



# Birth to 3

# Early Learning Guidelines

Adopted and used with permission of Minnesota Department of Health and Minnesota Department of Human Services





# North Dakota Early Learning Guidelines Birth to Three

To North Dakota parents and early care and educational professionals:

We are pleased to join many state and local partners in presenting the **North Dakota Early Learning Guidelines** *for children birth to three years of age!*

These voluntary guidelines were developed in response to former President Bush's early childhood initiative **Good Start, Grow Smart**. This initiative stresses the importance of supporting learning for every child to reach his or her full potential.

**North Dakota Early Learning Guidelines** *for children birth to three years of age* serves as a guide for state and local early care and education practitioners' efforts to improve early childhood practice and programs for young children ages birth to three years of age. The Guidelines are intended to effect greater collaboration and consistency across systems by aligning practices across all early childhood settings for birth to three.

We hope you will find this document useful in understanding what you may expect to see in a child's learning and development, taking into consideration the individual differences and unique needs of every child. These guidelines recognize that learning in early childhood lays a critical foundation for the young child's later success in school, work, citizenship, and personal fulfillment.

By showing an interest in children's experiences, you join a dedicated group of caring individuals who acknowledge the importance of quality early child care and education for our youngest citizens. With your commitment, we can ensure a good start for all North Dakota's children.

We hope you find this publication useful, and encourage you to share this information with other parents and early care and education practitioners.

Respectfully



Linda Jagielo  
Early Childhood Services Administrator  
ND Department of Human Services



Linda Rorman  
Head Start - State Collaboration Office Administrator  
ND Department of Human Services



# Contents

Introduction.....	7
Purpose and goals .....	7
The infant and toddler developmental period.....	8
Individual differences .....	8
Guiding principles.....	9
Early learning guidelines: What they are and are not.....	9
Early childhood indicators of progress as a new approach.....	9
Potential uses of early learning guidelines.....	10
Organization and structure of the document.....	12
Domains and Components:	
Social and Emotional Development .....	15
Trust and Emotional Security.....	17
Self-Awareness.....	19
Self-Regulation.....	21
Relationships with Other Children.....	23
Language Development and Communication .....	25
Listening and Understanding .....	27
Communicating and Speaking .....	29
Emergent Literacy.....	31
Cognitive Development.....	33
Exploration and Discovery.....	35
Memory.....	37
Problem Solving.....	39
Imitation and Symbolic Play.....	41
Physical and Motor Development .....	43
Gross Motor Development.....	45
Fine Motor Development.....	47
Physical Health and Well-Being.....	49
Summary of indicators for birth to 3.....	51
References and resources.....	53
Minnesota History/ Background.....	56
Acknowledgements.....	57



# Introduction

The years from birth to three are generally regarded by families, researchers and practitioners as critical years for the development of the foundational skills and competencies that support continuous lifelong learning (National Governor’s Association, 2005). The early and rapid development of the brain and related neurological functioning during this period have been well documented in research reports (Shonkoff & Phillips, 2000) and the popular press. Along with the increased public attention given to the importance of this age period, national and state efforts are under way to support development of early learning guidelines that identify essential learning outcomes for infants and toddlers (National Infant and Toddler Child Care Initiative, 2006).

*The Early Childhood Indicators of Progress: Early Learning Guidelines for Birth to 3* recognizes the importance of shared responsibility and accountability to achieve positive outcomes for all children. This document, stresses the importance of collective efforts among families, early childhood care and education practitioners, communities and policymakers in supporting the learning and development of young children.

Infants and toddlers are cared for, nurtured and educated in a variety of settings, including their own homes; family, friend and neighbor homes; family child care homes; child care centers; and Early Head Start specific education programs. Parents, caregivers, health providers, social service providers, parent and family educators, early childhood educators, community members and policymakers share responsibility for the healthy development of infants and toddlers.

## Purpose and goals

*Early Childhood Indicators of Progress: Early Learning Guidelines for Birth to 3* provides a framework for understanding and communicating a common set of developmentally appropriate expectations for infants and toddlers, presented within a context of shared responsibility and accountability for helping very young children meet these expectations.

The document, which was developed by Minnesota and was adopted with permission, has three goals in mind:

1. To help parents and other caregivers understand developmentally appropriate expectations for infants and toddlers.
2. To promote healthy child growth and development, high quality child care and early childhood education.
3. To support the development of comprehensive and coordinated services to benefit families with infants and toddlers based on the Early Learning Guidelines framework.

These guidelines express shared expectations for young children’s learning and provide a common language for measuring progress toward achieving those goals.

The National Infant and Toddler Child Care Initiative, defines early learning guidelines as research-based, measurable expectations of what children should know (understand) and do (competencies and skills) in different domains of learning. Early learning guidelines should be applicable to care provided by parents and families and to various early care and education settings. Sometimes early learning guidelines are developed as one component of program standards; however, these terms have different meanings and intended uses. Program standards are expectations about the characteristics or quality of early care and education settings. North Dakota has program standards for infant and toddler care and education in the form of licensing regulations (North Dakota Department of Human Services). Federal programs, such as Early Head Start, also have program standards.

The document uses the term “Early Learning Guidelines” for ages birth to 3 to emphasize flexibility in the application and uses of the guidelines and to avoid having them confused with program standards. “Early Learning Guidelines” also reflects a more informal and less structured approach in the care and education of very young children than is the case with academic learning standards. *The Early Learning Guidelines for Birth*

to 3 are intended to be a resource to support the learning and development of infants and toddlers and to promote high quality early childhood care and education

## The infant and toddler developmental period

The infant and toddler period of growth and development spans the years from birth to 3. Development and learning in this age period takes place within the context of trusting relationships and interactions with others. The social and emotional competence that develops during this period is the basis for, and influences, all later learning (Ounce of Prevention, 2004; Zero to Three, 2004).

*The Early Learning Guidelines* are intended as a framework for supporting the growth and development of very young children in the age period of birth to 3 years. The indicators, examples and strategies are based on **widely held developmental expectations** observed in infants and toddlers from birth to 3. Three broad age groups are commonly used to describe major changes during the infant and toddler period (Lally, et al, 2003; WestEd, 2004).

**Young infants** between the ages of birth to 8 months are in a stage of very rapid development that includes the integration of sensory, motor, social/emotional, language and cognitive systems. Babies at this age need the emotional security that comes from close relationships with primary caregivers.

**Older infants** are between the ages of 8 months to 18 months. Their increased ability to explore and move greatly affects their interactions with their social and physical environments. Infants at this age eagerly explore their surroundings but need familiar and trusted adults as a secure base of support.

**Toddlers** between 18 months and 36 months have increased ability to influence their environments in many ways, including verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. Toddlers are seeking new ways to

increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures.

While the indicators in this document are the same across the age period from birth to 3, the examples and suggested strategies are different and specific for the three age groups. **Key indicators** for each age group highlight the most significant developments or emerging abilities. These are summarized on page 51-52.

The term, “Indicators of Progress,” is used to emphasize that individual children vary in their rate of progress in achieving developmental benchmarks. Age alone is not a good measure of child development because the many influences on development result in a wide range of individual variations.

## Individual differences

Child development progresses differently for every individual. The values and practices of family, culture and community influence individual child outcomes. Especially for very young children, the family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world. The experiences of infants and toddlers in learning the language and behaviors of their family must be supported by other early care and education settings where young children spend time. Although young children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected for infants and toddlers to develop positive concepts of self and self-worth. Meaningful caregiver strategies acknowledge and incorporate cultural practices and individual developmental differences.

*The Early Learning Guidelines for Birth to 3* are written to include children developing at different rates and with different patterns of behavior. Infants and toddlers with disabilities will make progress on the skills, behaviors and concepts that are described by the indicators, with expected variations for each child. Many infants and toddlers with special needs require and receive early intervention services to increase and enhance their ability to achieve these



developmental expectations.

## Guiding principles

Minnesota's development of this document was based upon these guiding principles:

1. **Infants and toddlers develop in the context of their families, cultures and communities.** Children are unique with their own temperaments and rates of development. Development is the result of many different factors, including physical and emotional health and well-being, nutrition, sensitive and responsive caregiving and the quality of the environment.
2. **Nurturing and responsive caregiving helps infants and toddlers develop secure and trusting relationships.** Infants and toddlers with secure and trusting relationships are better able to learn, play and grow. Infants and toddlers are active learners who learn through play, interaction with others and active exploration of their environment.
3. **The years from birth to 3 represent a period of rapid growth and development and are critical for the healthy development of young children.** Development begins prenatally and learning during infancy provides the foundation for school readiness and success in school and life. Early intervention can help reduce developmental delays and foster optimal growth and development.
4. **Multiple abilities and skills are developing simultaneously in a child's first three years of life. As these abilities and skills emerge, each affects the development of the others.** For example, changes in infants' ability to remember affects how they respond to new people. Development of the whole child requires maximizing potential across multiple domains.

## Early learning guidelines: What they are and are not

*The Early Childhood Indicators of Progress: Early Learning Guidelines for Birth to 3* are a resource that

- supports the learning and development of infants and toddlers and enhances the quality of early care and education for infants and toddlers.
- provides a common conceptual framework for communicating across different settings, programs and systems that influence the early growth and development of young children.
- includes indicators, examples and suggested strategies that parents and family members can use to better understand and support their children's development during these early formative years.
- provides guidance for other caregivers and teachers in planning and implementing appropriate curriculum and assessment including some caregiver strategies to support growth and development.
- identifies the desired learning outcomes that quality instruction and assessment need to address.

**The Early Learning Guidelines for Birth to 3 are not intended to be a curriculum or an assessment tool.**

## Early childhood indicators of progress as a new approach

*The Early Childhood Indicators of Progress: Early Learning Guidelines for Birth to 3 and North Dakota's Early Learning Standards for 3 thru 5* are part of a new approach in the movement toward shared responsibility and increased accountability. Especially during the infant and toddler age period, young children's development must be considered within the context of the family, early care and

education settings and the community. These systems, along with policymakers, share a role in the optimal development of very young children. By emphasizing the necessity for collaboration among families, early care and education settings, communities and policymakers, these documents suggest that everyone must work together to provide optimal opportunities for learning and development. Since the foundation for healthy development, relationships with others and learning begins during the first three years of life, increased attention and emphasis on shared responsibility must include improving outcomes for the very youngest children.

## Potential uses of early learning guidelines

The Early Childhood Indicators of Progress: Early Learning Guidelines for Birth to 3 are to be used as a resource for family members, caregivers intended and teachers, community members and policymakers in ways that are supportive of young children's development. Some potential uses of the guidelines are described below.

### For parents and family members

#### **To build awareness of infant and toddler development**

*The Early Childhood Indicators of Progress* can help parents and other family members develop a better understanding of infant and toddler development and provide some strategies they can use to enhance children's development. Some will use the document and related materials on their own as a resource for learning about and supporting their child's development. Others will increase their awareness of the importance of the indicators and strategies through participation in discussions with home visitors, parent resource centers, public health nurses, Early Head Start or other educators and entities directly involved with the family.

#### **To increase communication between parents and other caregivers**

*The Early Childhood Indicators of Progress* can be used to provide common language and goals for parents and other caregivers as they discuss infant and toddler growth and development. Ongoing

communication and mutual support are essential for providing continuity and consistency in meeting the needs of very young children.

#### **To increase awareness of quality infant and toddler care and education**

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

### For caregivers and teachers

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

*The Early Childhood Indicators of Progress* provide a common framework for developmentally appropriate expectations for infants and toddlers from birth to 3. Parents, family members and other caregivers play an important role in supporting the learning and development of infants and toddlers. The examples and strategies given for each of the age groups: birth to 8 months, 8 months to 18 months and 18 to 36 months, provide some ideas and guidance for supporting infants' and toddlers' progress in achieving these widely held expectations. Other resources provide additional support for planning developmentally appropriate curriculum for infants and toddlers (Dombro, et al, 1999; Lally & Mangione, 2006; WestEd, 2004).

The indicators provide a common language for use across different settings, programs and services. A common language and framework facilitates discussion and collaboration among parents, home visitors, public health nurses, home-based caregivers, center-based staff, school programs, Early Head Start programs and others. The use of *The Early Childhood Indicators of Progress* can also help early care and education programs align curriculum, instruction and assessment with other state and national outcome standards and guidelines.

Many factors, including the culture and language background, developmental level, learning style and temperament of each infant and toddler, must be taken into account as learning experiences are planned and implemented. Infants and toddlers

learn through interaction with others in a supportive environment. The preparation of the environment, including staffing and the materials and toys that are available, provide opportunities for observing and supporting learning and development (Harms, Cryer, & Clifford, 2003).

### **To provide direction for planning appropriate assessment of infants and toddlers**

*The Early Childhood Indicators of Progress* can help parents, caregivers and teachers define the kinds of things infants and toddlers need to know and be able to do at each stage of development. Once those are understood, parents, caregivers and teachers can observe how the child is developing. (Dichtelmiller, 2004). Natural setting assessment practices are those that are carried out during everyday learning and play experiences. These assessments provide opportunities for caregivers, teachers, parents, and other family members, to observe and record infants and toddlers as they demonstrate their knowledge and skills through action and behavior.

### **To provide content for staff training and development**

Caregiver and teacher qualifications and training directly affect the expected outcomes for infant and toddler development. Training aligned with *The Early Childhood Indicators of Progress* is provided by many organizations including Child Care Resource and Referral Network.

Caregivers and teachers enrolled in early childhood education and related courses through North Dakota post-secondary colleges and universities should find reasonably close alignment of course content with *The Early Childhood Indicators of Progress*.

## **For community members**

### **To provide a framework for needs assessment within the community**

*The Early Childhood Indicators of Progress: Early Learning Guidelines for Birth thru 3* can serve as a guide for identifying the sources of support within the community that encourage the healthy growth and development of very young children.

Related resources, such as Environmental Rating Scales (Harms, Cryer, & Clifford, 2003), can help community members learn more about the quality of

the infant and toddler care and education available in their community. Some of the components of quality infant and toddler care and education that have been identified include health and safety, group size, staff-child ratios, staff qualifications, continuity of care and responsive caregiving (Lally, et al., 2003).

### **To help organize advocacy efforts within the community**

Many communities are focusing on the importance of early childhood care and education for the future economic development of the community (Rolnick & Grunewald, 2003). Because of the emphasis on school readiness, the importance of quality infant and toddler care and education in providing the foundation for later learning is also receiving more attention (Ounce of Prevention, 2004; Zero to Three, 2004).

## **For policymakers**

### **To be aware of the impact of public policies on infants and toddlers and their families**

Policymakers can use *The Early Childhood Indicators of Progress* as a reference for understanding typical development of infants and toddlers. Prevention and early intervention efforts can support families to make sure that very young children get a strong and healthy start and may help reduce the likelihood that children will need more intensive and costly help at a later age (Sandall, McLean, & Smith, 2000).

### **To improve public understanding of appropriate expectations and responsibility**

*Early Childhood Indicators of Progress: Early Learning Guidelines for Birth to 3* enhances understanding of appropriate developmental expectations for infants and toddlers. Parents, family members, other caregivers and teachers, community members and policymakers all share in the collective responsibility for successful comprehensive outcomes for the youngest children.

# Organization and structure of the document

The *Early Learning Guidelines for Birth to 3* are divided into four **domains** that reflect the full range of child development.

## Domains

- 
- Social and Emotional Development
  - Language Development and Communication
  - Cognitive Development
  - Physical and Motor Development
- 
- Each domain of development is related to and influences the others. The **domains** are further divided into **components** that designate important areas of infant and toddler development within each domain.
  - **Indicators** of progress for infants and toddlers in gaining competencies, knowledge, skills and behaviors are then specified within each component.

The development, selection and wording of indicators for birth to 3 were informed by national research on early learning guidelines (Scott-Little, Kagan, & Frelow, 2003b, 2005; Neuman & Roskos, 2004) that identified criteria for selection of specific indicators:

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

6. **Applicable** – Indicators are broadly applicable to infants and toddlers from diverse linguistic, economic, and cultural backgrounds and to infants and toddlers with variations in developmental abilities and skills in a variety of settings.

**Examples and strategies**, which caregivers can use to facilitate infant and toddler development, are listed for each of the components within the domains. **Caregiver** in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in children’s lives. The examples and strategies are not intended to be an exhaustive list, but rather provide further clarification of indicators and suggest some strategies, play and learning activities that will enhance infant and toddler development.




For quick recognition will using the charts, Key indicators have been created for each domain to identify the age of the child.

Young infants from **birth to 8 months** are identified with a square. ■

Older **infants 8 to 18 months** are identified with a triangle. ▲

A **toddler 18 months to 36 months** are identified with a circle. ●

# ORGANIZATION OF CHART

Term and definition	Example as used in booklet		
A Domain is a major area of development.	DOMAIN I: Social and Emotional Development		
A Component is a subpart of each of the domains.	COMPONENT: Trust and emotional security		
Indicators define expectations for a specific, observable outcome for the child.	INDICATORS of developing trust and emotional security	<p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks to find comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>	
Examples are used to guide parents, caregivers and teachers in the interpretation and application of the indicators. Examples are given for each of the three age groups.	EXAMPLES of behaviors that show development of trust and emotional security		
	Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
	<p>Looks intently at familiar human faces</p> <p>Follows movement of caregiver about the room with eyes</p> 	<p>Greets family caregiver with a smile, hug or kiss</p> <p>Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort</p> 	<p>Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room</p> <p>Looks for or asks for “Mama” or familiar adult when they fall down or get hurt</p> 
Some Caregiver Strategies to facilitate infant and toddler development are given for the components and indicators for each of the three age groups.	SOME CAREGIVER STRATEGIES for promoting trust and emotional security		
	Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
	<ul style="list-style-type: none"> <li>■ Respond to baby’s messages and cues and try to determine baby’s needs</li> <li>■ Provide a limited number of consistent caregivers who baby relates to on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>▲ Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance</li> <li>▲ Acknowledge baby’s feelings of anxiety and allow baby to use primary caregiver for security</li> </ul>	<ul style="list-style-type: none"> <li>● Talk with toddler about where you are going and when you will return</li> <li>● Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence</li> </ul>
Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in the child’s life. Key Indicators are identified by for young infants (birth - 8 mos) for older infants (8 - 18 mos) for toddlers(18 - 36 mos)			

# Early Learning Guidelines for Birth to 3

DOMAIN I: Social and Emotional Development	
COMPONENTS:	Trust and Emotional Security Self-Awareness Self-Regulation Relationships with Other Children
DOMAIN II: Language Development and Communication	
COMPONENTS:	Listening and Understanding Communicating and Speaking Emergent Literacy
DOMAIN III: Cognitive Development	
COMPONENTS:	Exploration and Discovery Memory Problem Solving Imitation and Symbolic Play
DOMAIN IV: Physical and Motor Development	
COMPONENTS:	Gross Motor Development Fine Motor Development Physical Health and Well-Being

## DOMAIN I: Social and Emotional Development

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



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

# DOMAIN I: Social and Emotional Development

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

## Social and Emotional Development Components:

**Trust and Emotional Security**

**Self-Awareness**

**Self-Regulation**

**Relationships with Other Children**

## CASE STUDIES

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






# DOMAIN I: Social and Emotional Development

## COMPONENT: Trust and Emotional Security

### INDICATORS of developing trust and emotional security

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

### EXAMPLES of behaviors that show development of trust and emotional security

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

# DOMAIN I: Social and Emotional Development

## COMPONENT: Trust and Emotional Security

### SOME CAREGIVER STRATEGIES for promoting trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Respond to baby’s messages and cues and try to determine baby’s needs</li> <li>■ Provide a limited number of consistent caregivers who baby relates to on a regular basis</li> <li>■ Hold baby during feeding times and talk to baby in soothing and reassuring tones</li> <li>■ Comfort baby by holding close, rocking or talking quietly when baby is crying or upset</li> <li>■ Introduce baby to new adults gradually and follow baby’s cues when baby is ready to be held by others</li> <li>■ Provide favorite toys, familiar blankets or other objects to hold or play with when baby is not with primary caregiver</li> <li>■ Cuddle, hug, talk or sing to baby to show how much you enjoy being with the baby.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance</li> <li>▲ Acknowledge baby’s feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults</li> <li>▲ Allow baby time to get to know a new caregiver while you are present</li> <li>▲ Talk with baby about where you are going and when you will return</li> <li>▲ Accept baby’s cries and protests when you leave as a sign that baby knows and trusts you and feels a sense of security when you are near</li> <li>▲ Offer reassurance and leave familiar pictures, favorite toys or a blanket with baby when you are gone.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk with toddler about where you are going and when you will return</li> <li>● Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence</li> <li>● Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk about the people in the photos</li> <li>● Make yourself available as a source of safety and security when toddler ventures out to explore and play</li> <li>● Name familiar people in photos; talk about who they are and what they are doing</li> <li>● Reassure toddler often that familiar adults will return and help the child begin to understand when; describe a time that mommy will be back, such as, “after lunch” or “after your nap”</li> <li>● Provide encouragement for toddler to try a new climber or other activity while you remain close to offer support.</li> </ul>

# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Awareness




### INDICATORS of developing self-awareness

Expresses feelings and emotions through facial expressions, sounds or gestures

Develops awareness of self as separate from others

Shows confidence in increasing abilities

### EXAMPLES of behaviors that show development of self-awareness

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

# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Awareness

### SOME CAREGIVER STRATEGIES for promoting self-awareness

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Recognize and respect baby’s feelings and talk about what baby might be experiencing or expressing</li><li>■ Express your feelings with your facial expressions, tone of voice and body language when interacting with baby</li><li>■ Talk about what you are feeling, for example, whether you are happy or sad</li><li>■ Talk with baby and use his/her name in conversation with baby</li><li>■ Provide opportunities for baby to see his/her reflection in a mirror.</li></ul>	<ul style="list-style-type: none"><li>▲ Imitate baby’s facial expressions and watch to see if baby imitates faces you make</li><li>▲ Play naming games about parts of the face or body while holding baby or while looking in the mirror</li><li>▲ Describe and label emotions and facial expressions for baby. For example, when the baby is sad or happy, show how “sad” or “happy” feels with your voice and facial expressions</li><li>▲ Acknowledge baby’s new emerging skills and abilities.</li></ul>	<ul style="list-style-type: none"><li>● Help toddler understand feelings by “reading” facial expressions and body language and talk about what you think the toddler might be feeling or expressing</li><li>● Provide opportunities for toddler to try to do things independently</li><li>● Allow toddler to keep favorite toys or possessions in a special place</li><li>● Acknowledge toddler’s increasing abilities to interact with others, get what is needed or wanted and solve problems</li><li>● Recognize toddler’s ability to identify own characteristics, such as size, hair color or gender.</li></ul>




# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Regulation

### INDICATORS of developing self-regulation

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

### EXAMPLES of behaviors that show development of self-regulation

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

# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Regulation

### SOME CAREGIVER STRATEGIES for promoting self-regulation

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ During caregiving routines and at other times, talk with baby about what you are doing and what will happen next</li> <li>■ Provide opportunities for baby to explore with you, other people, places and things in the environment</li> <li>■ Notice baby’s responses to stressful situations and the baby’s ways of seeking comfort and coping with stress</li> <li>■ Help baby find ways of calming self by reducing distractions, bright lights and loud noises when baby is tired or upset.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Call baby by name and describe actions you are doing with baby</li> <li>▲ Take along familiar toys or blankets for baby when visiting a new place</li> <li>▲ Provide baby with a variety of toys, such as stuffed animals or dolls, that baby can hold, talk to and play with</li> <li>▲ Observe and comment appropriately when baby looks to you for approval or disapproval before picking up something or doing something</li> <li>▲ Provide enough of a schedule or sequence of routines so baby can anticipate what will happen next. Talk about the routines and what you are doing and what will happen next.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow toddler time to do things for self and acknowledge the actions</li> <li>● Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys</li> <li>● Acknowledge uncooperative or negative behavior as a sign of asserting oneself</li> <li>● Model using self talk, such as “No, no,” “Not touch” or “Hot” and acknowledge toddler’s attempt to manage own behavior</li> <li>● Give clear expectations for safe behaviors and use simple rules that toddler can understand</li> <li>● Acknowledge and talk about ways toddler is learning to follow routines or simple rules, such as “I like the way you hold my hand when we cross the street” or “You are being safe.”</li> </ul>




# DOMAIN I: Social and Emotional Development

## COMPONENT: Relationships with Other Children

### INDICATORS of developing relationships with other children

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

### EXAMPLES of behaviors that show development of relationships with other children

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

# DOMAIN I: Social and Emotional Development

## COMPONENT: Relationships with Other Children

### SOME CAREGIVER STRATEGIES for promoting relationships with other children

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Hold baby while showing and talking about what other children are doing</li> <li>■ Call baby and other children by name and allow older children to talk, smile and laugh with baby</li> <li>■ Provide opportunities for play and interaction with other babies</li> <li>■ Put baby in a safe place to be part of the action but not overstimulated or overwhelmed</li> <li>■ Talk about what other children are feeling or expressing with their sounds, gestures or facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide opportunities for the baby to see, interact and play with other babies and young children</li> <li>▲ Allow other children to talk and play with baby while you are holding baby. For example, suggest that another child bring a toy to the baby or have the baby give another child a toy to play with</li> <li>▲ During play times, talk about what other children are doing or how they may be feeling</li> <li>▲ Play games or sing songs where baby can imitate your sounds, tone of voice, gestures or facial expressions</li> <li>▲ Provide baby with toys, such as dolls or stuffed animals that baby can pretend to take care of by holding, feeding, rocking or singing</li> <li>▲ Play games or do finger plays with baby and other infants where they can imitate your actions, sounds or words.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities to play with other children in a variety of settings</li> <li>● Support toddler's interactions with other children and acknowledge sharing and helping behaviors</li> <li>● Provide more than one of some toys or materials so toddlers can play next to and with other toddlers without always having to share or take turns</li> <li>● Sing songs or do finger plays with toddler and model motions or gestures toddler can do with you while singing along or saying words</li> <li>● Facilitate imitation and pretend play with toddler by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend play</li> <li>● Talk about what toddler is feeling and how other children may be feeling, such as why they are crying or are upset.</li> </ul>



## DOMAIN II: Language Development and Communication

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



### The language development and communication domain

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

# DOMAIN II: Language Development and Communication

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

## Language Development and Communication Components:

**Listening and Understanding**  
**Communicating and Speaking**  
**Emergent Literacy**

## CASE STUDIES

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




# DOMAIN II: Language Development and Communication

## COMPONENT: Listening and Understanding

### INDICATORS of developing listening and understanding

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

### EXAMPLES of behaviors that show development of listening and understanding

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

# DOMAIN II: Language Development and Communication

## COMPONENT: Listening and Understanding

### SOME CAREGIVER STRATEGIES for promoting listening and understanding

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Talk with baby and allow baby time to respond to you, perhaps by turning to look at you, smiling or cooing</li> <li>■ Watch for cues that baby is attending or listening and repeat sounds, gestures or simple language</li> <li>■ Greet baby by name and repeatedly use the name in conversations with baby</li> <li>■ Notice baby's response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby</li> <li>■ Repeat familiar words and gestures that accompany your actions when taking care of or interacting with baby.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Talk with, and use baby's name, in conversation</li> <li>▲ Provide opportunities for conversations with others who have varied voices or interaction styles</li> <li>▲ Recognize and support baby's learning of home languages and culture</li> <li>▲ Use familiar gestures or words during routines and allow time for baby's response</li> <li>▲ Observe baby's response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language</li> <li>▲ Allow baby time to respond with gestures, actions, sounds or words to simple requests or questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for toddler to hear the sounds of birds, animals, people and the neighborhood</li> <li>● Talk about what you and others are doing or saying and describe the actions and results</li> <li>● Describe simple routines and repeat common requests for toddler</li> <li>● Acknowledge toddler's attempts to communicate with others by listening and using words</li> <li>● Use language for simple one-step directions and acknowledge toddler's responses and actions</li> <li>● Share stories, games and picture books with toddler that are fun to look at, talk about or read together.</li> </ul>




# DOMAIN II: Language Development and Communication

## COMPONENT: Communicating and Speaking

### INDICATORS of developing communication and speaking

- Uses sounds, gestures or actions to express needs and wants
- Uses consistent sounds, gestures or words to communicate
- Imitates sounds, gestures or words
- Uses sounds, signs or words for a variety of purposes
- Shows reciprocity in using language in simple conversations

### EXAMPLES of behaviors that show development of communicating and speaking

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

# DOMAIN II: Language Development and Communication

## COMPONENT: Communicating and Speaking

### SOME CAREGIVER STRATEGIES for promoting communicating and speaking

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ During caregiving routines, talk about what you are doing and wait for response</li> <li>■ Listen and watch for different types of sounds, gestures or cries that baby makes</li> <li>■ Imitate sounds or gestures that baby makes and allow time for baby to imitate you</li> <li>■ Respond to baby’s cooing and babbling and converse as if baby understands everything you are saying</li> <li>■ Talk about what baby is doing and acknowledge efforts to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Acknowledge baby’s use of simple sounds, words or gestures to express needs</li> <li>▲ Introduce and model new sounds, gestures or words for baby to imitate</li> <li>▲ Play naming games with baby, such as naming animals and making the sounds of the animals</li> <li>▲ Use new, as well as familiar, words or sign language with baby and repeat them in different contexts</li> <li>▲ Allow sufficient time for baby to respond to questions or suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions and allow time for either a verbal or nonverbal response</li> <li>● Model using two- or three-word phrases and new words that toddler can imitate</li> <li>● Make a list of toddler’s vocabulary, new words and phrases</li> <li>● Look for new ways toddler uses language, such as for humor or pretending</li> <li>● Respond to toddler’s use of words to express needs or wants.</li> </ul>




# DOMAIN II: Language Development and Communication

## COMPONENT: Emergent Literacy

### INDICATORS of developing emergent literacy

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

### EXAMPLES of behaviors that show development of emergent literacy

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

# DOMAIN II: Language Development and Communication

## COMPONENT: Emergent Literacy

### SOME CAREGIVER STRATEGIES for promoting emergent literacy

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Talk, sing, repeat rhymes, do finger plays or tell stories</li> <li>■ Show baby pictures of family members or photos of other babies and young children</li> <li>■ Provide cloth or cardboard picture books for baby to hold and look at</li> <li>■ Identify and talk about familiar pictures or symbols on toys and household objects.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Repeat favorite songs, stories, rhymes or finger plays on a regular basis when interacting with baby</li> <li>▲ Make a photo or picture book for baby with some favorite people, animals and things</li> <li>▲ Choose books for baby that have clear, colorful pictures with simple text</li> <li>▲ Hold baby and read a variety of books over and over when baby is interested</li> <li>▲ Provide opportunities to explore and use writing materials, such as large crayons, markers and paper.</li> </ul>	<ul style="list-style-type: none"> <li>● Sing songs with motions and do simple finger plays that toddler can imitate</li> <li>● Talk about favorite pictures, drawings or photos and name the people and things in the pictures</li> <li>● Make board books available for toddler to look at, turn pages and talk about with you and others</li> <li>● Provide opportunities to explore writing tools, such as large crayons or markers with paper, and allow time for scribbling and drawing.</li> </ul>



## DOMAIN III: Cognitive Development

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



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

# DOMAIN III: Cognitive Development

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

## Cognitive Development Components:

**Exploration and Discovery**

**Memory**

**Problem Solving**

**Imitation and Symbolic Play**

## CASE STUDIES

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




# DOMAIN III: Cognitive Development

## COMPONENT: Exploration and Discovery

### INDICATORS of developing exploration and discovery

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

### EXAMPLES of behaviors that show development of exploration and discovery

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

# DOMAIN III: Cognitive Development

## COMPONENT: Exploration and Discovery

### SOME CAREGIVER STRATEGIES for promoting exploration and discovery

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Allow baby time to explore through looking, sucking, reaching and touching</li><li>■ Provide a variety of objects of different sizes, shapes, colors and textures for baby to look at and explore</li><li>■ Provide toys and experiences where baby's action gives an interesting result</li><li>■ Place baby in a safe area, without a lot of distractions and loud noises, for time to explore and play</li><li>■ Place toys near baby and allow baby to move and reach for the toys.</li></ul>	<ul style="list-style-type: none"><li>▲ Provide a safe environment for baby to move around and explore</li><li>▲ Allow baby to explore your face, eyes, nose, mouth, skin and hair</li><li>▲ Provide opportunities for uninterrupted play and discovery time</li><li>▲ Provide toys that offer possibilities for learning about size, shape and color, while using containers, stacking and nesting toys</li><li>▲ Comment positively when baby learns a new action or skill to affect things.</li></ul>	<ul style="list-style-type: none"><li>● Talk about what toddler sees or hears and call attention to new and unusual actions or events</li><li>● Provide toys that challenge toddler's skills, such as push and pull toys, puzzles and sorting or matching objects</li><li>● Explore your surroundings with toddler and look for things that stay the same and things that change</li><li>● Help toddler understand the effects of actions on others, such as using words to describe whether it hurts or feels good</li><li>● Provide opportunities for toddler to explore and experience nature while on walks or visits to a park.</li></ul>




# DOMAIN III: Cognitive Development

## COMPONENT: Memory

### INDICATORS of developing memory

- Shows ability to acquire and process new information
- Recognizes familiar people, places and things
- Recalls and uses information in new situations
- Searches for missing or hidden objects

### EXAMPLES of behaviors that show development of memory

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

# DOMAIN III: Cognitive Development

## COMPONENT: Memory

### SOME CAREGIVER STRATEGIES for promoting memory

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Greet baby by name, talk about and name other people or objects that are present</li><li>■ Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest</li><li>■ Talk about and name new people and places in the baby’s social world</li><li>■ Call attention to familiar and new people, places and things that you see</li><li>■ Play hiding games with baby by partially hiding a toy under a blanket or cloth.</li></ul>	<ul style="list-style-type: none"><li>▲ Comment when baby notices something new, such as eyeglasses, a hat or a necklace on you or someone else</li><li>▲ Play games with baby that provide opportunities for turn-taking and give-and-take, such as “peek-a-boo”. Watch for times when baby might repeat these games or activities in new situations and with other people</li><li>▲ Play hiding games with baby by placing a toy or small object under a scarf or blanket and asking, “Where did it go?” or “Where is it?” while gesturing with your hands</li><li>▲ Allow time for baby to look for and find missing toy, bottle, pet or other person.</li></ul>	<ul style="list-style-type: none"><li>● Provide a convenient place, such as a box or a shelf, for toddler to keep and find things</li><li>● Sing favorite songs over and over with toddlers and comment when they sing them on their own</li><li>● Follow established, simple routines for everyday activities, such as mealtimes or bedtimes, so toddler learns to anticipate what will happen next and starts preparing for activities independently</li><li>● Play games, such as finding missing or hidden things or people, and vary the hiding place and length of time before looking for the object.</li></ul>




# DOMAIN III: Cognitive Development

## COMPONENT: Problem Solving

### INDICATORS of developing problem solving

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

### EXAMPLES of behaviors that show development of problem solving

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

# DOMAIN III: Cognitive Development

## COMPONENT: Problem Solving

### SOME CAREGIVER STRATEGIES for promoting problem solving

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Allow baby time to explore and examine objects and new things</li><li>■ Watch, but don't interrupt, when baby is busy exploring toys or other objects</li><li>■ Occasionally place objects far enough away so baby has to move to get them</li><li>■ Offer support and suggestions for problem solving, but do not intervene too quickly</li><li>■ Comment positively on baby's attempts and successes in solving problems.</li></ul>	<ul style="list-style-type: none"><li>▲ Allow baby freedom to move and explore how things work and what baby can do with things</li><li>▲ Provide a variety of interesting action toys that come apart, move and can be used in many ways</li><li>▲ Allow baby time to play with and explore everyday household objects</li><li>▲ Show excitement when baby discovers new uses for familiar things, such as putting blocks in a box or pot</li><li>▲ When baby encounters a problem, offer suggestions and support, but do not intervene too quickly</li><li>▲ Notice and comment positively when baby solves a new problem or applies knowledge to new situations.</li></ul>	<ul style="list-style-type: none"><li>● Set up the environment to allow new and more complex ways of playing with toys and combining and using materials</li><li>● Allow toddler to choose different activities, times and ways of doing things</li><li>● Allow toddlers to show their creativity and imagination by solving problems in their own ways</li><li>● Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before</li><li>● Show delight in the accomplishments, new skills and abilities that toddler has developed.</li></ul>






# DOMAIN III: Cognitive Development

## COMPONENT: Imitation and Symbolic Play

### INDICATORS of developing imitation and symbolic play

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

### EXAMPLES of behaviors that show development of imitation and symbolic play

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

# DOMAIN III: Cognitive Development

## COMPONENT: Imitation and Symbolic Play

### SOME CAREGIVER STRATEGIES for promoting imitation and symbolic play

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Imitate baby’s faces or noises and watch to see if baby imitates you</li> <li>■ Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions</li> <li>■ Play “peek-a-boo” with baby by using your hands to cover and uncover your face while saying, “peek-a-boo!”</li> <li>■ Occasionally imitate baby’s gestures, actions or behavior to see if baby imitates you and then repeat or modify the gesture, action or behavior.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Play games and do finger plays in which baby can imitate your gestures or motions, such as “Where is your nose?” or “Where are your eyes?”</li> <li>▲ Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play</li> <li>▲ Provide opportunities for baby to express self creatively, such as walking, moving arms or legs, or dancing to music.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for pretend play with simple props for make-believe, such as dolls, stuffed animals, dishes and blocks</li> <li>● Model sounds that animals or cars make and observe the ways that toddler uses these sounds and toys in pretend play</li> <li>● Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a book for a pillow</li> <li>● Introduce play with sand and water and provide other sensory experiences</li> <li>● Try acting out different pretend roles during play, such as encouraging toddler to cook make-believe food for you and everyone pretends to eat it.</li> </ul>

## DOMAIN IV: Physical and Motor Development

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



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

# DOMAIN IV: Physical and Motor Development

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

## Physical and Motor Development Components:

**Gross Motor Development**

**Fine Motor Development**

**Physical Health and Well-Being**

## CASE STUDIES

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




# DOMAIN IV: Physical and Motor Development

## COMPONENT: Gross Motor Development

### INDICATORS of gross motor development

- Moves body, arms and legs with coordination
- Demonstrates large muscle balance, stability, control and coordination
- Develops increasing ability to change positions and move body from place to place
- Moves body with purpose to achieve a goal

### EXAMPLES of behaviors that show gross motor development

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

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Gross Motor Development

### SOME CAREGIVER STRATEGIES for promoting gross motor development

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Always place baby on back for sleeping safely</li> <li>■ Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe area</li> <li>■ During play, sometimes place baby on back and other times on stomach to provide broader views and encourage use of legs, arms and hands</li> <li>■ Put baby in positions where turning or raising head and rolling from side to back or side to stomach is possible</li> <li>■ Observe and record when baby is able to turn over.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide safe, interesting places for baby to move around and explore</li> <li>▲ Provide close supervision as baby learns to move and explore environment, especially places, such as stairways and doorways</li> <li>▲ Allow babies to move to get what they want, such as a toy that is out of reach</li> <li>▲ Childproof the spaces baby will explore and remove unsafe and valuable objects</li> <li>▲ Observe and record when baby is able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb</li> <li>● Observe toddler’s increasing ability to walk, run, jump and climb with ease, balance and coordination</li> <li>● Recognize toddler’s physical skills that are used in solving problems, playing and interacting with others</li> <li>● Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment.</li> </ul>




# DOMAIN IV: Physical and Motor Development

## COMPONENT: Fine Motor Development

### INDICATORS of fine motor development

- Uses hands or feet to make contact with objects or people
- Develops small muscle control and coordination
- Coordinates eye and hand movements
- Uses different actions on objects
- Controls small muscles in hands when doing simple tasks

### EXAMPLES of behaviors that show fine motor development

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

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Fine Motor Development

### SOME CAREGIVER STRATEGIES for promoting fine motor development

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Provide space and opportunities for baby to move legs, feet, arms and hands to kick, hit and grasp objects</li> <li>■ Allow baby to grasp caregiver’s finger while playing</li> <li>■ Prepare a safe environment and remove things that are so small that they could be a choking hazard</li> <li>■ Place interesting objects and toys within reach for baby to look or swipe at, hit or kick</li> <li>■ Observe baby’s eye-hand coordination when reaching for and bringing objects to mouth</li> <li>■ Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide toys that encourage movement and action with legs, feet, arms or hands, such as toys with wheels for baby to push and pull</li> <li>▲ Observe baby’s use of hands, fingers and thumb to pick up and examine objects and to bring them to mouth</li> <li>▲ Provide a variety of safe toys with pieces that come apart, fit together and stack</li> <li>▲ Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters</li> <li>▲ Play games with baby that require physical actions, such as using different kinds of balls to roll, throw or kick.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for toddler to play and interact with other children</li> <li>● Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards</li> <li>● Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups and spoons and other containers</li> <li>● Observe the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a toy piano</li> <li>● Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper</li> <li>● Provide materials, such as play dough or modeling clay for toddler to roll, pound and make into shapes.</li> </ul>



# DOMAIN IV: Physical and Motor Development

## COMPONENT: Physical Health and Well-Being

### INDICATORS of developing physical health and well-being

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

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

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

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Physical Health and Well-Being

### SOME CAREGIVER STRATEGIES for promoting physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Arrange for regular and periodic health and developmental exams, including vision and hearing screenings, with health care provider</li> <li>■ Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions</li> <li>■ Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures</li> <li>■ Provide nutritious foods that contribute to baby’s physical growth and development</li> <li>■ Hold baby during feeding times to provide closeness and comfort</li> <li>■ Encourage baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next</li> <li>■ Move baby to another place when baby is in an unsafe situation.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Arrange for regular doctor visits and keep baby’s shots up to date</li> <li>▲ Talk about what baby is seeing, hearing and doing or what caregiver is doing with baby</li> <li>▲ Allow baby to use gestures, sounds and words to show wants or needs.</li> <li>▲ Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as “finger food” along with regular meals</li> <li>▲ Avoid foods that could cause choking, such as grapes and pieces of hot dog</li> <li>▲ Help baby learn safe behaviors by saying “Hot” or “No” in a firm, quiet voice and redirecting baby’s attention to other activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare the environment and establish routines to allow toddler to begin to take care of some of own physical needs</li> <li>● Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat</li> <li>● Allow toddler to use gestures and/or spoken language to expres wants or needs and to respond to questions</li> <li>● Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing self</li> <li>● Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently</li> <li>● State clear expectations for using safe behaviors and closely supervise when toddler is in unsafe situations</li> <li>● Contact the local school district to arrange for Early Childhood Screening when toddler is 3 years old</li> </ul>

# Early Childhood Indicators of Progress – Birth to 3

## Summary of Birth to 3

### Social and Emotional Development

#### Trust and Emotional Security

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

#### Relationships with Other Children

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

#### Self-Awareness

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

#### Self-Regulation

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

### Language Development and Communication

#### Listening and Understanding

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

#### Communicating and Speaking

- ▲ ● Uses sounds, gestures, or actions to express needs and wants
- ▲ ● Uses consistent sounds, gestures or words to communicate
- ▲ ● Imitates sounds, gestures or words.
- Uses sounds, signs or words for a variety of purposes
- Shows reciprocity in using language in simple conversations

#### Emergent Literacy

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

Key Indicators are identified by

■ for young infants  
(birth - 8 mos)

▲ for older infants  
(8 - 18 mos)

● for toddlers  
(18 - 36 mos)

# Early Childhood Indicators of Progress – Birth to 3

## Summary of Birth to 3 *(continued)*

### Cognitive Development

#### Exploration and Discovery

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

#### Memory

- ▲ ● Shows ability to acquire and process new information
- ▲ ● Recognizes familiar people, places and things
  - ▲ ● Recalls and uses information in new situations
  - ▲ ● Searches for missing or hidden objects

#### Problem Solving

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

#### Imitation and Symbolic Play

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

### Physical and Motor Development

#### Gross Motor Development

- ▲ ● Moves body, arms and legs with coordination
- ▲ ● Demonstrates large muscle balance, stability, control and coordination
- ▲ ● Develops increasing ability to change positions and move body from place to place
  - ▲ ● Moves body with purpose to achieve a goal

#### Fine Motor Development

- ▲ ● Uses hands or feet to make contact with objects or people
  - ▲ ● Develops small muscle control and coordination
  - ▲ ● Coordinates eye and hand movements
  - ▲ ● Uses different actions on objects
    - Controls small muscles in hands when doing simple tasks

#### Physical Health and Well-Being

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

Key Indicators are identified by

■ for young infants (birth - 8 mos)

▲ for older infants (8 - 18 mos)

● for toddlers (18 - 36 mos)

# References and Resources

**Administration for Children and Families** (2003). Program performance measures for Head Start programs serving infants and toddlers. Available at: [www.acf.hhs.gov/programs/opre/ehs/perf\\_measures/index.html](http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/index.html).

**American Academy of Pediatrics** (2002). Caring for our children: National health and safety performance standards: Guidelines for out-of-home care, (2nd ed.). Elk Grove, IL: National Resource Center for Health and Safety in Child Care.

**Annie E. Casey Foundation** (2004). Kids count data book 2004: State profiles of child well being. Baltimore: Annie E. Casey Foundation.

**Aronson, S.** (Ed.) (2002). Healthy young children: A manual for programs (4th ed.). Washington, DC: National Association for the Education of Young Children.

**Baker, A., & Manfredi/Petitt, L.** (2004). Relationships, the heart of quality care. Washington, DC: National Association for the Education of Young Children.

**Bredenkamp, S., & Copple, C.** (1997). Developmentally appropriate practice in early childhood programs (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

**Bright Futures** (2002). Guidelines for health supervision of infants, children and adolescents (Rev. ed.). Washington, DC: Georgetown University. Available at: [www.brightfutures.org](http://www.brightfutures.org).

**Butterfield, P., Martin, C., & Prairie, A.** (2004). Emotional connections: How relationships guide early learning. Washington, DC: Zero to Three Press.

**Dichtelmiller, M.** (2004). New insights into infant/toddler assessment. *Young Children* 58 (1): 30-33.

**Dodge, D., Dombro, A., & Koralek, D.** (1991). Caring for Infants and Toddlers, Volume 1 and II. Washington, DC: Teaching Strategies.

**Dombro, A., Colker, L., & Dodge, D.** (1999). The creative curriculum for infants and toddlers (Rev. ed.). Washington, DC: Teaching Strategies.

**Early Head Start National Resource Center** (2004). The foundations for school readiness: Fostering developmental competence in the earliest years. Available at: [www.ehsnrc.org/publications/cetap.htm](http://www.ehsnrc.org/publications/cetap.htm).

**Fogal, A.** (1984). *Infancy: Infant, Family and Society*. St. Paul, MN: West Publishing.

**Gonzalez-Mena, J. & Eyer, D.** (2001). *Infants, toddlers and caregivers* (Rev. ed.). Mountain View, CA: Mayfield Publishing Co.

**Gonzalez-Mena, J.** (1993). *Multicultural issues in child care*. Mountain View, CA: Mayfield Publishing Co.

**Greenberg, P.** (1991). *Character development: Encouraging self-esteem and self-discipline in infants, toddlers and two-year-olds*. Washington, DC: National Association for the Education of Young Children.

**Greenspan, S. & Greenspan, N.** (1985). *First feelings: Milestones in the emotional development of your baby and child from birth to age 4*. New York: Viking Press.

**Harms, T., Cryer, D., & Clifford, R.** (2003). *Infant/Toddler environment rating scale* (Rev. ed.). New York: Teachers College Press.

**High/Scope Foundation** (2003). *The child observation record (COR) for infants and toddlers*. Ann Arbor, MI: High/Scope Press.

**Honig, A. S.** (2002). *Secure relationships: Nurturing infant/toddler attachment in early care settings*. Washington, DC: National Association for the Education of Young Children.

**Hyson, M.** (2003). *The emotional development of young children* (2nd ed.). New York: Teachers College Press.

**Kagan, S.L., & Scott-Little, K.** (2004). Early learning standards: Changing the parlance and practice of early childhood education, *Phi Delta Kappan*, 388-396.

**Kids Count** (2004). Minnesota's kids: A closer look. St. Paul: Children's Defense Fund Minnesota. Available at: [www.cdf-mn.org](http://www.cdf-mn.org).

**Lally, J., Griffin, A., Fenichel, E., Segal, M., Szanton, E., & Weissbourd, B.** (2003). *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice (Rev. ed.)*. Washington, DC: Zero to Three Press.

**Lally, J., & Mangione, P.** (2006). The uniqueness of infancy demands a responsive approach to care. *Young Children* 61 (4): 14-20.

**Leavitt, R. & Eheart, B.** (1985). *Toddler day care: A guide to responsive caregiving*. Lexington, MA: Lexington Books.

**Lombardi, J., & Bogle, M.** (2004). *Beacon of hope: The promise of early head start for America's youngest children*. Washington, DC: Zero to Three Press.

**McAfee, O., Leong, D., & Bodrova, E.** (2004). *Basics of assessment: A primer for early childhood professionals*. Washington, DC: National Association for the Education of Young Children.

**Meisels, S., Dombro, A., Marsden, D., Weston, D., & Jewkes, A.** (2003). *The ounce scale: Standards for the developmental profiles*. New York: Pearson Early Learning.

**Miller, K.** (2005). *Ages and stages: Developmental descriptions and activities birth through eight years (2nd ed.)*. Marshfield, MA: Telshare Publishing Co.

**Minnesota Association for the Education of Young Children** (2004). *Minnesota core competencies for early childhood education and care practitioners*. St. Paul: Minnesota Association for the Education of Young Children.

**Minnesota Department of Education and Minnesota Department of Human Services** (2005). *Early childhood indicators of progress: Minnesota's early learning standards*. St. Paul: Minnesota Department of Education and Minnesota Department of Human Services. Available at: [www.dhs.state.mn.us/main/groups/children/documents/pub/DHS\\_id\\_000151.hcsp](http://www.dhs.state.mn.us/main/groups/children/documents/pub/DHS_id_000151.hcsp).

**Minnesota Department of Health** (2003). *Developmental wheel*. St. Paul, MN: Early Childhood Intervention Program.

**Minnesota Department of Human Services** (2003). Rule 2. Licensure of family care facilities. Rule 3. Licensure of child care centers. St. Paul: Minnesota Department of Human Services. Available at: [www.dhs.state.mn.us/main/groups/children/documents/pub/DHS\\_id\\_008778.hcsp](http://www.dhs.state.mn.us/main/groups/children/documents/pub/DHS_id_008778.hcsp).

**National Association for the Education of Young Children** (2004). *Early childhood program standards*. Available at: [www.naeyc.org/accreditation//next\\_era.asp](http://www.naeyc.org/accreditation//next_era.asp).

**NAEYC & NAECS/SDE** (2002). *Early learning standards: Creating the conditions for success*. Joint Position Statement. Available at: [www.naeyc.org/about/positions.asp](http://www.naeyc.org/about/positions.asp).

**NAEYC & NAECS/SDE** (2003). *Early childhood curriculum, assessment and program evaluation*. Joint Position Statement. Available at: [www.naeyc.org/about/positions.asp](http://www.naeyc.org/about/positions.asp).

**National Association for Family Child Care** (1999). *Quality standards for NAFCC accreditation*. Boston: National Association for Family Child Care. Available at: [www.nafcc.org/accreditation/accreditation.asp](http://www.nafcc.org/accreditation/accreditation.asp).

**National Child Care Information Center** (2005). *State infant and toddler early learning guidelines*. Available at: [www.nccic.org/itcc/states/index.htm](http://www.nccic.org/itcc/states/index.htm).

**National Infant & Toddler Child Care Initiative** (2006). *Early learning guidelines: Keys to quality child care for babies and toddlers*. Washington, DC: Zero to Three. Available at: [www.nccic.org/itcc/publications/earlylg.htm](http://www.nccic.org/itcc/publications/earlylg.htm).

- National Governor's Association** (2005). Building the foundation for bright futures. Washington, DC: National Governor's Association.
- Newman, S.B., & Roskos, K.** (2004). The state of State prekindergarten standards. Ann Arbor, MI: Center for Improving Early Reading Achievement (CIERA).
- Ounce of Prevention Fund** (2004). Ready for school: The case for including babies and toddlers as we expand preschool opportunities. Available at: [www.ounceofprevention.org](http://www.ounceofprevention.org).
- Parlakian, R.** (2003). Before the ABC's: Promoting school readiness in infants and toddlers. Washington, DC: Zero to Three.
- Parlakian, R.** (2005). Creating a system of high-quality child care for babies and toddlers. National Infant & Toddler Child Care Initiative. Washington, DC: Zero to Three. Available at: [www.nccic.org/itcc/publications/index.htm](http://www.nccic.org/itcc/publications/index.htm).
- Powell, D.** (2005). Lessons learned: The Bush Foundation infant/toddler development program turns 10. St. Paul, MN: Bush Foundation.
- Raver C.** (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. SRCD Social Policy Report, 16 (3), 3-18. Ann Arbor, MI: Society for Research in Child Development.
- Rolnick, A. & Grunewald, R.** (2003). Early childhood development: Economic development with a high public return. Minneapolis, MN: Federal Reserve Bank of Minneapolis.
- Sandall, S., McLean, M., & Smith, B.** (2000). DEC recommended practices in early intervention/early childhood special education. Division for Early Childhood of the Council for Exceptional Children. Longmont, CO: Sopris West.
- Sawyers, J. & Rogers, C.** (2004). Helping babies play. In D. Korakek (Ed.), *Spotlight on young children and play* (pp. 42-43). Washington, DC: National Association for the Education of Young Children.
- Scott-Little, C., Kagan, S. L., & Frelow, V.S.** (Fall 2003). Creating the conditions for success with early learning standards: Results from a national study of state-level standards for children's learning prior to kindergarten. *Early Childhood Research and Practice*, 5 (2). Available at: <http://ecrp.uiuc.edu/v5n2/little.html>.
- Scott-Little, C., Kagan, S. L., & Frelow, V.S.** (2003). Standards for preschool children's learning and development: Who has standards, how were they developed and how are they used? Greensboro, NC: SERVE. Available at: [www.serve.org/ELO/products2.php](http://www.serve.org/ELO/products2.php).
- Scott-Little, C., Kagan, S.L., & Frelow, V.S.** (2005). Inside the content: The breath and depth of early learning standards. Greensboro, NC: SERVE. Available at: [www.serve.org/ELO/products2.php](http://www.serve.org/ELO/products2.php).
- Shonkoff, J., & Phillips, D. (Eds.)** (2000). From neurons to neighborhoods: The science of early childhood development. Washington, DC: National Academy Press.
- Shore, R., Bodrova, E., & Leong, D.J.** (2004). Child outcome standards in pre-k programs: What are standards; What is needed to make them work? *Preschool Policy Matters*. National Institute for Early Education Research. Available at: [www.nieer.org/resources/policybriefs/5](http://www.nieer.org/resources/policybriefs/5).
- Sroufe, L.A., Cooper, R.G., DeHart, G.B., Marshal, M.E.** (1992). *Child development: Its nature and course* (2nd ed). NY: McGraw-Hill, Inc.
- Uzgiris, I., & Hunt, J. McV.** (1975). *Assessment in infancy: Ordinal scale of psychological development*. Urbana: University of Illinois Press.
- WestEd** (2004). *Infant/Toddler caregiving*. San Francisco, CA: Program for Infant/Toddler Caregivers. Available at: [www.pitc.org](http://www.pitc.org).
- Zero to Three** (2004). *Getting Ready for school starts at birth*. Washington, DC: Zero to Three Press.

## Background

The North Dakota Department of Human Services has adopted these guidelines with the permission of the Minnesota Department of Human Services, which received a technical assistance grant from the National Infant and Toddler Child Care Initiative, a project of the Child Care Bureau, Administration for Children and Families, U. S. Department of Health and Human Services to develop Early Learning Guidelines for children birth to age three. Minnesota technical assistance was provided by the national Zero to Three Organization. The document was completed and published in 2007.

The identification of indicators for the *Minnesota Early Learning Guidelines from birth to 3* was based on a review of child development research and early learning guidelines from other states (National Child Care Information Center, 2005). Nearly all states now have some form of early learning guidelines for ages 3 to 5, and about 17 states have completed early learning guidelines birth to 3. Several others are in the process of developing early learning guidelines that focus on or include infants and toddlers (National Infant and Toddler Child Care initiative, 2006).



# Acknowledgements

Members of the Minnesota Work Team included:

**Lisa Backer**, Minnesota Department of Education, Special Education Policy

**Betty Cooke**, Minnesota Department of Education

**Peggy Cunningham**, Department of Human Services, Child Care Licensing

**Barb Dalbec**, Minnesota Department of Health, Early Intervention – Part C

**Glenace Edwall**, Department of Human Services, Children’s Mental Health

**JoAnn Cardenas Enos**, Department of Human Services, Work Team Leader

**Karen Fogolin**, Minnesota Child Care Resource and Referral Network

**Michelle Hahn**, Healthy Child Care Minnesota

**Kirk Hayes**, Ramsey Action Programs Head Start

**Kathy Jefferson**, Department of Human Services, Children’s Mental Health

**Karen Jorgensen-Royce**, Minnesota Department of Health

**Wayne Kuklinski**, Minnesota Department of Education, Head Start and Even Start

**Lavon Lee**, American Indian Family Center

**Kelly McKown**, St. Paul College

**Elizabeth Mork**, Minnesota Licensed Family Child Care Association

**Barbara O’Sullivan**, Minnesota Department of Education, Early Learning Services

**Debbykay Peterson**, Minnesota Department of Education, Early Childhood Screening

**Deb Saarine**, Detroit Lakes, Head Start

**Mary Scott**, Minnesota Ounce Child Care Project

**Sandra Simar**, Minnesota Department of Education, Head Start Coordination

**Amy Susman-Stillman**, University of Minnesota

**Dawn Van Ryn**, Department of Human Services, Child Care Subsidy

**Barbara Waltz**, Scott/Carver Head Start

**Antonia Wilcoxon**, Department of Human Services, Children’s Mental Health

**Mary Wynne**, Minnesota Child Care Resource and Referral Network

*The following people participated as part of a Minnesota Team at the National Birth to Three Institute, Washington, D.C., June 2005:*

**Margaret Antell**, Leech Lake Band of Ojibwe Child Care

**Vicki Hawley**, University of Minnesota, Center for Early Education and Development

**Julie Wasiluk**, Minnesota Child Care Resource and Referral Network

**Gail Roberts**, Early Childhood Consultant, with assistance from the Work Team, authored this publication.





**Developed by**

Children and Family Services  
PO Box 64962  
St. Paul, MN 55164-0962  
[www.dhs.state.mn.us](http://www.dhs.state.mn.us)

**Adopted and reproduced by**

North Dakota Department of Human Services  
Children and Family Services Division  
600 E. Boulevard Avenue, Dept. 325  
Bismarck, ND 58505-0250  
Phone: 701-328-2316  
Fax: 701-328-3538  
ND Relay Service: 1-800-366-6888  
E-mail: [dhscfs@nd.gov](mailto:dhscfs@nd.gov)  
[www.nd.gov/dhs](http://www.nd.gov/dhs)

This information can be made available in an  
alternative format. Please contact the Department.