of talk in child care makes a difference in the speed at which children attain linguistic milestones and in the richness of their vocabulary.” (Bardige, 2009)

Some recommendations are:

Babies:

- Engage in frequent back-and-forth baby talk conversations
- Play babble games:
 - Imitate the baby’s babbling
 - Record the baby’s babbling and play it back to her
 - Sing silly songs and gentle lullabies in your home language
 - Let the baby watch your mouth as you make distinct sounds
- Use your voice to soothe or arouse the baby.
- Let a baby listen to lots of different sounds (music, rustling leaves, vacuum cleaner, and washing machine).
- Talk a lot. Talk about what you are doing, what the baby is doing, what happened yesterday, what will happen today.
- Blow soap bubbles – use words to encourage the baby to watch, reach for and pop the bubbles.
- Show the baby how to look through a cardboard tube. Talk through the tube.
- Sit by the window and provide words for all the things you see.
- Have the baby look for hidden toys.

Toddlers:

- Follow the “CAR” strategy: Follow the child’s lead – Offer a Comment, Ask a question or Respond by turning her verbal or non-verbal communication into a full sentence.
- Questions can be a powerful tool for expanding language:
 - Quizzing: Asking for known right answers. “What color is this block?”
 - Open-ended questioning: Asking for opinions, descriptions, predictions, choices and other unknown information that the child can supply. “What are you building?”



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- Reflective questioning: Asking questions related to a child’s activity that provide insight into his thoughts, expand his play, or prompt further exploration. “I see you are building a tall tower. How will you help it to balance?” or “Where will the people go into your house?”
- Use songs, rhymes and games to explore words and concepts:
 - Learn body parts – “Hokey Pokey” and “Where is Thumbkin?”
 - Learn animals and sounds – “Old McDonald”
 - Learn about vehicles – “Wheels on the Bus”
- Make toddler’s questions into learning opportunities. Provide an answer or help the toddler to figure out the answer on their own.
- Encourage pretend play and provide new vocabulary for the various play scenes.
- Make the toddler a photo album with family members, special places, pictures of events. Help the toddler to talk about the pictures and what he remembers.
- Give toddlers jobs to do. Expand their vocabulary by narrating what they do to complete the chore. Offer new words and opportunities for the toddler to explain what he is doing.
- Expand toddler’s speech to smooth sentences. Don’t just repeat what the child said, add some more information.
- If you don’t understand what a toddler says, ask her to repeat it. If you still can’t figure it out, ask her to show you. Don’t miss the opportunity to expand the toddler’s knowledge.
- Ask questions that offer choices, support problem solving, solicit ideas and extend pretend play

This information was taken from the article, Bardige B and Bardige K, [Talk to Me, Baby! Supporting Language Development in the First Three Years](#)

Resources

- *Talk to Me, Baby!* How You Can Support Young Children's Language Development. Bardige, B. Brooks Publishing, 2009
- *Talk to Me, Baby! Supporting Language Development in the First Three Years* Zero to Three, 29(1), page 4. Bardige B and Bardige K, 2008 http://main.zerotothree.org/site/DocServer/ZTT29-1_sep_08.pdf?docID=7242
- “Sharing spoken language: Sounds, conversations, and told stories.” *Young Children* 65 (1): 34-39. Birckmayer, J., A. Kennedy, & A. Stonehouse. 2010.
- “Research in Review. Bridging the Vocabulary Gap: What the Research Tells Us about Vocabulary Instruction in Early Childhood.” *Young Children*, 65(4) 84-91. Christ, T. Go to www.naeyc.org.
- “One language, two languages, three languages . . . more?” *Young Children* 64 (1): 52-53. Prieto, H.V. www.journal.naeyc.org/btj/200901
- For information on a wide variety of topics: www.zerotothree.com, www.talaris.org/research/language-communication, www.touchpoints.org, www.developingchild.harvard.edu, www.lamyourchild.org, www.pitc.org, www.childcarereseach.org.

4.6 Behavior Guidance for Infants and Toddlers

EEC Regulation 7.05 (5, 7-8)

Educators must provide guidance to children in a positive and consistent way based on an understanding of the individual needs and development of children by:

- (5) (a) encouraging self-control and using positive guidance techniques, such as recognizing and reinforcing children's appropriate behaviors, having reasonable and positive expectations, setting clear and consistent limits, and redirecting;
 - (b) helping children learn social, communication, and emotional regulation skills they can use in place of challenging behaviors;
 - (c) using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to encourage appropriate behavior and prevent challenging behaviors;
 - (d) intervening quickly when children are physically aggressive with one another and helping them develop more positive strategies for resolving conflict;
 - (e) explaining rules and procedures and the reasons for them to children, and where appropriate and feasible, allowing children to participate in the establishment of program rules, policies and procedures;
 - (f) discussing behavior management techniques among staff to promote consistency.
- (7) Educators must direct child guidance to the goal of maximizing the growth and development of children and protecting the group and the individuals within.
- (8) The following practices are strictly prohibited:
- (a) spanking or other corporal punishment of children;
 - (b) subjecting children to cruel or severe punishment such as humiliation, verbal or physical abuse, neglect, or abusive treatment
 - (c) including any type of physical hitting inflicted in any manner upon the body, shaking, threats, or derogatory remarks; depriving children of outdoor time, meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence;
 - (d) disciplining a child for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or to remain on the toilet, or using any other unusual or excessive practices for toileting;
 - (e) confining a child to a swing, high chair, crib, playpen or any other piece of equipment for an extended period of time in *lieu* of supervision; and
 - (f) excessive time-out. Time-out may not exceed one minute for each year of the child's age and must take place within the educator's view.

The Rationale for the Regulations

One of the most important skills for success in learning and in life is self-regulation, the ability to control one's own feelings and behavior. The stages of infancy and toddlerhood are prime learning times and must be intentionally supported by educators in their choices of environment, activities, materials, and personal interactions. Using behavior guidance instead of punishment will ensure the developmentally appropriate progression of self-regulation at the different stages.



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Meeting and Exceeding the Regulations

A focus of infant and toddler development is the exploration and discovery that occurs as they learn more about the world around them. Much of this exploration and discovery can look like misbehavior as infants and toddlers put inappropriate things in their mouths, disregard verbal instructions to focus on their own interests, practice cause and effect by pushing things (or peers), and even bite others to see what happens. It becomes important for educators to understand infant and toddler development and to anticipate typical behavior as within the normal ranges. Any restrictions and limit setting should be balanced against continuing to encourage curiosity and exploration in a safe setting. Too much emphasis on control may discourage continued exploration and learning.

As young infants begin to move about, it is important to create an environment that minimizes “no.” Remove items that can choke or injure the infant and protect infants and toddlers from inadvertently harming one another as they learn that poking, prodding, hitting and biting others to learn more about them is hurtful.

Some strategies that may be helpful in promoting positive behavior for infants and toddlers include:

Setting realistic expectations

- Understand that older infants and toddlers are struggling for autonomy, are egocentric, have difficulty expressing themselves, need to test limits, and are experimenting to learn about their world.
- Expect typical behavior and keep expectations reasonable.
- Keep activities appropriate so infants and toddlers are both challenged and feel successful.
- Understand and accept individual temperament.

Providing positive interactions

- Be a calm, sensitive influence.
- Model empathy and caring skills for infants and toddlers to imitate.
- Word statements positively, telling children what they can do, not what they can't do.

Why Do Children Bite?

- Oral exploration
- Teething
- Hunger or fatigue
- Lack of awareness that biting hurts
- Frustration, anxiety, stress
- Inability to express feelings or needs verbally
- Mimicking behavior
- Inexperienced peer interactions
- A way of showing affection
- A need for autonomy or control
- Exploring cause and effect relationships

What Can I Do If Biting Continues?

- Document biting in a log, noting patterns (time, child involved, area of room, activity child is doing)
- Observe for possible causes of biting.
- Say a firm, “No, Biting hurts.”
- Model empathy and caring for the child who was bitten.
- Implement solutions to possible causes of biting:
 - Provide sensory activities, teething items.
 - Reinforce “gentle touches.”
 - Identify pattern and intervene.



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- Provide positive reinforcement in verbal and non-verbal ways, such as, hugging, smiling, and holding.
- Model simple words or signs to express their needs.

Creating an environment that promotes positive behavior

- Provide consistency and predictability in expectations, care and routines.
- Have sufficient materials and duplicates of favorites. Don't expect infants and toddlers to share.
- Rotate toys regularly to provide new interests.
- Minimize waiting.
- Provide safe opportunities for exploration and independence.
- Provide space to be alone.
- Group activities into similar areas to allow for small group or independent play.
- Prepare children for transitions. Provide a five minute warning and use a transition song or signal.
- Provide indoor and outdoor active play daily. Licensed programs must provide at least 60 minutes of active play per day. Provide climbing, movement and dance opportunities.
- Provide many sensory activities, including items to mouth.

Managing challenges

- Observe children to discover more about their behaviors.
- Provide two choices (“You can put your coat on or I can help you put your coat on.”)
- Start a sentence with “yes,” instead of “no,” confirming that you know what the child wants (“Yes, you want to go outside now. We will go outside after rest time.”)
- Redirect or distract children.

Resources

- *Prime Times: A Handbook for Excellence in Infant and Toddler Programs*, Jim Greenman, Anne Stonehouse, Gigi Schweikert, Redleaf Press, 2008.
- *Touchpoints: Your Child's Emotional and Behavioral Development* by T. Berry Brazelton, MD, Addison-Wesley Publishing, 1992.
- *Caring for Infants and Toddlers* by Derry G. Koralek, Amy Laura Dombro, Diane Trister Dodge, Teaching Strategies, 2005.
- *Behavior Guidance for Infants and Toddlers*, Dr. Alice Honig, Southern Early Childhood Association, 2005.
- *When No Gets You Nowhere: Teaching Your Toddler and Child Self-Control*, Mark I. Brenner, Prima Publishing, 2001
- www.zerotothree.org for Behavior and Development articles.
- www.askdrsears.com for Discipline and Behavior articles.



4.7 Physical Activity and Childhood Obesity Prevention

EEC Regulations: 7.06.1b.5

(b) The licensee must have evidence of a plan describing how program activities support and engage children through specific learning experiences. Such plan must be appropriate to the ages and development of the children served, to the length of the program day and to the program objectives.

5. at least 60 minutes of physical activity in full-day programs;

1. in programs serving infants and toddlers, opportunities for infants and toddlers to move freely and achieve mastery of their bodies through self-initiated movement, including multiple opportunities to practice emerging skills in coordination, movement, balance and perceptual-motor integration.

Rationale for the Regulation

Twelve percent of children aged 2 to 5 are considered obese, according to the Centers for Disease Control and Prevention, and 65 percent of overweight children have an additional heart disease risk factor, with problems of elevated cholesterol, elevated blood pressure and insulin problems. The main causes of childhood obesity are lack of physical activity, poor eating habits and/or genetics. Obesity develops when the energy intake exceeds expenditure from physical activity.

Meeting and Exceeding the Regulations

The National Association for Sport and Physical Education (NASPE, 2009) recommends that:

- Young children should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Toddlers should accumulate at least 30 minutes a day of structured physical activity and at least 60 minutes a day of unstructured physical activity.
- While 60 minutes a day is the suggested minimum, it is further recommended that children accumulate “up to several hours” of physical activity daily.

The concept of “accumulation” means you don’t have to worry about setting aside huge blocks of exclusively devoted to physical activity. You can fit in bouts of physical activity throughout the day and still meet the national guidelines and contribute to the fight against obesity.

Encouraging Unstructured Physical Activity

Rae Pica, in Fitting Physical Fitness into Every Day, provides this information: Unstructured physical activity, which involves free choice on the part of the children, is typically best experienced outdoors, where the children can run and jump and expend energy. The outdoor setting provides the perfect opportunity to enhance the children’s physical development and physical fitness. Teachers and caregivers must become involved in children’s outdoor play, offer



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guidance and suggestions to extend the children's play. An example: blowing bubbles for the children to catch encourages them to run and jump, contributing to both cardiovascular endurance and muscular strength and endurance.

Fitting Structured Physical Activity into the Day

Structured physical activity is organized and planned. It involves children in specific activities in which they're expected to achieve certain results. Naturally, that makes structured physical activity more challenging to incorporate into the curriculum than unstructured movement.

It's not unreasonable to expect that early childhood teachers will set aside a minimum of 30 minutes a day to focus on the acquisition and refinement of motor skills. Motor skills do not develop automatically from an immature to a mature level, so they must be taught and practiced just like any other skill in early childhood. Children who are comfortable and confident with their motor skills are more likely to be physically active throughout their lives. Some ideas are:

- Utilize substantial chunks of what is set aside for circle time.
- Take movement breaks throughout the day. These can incorporate moderate- to vigorous-intensity physical activity (like walking briskly or running in place, pretend to be in a track meet), thereby contributing to cardiovascular endurance.
- Include gentle stretching that promotes both relaxation and flexibility, an important component of health-related fitness.
- Incorporate structured physical activity into your transition times, which already involve moving from one place to another!

Infants and Tummy Time

Rae Pica in Getting "Down & Dirty" with Baby explains:

"Because babies are now spending so much time on their backs, many are experiencing "flat head syndrome," weak arm, neck, shoulder and trunk muscles; and delays in developmental milestones like rolling over, crawling, pulling up to stand and walking. The estimated 60 waking hours a week babies are spending in things (what a colleague calls "containerized") further exacerbate some of these problems.

Lack of upper torso strength could result in difficulties with gross (large-muscle) and fine (small-muscle) control. The former is needed for physical activity and athletics and the latter for such tasks as writing and keyboarding. Also, although babies do eventually master most or all developmental milestones, babies who don't spend time on their tummies may spend less time crawling. This could mean difficulty crossing the midline of the body – the invisible, vertical line that runs from the head to the toes and divides the body into left and right sides. In some cases, children unable to cross the midline – and there seem to be more of them in schools every year – have problems with reading and writing. "

Tummy time can:



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- Have a positive effect on head shape.
- Induce an infant to attempt lifting her head and pushing up on her arms, strengthening the upper torso.
- Encourage crawling – across-lateral experience (the left arm and right leg move simultaneously and vice versa), so children who spend time practicing this motor skill generally have no problem crossing the body’s midline.
- Also, help development. Babies who spend time facedown tend to reach their motor milestones earlier than babies who don’t.

Working with Parents

How can we help parents and staff understand that infancy is not too early to begin thinking about overweight and obesity issues?

Dr. Tellez: Start by reminding parents how much the baby moved during pregnancy, even before birth as she grows and develops. The importance of role modeling that staff and parents provide children cannot be underestimated. In other words, what the families and caregivers do, young children will imitate. Therefore, families who do not exercise regularly and are overweight are more likely to have young children who follow suit. The longer a child is overweight, the more health problems she’s likely to have later in life. Some of these health problems include asthma, bone and joint problems, childhood diabetes, high blood pressure and high cholesterol. Socially, as young children who are overweight grow older, they may get teased by their peers because of their weight. This can lead to low self-esteem in these children. Ideally, the younger a child with overweight problems is identified, the better her chances for a healthier life. (Interview with Dr. Rachel Tellez, Medical Advisor to the Head Start Bureau)



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Resources

Movement and Excise

- *Your Active Child: How to Boost Physical, Emotional & Cognitive Development Through Age-Appropriate Activity*, Pica, R. McGraw-Hill. 2003
- “Babies on the Move” Pica, R. 2010 *Young Children*. 65(4) pg 50 or go to www.naeyc.org/yc/columns
- www.jackiesilberg.com/earlychildhood_books.html for books on playing games with babies.
- www.movingandlearning.org for examples of activities and resources from Rae Pica.
- www.bamradionetwork.com for discussion of current topics.
- www.alphabetfitness.org for information on connecting literacy and physical activity.
- www.letsmove.gov for Michele Obama’s “Let’s Move” initiative.

Dental Health:

- <http://www.cdc.gov/oralhealth/topics/child.htm> for Center for Disease Control:
- www.keepkidshealthy.com/welcome/treatmentguides/dental_health.html for Keep Kids Healthy
- www.aap.org/healthtopics/oralhealth.cfm for American Association of Pediatrics
- <http://www.prnewswire.com/news-releases/kool-smiles-offers-free-toothbrushes-and-education-to-day-care-centers-affected-by-massachusetts-initiative-supporting-childrens-oral-care-83326757.html> or <http://www.koolsmilespc.com> or www.eec.state.ma.us for more about Kool Smiles

Maternal Depression

- http://www.nccp.org/publications/pub_791.html
- http://www.aboutourkids.org/files/articles/jan_feb_1.pdf

Mental Health

- <http://mentalhealth.about.com/cs/localandregional//blmassachusetts.htm> for lists of mental health providers and organizations:
- <http://www.mass.gov/?pageID=eohhs2subtopic&L=4&L0=Home&L1=Consumer&L2=Behavioral+Health&L3=Mental++Health&sid=Eeohhs2> for Mass Department of Mental Health

Nutrition

- www.keepkidshealthy.com/nutrition
- pediatrics.about.com/od/nutrition/Nutrition_for_Children.htm
- www.nlm.nih.gov/medlineplus/childnutrition.html



4.8 The Importance of Parent/Educator Partnerships

EEC Regulation 7.08 Family Involvement

The following requirements apply to all programs, including family child care, small group and school age, and large group and school age child care. Additional requirements for family child care are found at 606 CMR 7.08 (9). Additional requirements for small group and school age and large group and school age child care are found at 606 CMR 7.08 (10).

1. The licensee must support and encourage a partnership with and the involvement of parents in the early education and care of their children.
2. Parent Communication. The licensee must develop a mechanism for and encourage ongoing communication with parents, and must be able to communicate effectively with families whose primary language is not English or who require alternative communication methods.
3. Parent Input. The licensee must have a procedure for allowing parental input in the development of program policies, which may include, but need not be limited to, a suggestion box and individual or group parent meetings.

The regulations continue with numbers 4-10 covering the areas of:

4. Parent Visits;
5. Enrollment Meeting;
6. Written Information for Parents;
7. Parent Conferences;
8. Notification to Parents;
9. Additional Requirements for Family Child Care;
10. Additional Requirements for Small Group and School Age and Large Group and School Age Child Care.

The Rationale for the Regulation

There are many benefits to children when their families and educators work together:

- Research has shown that participation in activities and regular communication between parents and educators are related to increased positive outcomes for children;
- Parents are experts on their own children. By sharing individual information about their children and partnering with educators, parents can provide their children with goals and activities geared toward their success in learning;
- Parents benefit when educators understand and respond to their children's needs and provide information and resources to help;
- Educators benefit by having parent input, support and participation;
- Children's identity, sense of belonging and cultural competence are heightened when parents share information that help educators learn about and embrace cultures and practices different from their own.



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The first three years of life are a time of rapid brain development and learning. This time becomes critically important for infants and toddlers as they develop foundations for learning. During this time, parents are building extensive knowledge about their own child, as well as a strong commitment to their child's wellbeing. As their child's first teacher, parents have the greatest impact on their children's lives. When families enter into out-of-home care, they have an opportunity to engage in a partnering relationship with educators who can complement the parents' knowledge of their own child with an understanding of how children of the same age learn. Educators have resources and information on strategies for managing the challenges of infant and toddler development, while parents have information on how their own child may respond and learn. In this partnership, parents and educators can successfully support young children's learning. This partnership is enhanced when parents and educators work to develop a trusting relationship where each party supports and appreciates the other's role and influence, and together they identify goals for the child. Through working closely with parents, educators can plan activities and experiences that are relevant to the child and support family goals.

In following the EEC regulations for Family Involvement (7.08 1-10), educators are providing a step toward helping families feel informed and involved in their children's early learning. Daily communication with parents of infants and toddlers provides strong connections and information. Communication can include daily notes, in-person conversations, phone calls and e-mails. Parents especially welcome contact and individual information about their children in the early weeks of care. Partnerships are strengthened when communication goes both ways and parents feel that their input and comments are welcomed. Additional ways to strengthen partnerships with parents include:

- **Involving parents in decision making**, especially as it pertains to their children. Parents should be welcome participants in reviewing their children's progress on a regular basis and working with educators to identify individual goals;

Cultivating Good Relationships and Resolving Differences with Parents

- Demonstrate respect
- Create a trusting relationship
- Use active listening (Stop, Look, Listen, Respond)
- Work to understand parent concerns
- Ask questions
- Become aware and accepting of families' culture and values
- Explore your own feelings
- Avoid judging
- Seek to understand
- Be empathetic
- State positive comments
- Maintain confidentiality
- Learn and increase awareness through parent explanations
- Increase parent awareness through educator explanations
- See more than one point of view
- Work to find solutions together



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- **Involving parents in program activities.** Inviting parents to share special home activities and celebrations can make children and parents feel included in the program. When the home language differs from the language spoken at school, families should be invited to share words and phrases that can be used during the day with their children;
- **Sharing relevant resources and information that address parents' concerns and questions.**

A more challenging piece of this partnership is developing a respectful, trusting relationship where parents and educators are willing to learn from one another. Because of their vulnerability, young children promote a need among adults to protect them. The Program for Infant Toddler Care refers to this fundamental drive as “Protective Urges,” which are so strong that they can lead to differing feelings and opposing reactions in adults. When placing their child in out-of-home care, parents have a natural protective urge, perhaps with feelings of anxiety and grief.

Educators experience similar strong protective feelings that may interfere with their ability to work closely with parents if there is disagreement about the way they perceive a parent is caring for the child. Parents and educators may have different ideas about how children should be supported and cared for. Most people believe that the way they learned to view child-rearing (whether through education or their own child-rearing experiences as children) is the correct way. Differences can range from routine practices involving feeding, sleeping, toilet training and independence to deeply held beliefs involving values and character development. When caring for infants and toddlers, it becomes essential for educators to work toward a partnership with parents. When differences occur, educators should step back, explore their own feelings and seek out parents' perspectives. The goals are to listen and learn from one another while respecting different points of view on child-rearing practices. If some practices are deemed harmful to children, educators can share resources and inform parents of other more successful practices. In working together, parents and educators can develop plans that promote and enhance children's growth and development.

In the 2008 QRIS Experts Issues Meeting, the National Infant & Toddler Child Care Initiative and Zero to Three agreed that “strong, supportive, effective relationships with families are essential to the level of communication needed to assure continuity across setting and development and implementation of a curriculum that is reflective of the child's home culture.” Care that is culturally and linguistically relevant to children and families provides cultural continuity and supports the young child's developing sense of self. If educators are not familiar with a child's culture, they are not able to provide consistency of care relevant to the child's home setting, nor can they support the child's continued development in their home language. By seeking the

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support of family members and others in the community, educators can provide culturally relevant and consistent practices and linguistic experiences for children.

Recognizing parents as experts on their children, seeking their input and encouraging their involvement in goal setting for their children can all promote a more trusting relationship between parents and educators. Supporting the continuance and acceptance of cultural practices as much as possible in the out-of-home setting can provide infants and toddlers a reassuring sense of belonging. In this respectful environment, parent/educator partnerships can flourish.

Resources

- *Family Involvement Makes a Difference: Family Involvement in Early Childhood Education* Harvard Family Research Project, Harvard Graduate School of Education (2006). See www.hfrp.org/publications-resources/browse-our-publications/family-involvement-in-early-childhood-education
- *National Infant & Toddler Child Care Initiative: QRIS Experts Issues Meeting* (May 2008). See pre-publication draft at http://main.zerotothree.org/site/DocServer/NITCCI_QRIS_Issue_Meeting_White_Paper_webinar_post.pdf?docID=6146
- *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care* edited by Peter L. Mangione (California Department of Education), 1995.
- *Infant /Toddler Caregiving: A Guide to Creating Partnerships with Parents* by Mary B. Lane and Sheila Signer (California Department of Education), 1996.
- *Child, Family, and Community: Family-Centered Early Care and Education* by Janet Gonzalez-Mena (Prentice Hall), 2008.
- The Program for Infant Toddler Caregivers (www.pita.org) for information on Protective Urges and partnerships with parents.
- National Association for the Education of Young Children (www.naeyc.org) for resources on parent partnerships and involvement.
- Provider-Parent Partnerships (www.ces.purdue.edu/providerparent/index.htm) for resources designed especially for family child care providers.



4.9 Meeting the Needs of Diverse Learners

EEC Regulation 7.04

13. Children with Disabilities The licensee must accept applications and make reasonable accommodations to welcome or continue to serve any child with a disability. In determining whether accommodations are reasonable and necessary, the licensee must, with parental consent and as appropriate, request information about the child from the Local Education Agency (LEA), Early Intervention Program or other health or service providers.

- (f) The licensee must, with parental permission, contribute to the development and review of the child's program plan in cooperation with the LEA, Early Intervention Program and/or other health and service providers.

EEC Regulation 7.04 (17) (h)

Plan for Referral Services - for Small Group and Large Group- The licensee shall have a written plan describing procedures for referring parents to appropriate social, mental health, educational and medical services, including but not limited to dental check-up, vision or hearing screening for their child, should the program staff feel that an assessment for such additional services would benefit the child. The written plan shall include, but not be limited to the following:

1. staff responsibilities for informing the licensee of their concern;
2. procedures for observing and recording the child's behavior and reviewing the child's record prior to making a referral;
3. procedures for meeting with parents to notify them of the program's concern;
4. a current list of referral resources in the community for children in need of social, mental health, educational or medical services. This list shall include the contact person for St. 1972, c. 766 and Early Intervention Program referral;
5. written notice to the appropriate administrator of special education that the licensee is serving a child with a disability, if the child is two years and nine months old or older;
6. written notice to the administrator of the DPH Early Intervention Program if the licensee is serving a child with a disability who is younger than two years and nine months old.

The Rationale for the Regulation

Some infants are identified at birth or shortly after with diagnosed disabilities or developmental delays. Other infants and toddlers come into early childhood settings and through an educator's observations, developmental concerns are detected. Early identification of infants and toddlers with developmental challenges provides the opportunity for their families to obtain appropriate medical, educational or diagnostic services. Early detection and related services are essential to maximizing the development of infants and toddlers with disabilities. "The sooner you can start working with a child, the better chance he has of reaching his potential in daily living," says Barbara Jarvis, special projects manager, Easter Seals North Georgia. "By focusing in on a child's needs early on in their development, you are giving them the head start they need to keep up with their peers."



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Meeting and Exceeding the Regulations

While development is influenced by a variety of factors, including environment, experience, interaction, and individual temperament, young children typically progress through a predictable series of developmental milestones. For example, most children will develop from head to toe, develop skills from the center of their body outward, and develop motor skills involving large portions of their body first, and then progress to skills using specific body parts. However these milestones can occur at various times and the typical age of achieving any milestone can vary considerably from child to child. Some children, for example may begin crawling five or six months earlier than other children. The development of young children's skills is individualized and uneven. Educators need to watch for signs that the child's development is progressing appropriately. At the same time, educators need to be aware of signs of serious developmental lags that exceed six months. The Center for Disease Control, Zero to Three, and The National Dissemination Center for Children with Disabilities (resources listed below) all provide developmental milestone checklists that can help educators assess the normal progression of development and also help educators identify what appear to be significant lags in skills.

As educators are observing children, they should date and record signs of concern if they see examples of any of the following or other behaviors that warrant concern:

In Social Emotional Development:

- Difficulties with attachment;
- Lack of social responsiveness, for example holding the body stiffly when held, not engaging in reciprocal sound-making, avoiding eye contact, never imitating facial expressions, or showing limited emotional expression;
- Inconsolable crying or irritability;
- Inability to adapt to a new situation;
- Easily startled or alarmed by routine events;
- Flat affect; showing no emotions.

In Language and Communication Development:

- Inconsistent responsiveness to own name,
- Limited sounds, language, or interactive play in first 6–12 months;
- Limited vocalization or excessive oral–motor sensitivity, weakness, drooling(not associated with teething), or feeding problems continuing beyond 6 months;
- Little or unvaried babbling by 12 months; no words, verbal imitations, or expressive jargon by 18 months;
- Little use or understanding of conventional gestures (e.g., shaking head, waving) by 15 months;
- Little understanding of words and verbal directions by 18 months; i.e. “Where’s the ball?”;
- Little symbolic pretend or constructive play by 18 months;



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- Little use of words or signs at 18–24 months;
- Communicating primarily through grunts and actions (e.g., pulling someone by the hand) after 24 months;
- Very limited vocabulary or little use of word combinations at age 2–3 years;
- Continuing difficulty responding to communications and participating in turn-taking games (e.g., peek-a-boo or catch) or conversations;
- Continuing lack of interest in books, stories, songs, verbal humor, and storytelling;
- Slow development of speech combined with difficulties in other communication areas;
- Signs of hearing loss, such as not turning towards sounds or not startling at sudden loud sounds.

In Cognitive Development:

- Absence of infant reflexes in early infancy (birth to six months); e.g. automatic grasping of a rattle placed in the palm;
- Infants older than 6 months who continue to have consistent asymmetrical or jerky movements;
- Infants who do not watch or follow an object when it is passed across their field of vision
- Regressing in skills over an extended period of time;
- Toddlers who have difficulty with simple problem solving in comparison to peers;
- Toddlers who do not indicate that they know the names of familiar people or major body parts by pointing or looking at them when named;
- Toddlers who do not look for familiar objects out of sight when asked;
- Toddlers who do not do simple pretend play, such as feeding a doll or eating breakfast;
- Toddlers who are not able to match two sets of objects.

In Physical Development:

- Little or no progression in sequence regarding fine or gross motor skills; rolling over, sitting, crawling, etc.;
- Little or no response to light or shadow;
- Can't support head well by 3 or 4 months;
- Can't sit with help by 9 months;
- Not crawling on hands and knees by 12 months;
- Not walking by 18-22 months;
- Consistently walking on toes.

If observations are documented over a brief period of time and concerns about the child's development continue, it is important to share the written observations with families and encourage them to discuss the observations with their child's pediatrician. The compiled



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observations on the child should be reviewed with the family to determine if an outside referral to the local Early Intervention program or other medical or health providers are necessary. Families should be provided with a listing of relevant community resources that they may contact for further evaluations and assessment of their child's development. Concerns warrant a referral. It must be made with parent consent and permission, especially if there is a consultation about the child with an outside program to obtain further information and resources. Plan on following up with families to discuss referrals and any evaluations suggested. Offer support and reassurance and encourage families to continue the assessments and any therapies suggested.

If a child is already receiving services from any outside agency, such as Early Intervention or medical or health providers, or if services are provided as part of a referral and evaluation:

With parental permission educators can:

- Accompany families and/or share written and verbal information about the children's development with the outside agency. Educators have key observations about the child's daily skills and development that can provide assistance when determining the child's needs;
- Request information to better meet that child's needs. Information on the child's disability and suggestions for ways to better accommodate the child in the out of home setting are available from the parent and/or the outside agency serving the child;
- Contribute to the development and review of the child's program plan set up by the outside agency;
- Request a copy of the written program plan and any evaluations on the child.

Providing care for infants and toddlers with developmental delays can be accomplished in a partnership with the educator, the child's family and with the outside agency or agencies serving that child. Each partner provides important information about the child. Working together, they can better meet the continuing needs of the child with developmental challenges.

Resources:

Websites for information on developmental milestones and delays; resources for educators:

- www.cdc.gov/ncbddd/actearly/milestones for Center for Disease Control
- www.mass.gov/dph/earlyintervention for Early Intervention
- www.easterseals.com/site/PageServer?pagename=ntl_early_intervention for Easter Seals
- www.nichcy.org for National Dissemination Center for Children with Disabilities
- www.eiplp.org for Parent Leadership Project
- www.zerotothree.org for Zero to Three

Books:

- *The Child with Special Needs: Encouraging Intellectual and Emotional Growth* by Stanley I. Greenspan and Serena Wieder, Perseus Books, 1998.
- *The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children* by Patti Gould and Joyce Sullivan, Gryphon House, 1999.

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5.1 Glossary of Terms

Active exploration - Activities that promote and encourage child development and learning

Active learners - Children who learn by “doing,” “participating,” and “playing”

Accommodate - To make changes in materials, activities, interactions or environments so a child can participate fully

Acknowledge - Show positive recognition or interest with facial expression or words

Activities - Experiences planned by the educator that create opportunities for children to explore and learn about their world

Age ranges - Overlapping ages of young children described in four categories: younger infant, older infant, younger toddler, older toddler

Alignment - An arrangement of information that shows the relationship between two or more programs or sets of guidelines.

Appropriate - What is usually expected for a child’s age and ability

Art media - A variety of paint types and art materials, such as markers, crayons, and chalk

Assessment - The process of gathering information about children from several forms of evidence, then organizing and interpreting that information. Progress reports are considered assessments.

Attach/Attachment - The strong emotional tie that children feel with special people in their lives (family members, significant friends, and educators)

Autonomy - a sense of being a separate, independent self

Cause and effect - A relationship between actions or events such that one is a result of the other

Characteristics - Individual traits or qualities

Communication - The act of understanding and/or expressing wants, needs, feelings and thoughts with others. Forms of communication include crying, vocalizing, facial expressions, speech, gestures, sign language, and/or pictures

Community - A social group of any size whose members live in a specific location, share a government, and often have a common cultural and historical heritage

Competency - Ability to perform a specific task, action or function successfully

Consistent - Steady, harmonious, and free from contradiction



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Continuity of care - Practice of children remaining in the care of the same educator over a period of time

Cooperate - To work or act with others willingly and agreeably

Creativity - Showing originality or imagination

Cultural continuity - Central aspects of a family's culture, such as beliefs or traditions, which are shared with an educator who respects and tries to maintain these aspects to provide consistent care for young children.

Culture - Shared attitudes, beliefs, histories, arts, customs, and social or family practices that generally characterize a particular group of people.

Curiosity - a desire to know or learn more about something

Delay - Slow to progress in one or more domains of learning

Demonstrate - To show clearly

Dual language learner - Children who acquire two or more languages simultaneously, as well as learn a second language while continuing to develop their first language

Early literacy - Describes the foundations of reading and writing which begins in infancy

Educators - Males and females who play an important role in supporting learning for infants and toddlers, such as family members, center-based staff, family child care providers, Early Intervention practitioners, home visitors, etc.

ELL - English language learner

Emergent literacy - The view that literacy learning begins a birth and is encouraged through participation with adults in meaningful activities; these literacy behaviors change and eventually become conventional over time

Empathy - Being aware of and responding to the feelings of others

Engage - To become involved or to be attentive

Enthusiasm - Great excitement and interest

Ethnicity - Identifying characteristics shared by a group such as culture, custom, race, language, religion or other social distinctions

Evidence - An outward sign or indication. In child assessment, this would be an indication of a child's development or learning.

Examine - To observe, test, or investigate

Experiment - An action used to discover something unknown; to test a principle or idea



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Expressive language - Children's use and knowledge of words in spoken language

Extend - (1) To make a longer sentence or add to a sentence a child has said; (2) to allow for more play by adding new ideas or materials to the setting

Explore - To investigate or study

Eye-hand coordination - Ability to use eyes and hands together to locate, reach toward, touch, or pick up an object

Family - Refers to the closest relationships that a child has, customarily thought of as a mother or father, but often includes foster family, grandparents and others who are significant in the child's life

Flexibility - The ability to change or alter plans in response to the needs of a child

Floor time - An interaction that involves meeting a child at their current developmental level and building upon their particular set of interests and strengths

Follow child's lead - Responding to a child's interests by interpreting verbal and nonverbal cues and providing similarly

"Gentle touches" - Appropriate touching usually one child to another

Home language - First language a child learns to speak

Imitate - To copy, pretend or practice the activity of another

Interest areas - Areas in a child care environment where similar materials, such as dramatic play materials, are grouped together to capture children's interests and engage them in play

Interaction - A conversation or exchange between people

Investigate - To study the details, to examine, or to observe in order to gain knowledge

Invite - To request participation in an activity or communication

Label - To attach a word to a picture, object, action, or event, either verbally or in writing

Language - Words, signs and symbols used by a group of people to communicate

Materials - Resources that caregivers add to the environment to enhance development and learning, including toys, pictures, and other things children can explore

Manipulate - To move, arrange or operate something using the hands

Model - The act of teaching children through example of doing the desired behavior

Object permanence - Understanding that items that are out of sight still exist

Observe - Taking notice of the unique characteristics of each child



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Open-ended questions - Questions that have no right or wrong answer; generally used to encourage children to engage in more conversation

Parallel play - Two children playing side-by-side, each involved in a separate individual activity

Parallel talk - An educator talking to a child, describing what the child is doing

Passive - Not active; tending not to respond or participate

Peers - Children who are about the same age

Persistence - Continued effort

Phoneme - The smallest units of sound that combine to form syllables and words, for example, b-i-g is three phonemes

Phonological awareness - A range from beginning awareness of speech sounds and rhythms to rhyme awareness and sound similarities and finally the awareness of syllables and phonemes

Pincer grasp - Putting the index finger and the thumb together

Play - Spontaneous actions chosen by children and considered by them to be fun and meaningful

Predictable books - Books that use repetitive lines and familiar patterns that make it possible for the listener to know or guess what is coming next

Primary caregiver - The **educator** who is responsible for developing an emotional connection with a specific infant or toddler and who is usually first to respond to the child when needs arise, particularly with feeding, napping, diapering, and comforting.

Problem solving - Behaviors practiced by young children that allow them to explore questions or situations and try different solutions

Proficiency - Mastery of a specific behavior or skill demonstrated by consistently superior performance

Prompt - To encourage an action or behavior

Prop - Any object used by children during play

Prosocial behavior - Showing concern, cooperation, kindness and consideration for others; demonstrating a sense of caring for others

Receptive language - The process of gaining meaning from spoken words

Reciprocal - Present or existing on both sides; mutual

Reflexes - The body's automatic response to stimuli, for example, the leg kicks upward when the knee is tapped



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Reflexive Actions - An automatic instinctive unlearned reaction to a stimulus. Many reflexive actions, such as grasp reflex, hand-to-mouth reflex, startle reflex, and rooting reflex are observed only in young infants. Reflexive actions later become more purposeful actions.

Respect - To show esteem for another person; to communicate that his or her ideas, feelings and needs are worthy of consideration

Responsive - Warm, sensitive, well-timed, and appropriate to the child's needs

Routines - A pattern of events or interactions planned and occurring on a regular basis

Scaffolding - Appropriate adult mediation to help children accomplish more difficult tasks than they could normally do on their own

Scientific inquiry - The process of exploring, experimenting, asking questions about, and describing the environment

Self-calming/self regulation - The ability of infants and toddlers to calm themselves rather than relying on others to calm them; thumb sucking and holding onto a special blanket are examples of self-calming behaviors used by infants and toddlers

Self-help skills - Behaviors necessary to care for oneself such as dressing, feeding, and toileting

Self-talk - Words or dialogue adults use to describe what they are doing

Sensory - Related to the senses: hearing, seeing, touching, tasting, and smelling

Sensory materials - Materials and experiences that stimulate at least one of the five senses

Separation anxiety- Becoming anxious when a significant person, such as parent or educator, leaves

Stranger anxiety - Exhibiting anxious behaviors around unfamiliar adults

Strategies -Suggested activities, materials, and ways of interacting that promote development

Syntax - words or other elements of sentence structure are combined to form grammatical sentences

Temperament -The unique way a child responds to the world

Tools -Anything used or created to accomplish a task or purpose

Transition - Time of change or moving children from one activity or place to another

Trial and error- Attempting to solve a problem by randomly trying different approaches

Vocalizations - Producing sounds with the voice

Vocabulary - The collection of words that a child understands or uses to communicate



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