





2013

New Jersey Birth to Three Early Learning Standards



New Jersey Council for Young Children

Adopted/Adapted with permission from Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to Three

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Background and Acknowledgements

The New Jersey Council for Young Children was established in January 2010 to ensure collaboration and coordination among early childhood programs in the State of New Jersey. The Birth-to-Eight Early Learning and Development Standards Committee of the Council has responsibility for the development of a coherent set of early learning and development and program standards that address all areas of development for ages birth through eight that will lead to positive outcomes for infants, young children and their families.

As its first task, the Committee began the process of developing Birth to Three Early Learning Standards by conducting extensive research of state early learning guidelines/standards. A number of states' infant and toddler early learning guidelines/standards were reviewed and evaluated using a rubric designed to assess how well each met essential research-based criteria identified by the Committee. As a result of this process, the Committee, with the approval of the Council, requested permission to adopt/adapt the *Early Childhood Indicators of Progress: the Minnesota's Early Learning Guidelines for Birth to Three* as *New Jersey's Birth-to-Three Early Learning Standards*. We gratefully acknowledge the Minnesota Department of Human Services for granting us permission to use, adopt and adapt their strategic work.

The Committee entered into a partnership with the national ZERO TO THREE organization for technical assistance to support the work of the Committee. The Committee also identified a consultant to facilitate the revision of the *Early Childhood Indicators of Progress: the Minnesota's Early Learning Guidelines for Birth to Three*. Dr. Gail Roberts, who served as a consultant and author for Minnesota Early Learning Guidelines, was engaged as a consultant to work with the Committee.

A field review of a draft version of the *New Jersey Birth to Three Early Learning Standards* was coordinated by Dr. Keri Giordano and conducted during May through August 2012. The involvement, feedback and contributions of many individuals and groups throughout the state are gratefully acknowledged.

The following members of the Committee have given generously of their time, knowledge and experience for the success of this project.

Early Learning and Development Standards Committee

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Introduction

The years from birth to three are the most important years of a child's development as it is the period of greatest change and growth in life. Development during these early years occurs within the context of caring and nurturing relationships. These years also provide the foundation for the behaviors, skills and competencies that support lifelong learning and development.

Infant and toddler learning and development are nurtured and supported in a variety of settings, including:

- children's homes;
- family, friend and neighbor homes;
- family child care homes;
- child care, Early Head Start and Head Start centers; and
- early intervention programs.

The *New Jersey Birth to Three Early Learning Standards* provide families, child care providers, early childhood teachers, institutions of higher learning, community members and policy makers with research-based information to support the best learning and development for infants and toddlers.

Purpose and Goals



The *New Jersey Birth to Three Early Learning Standards* provide a common framework for understanding and communicating developmentally appropriate expectations for infants and toddlers. These standards are based on research about what children should know (understand) and do (competencies and skills) in different domains of learning and development.

The document was developed with three goals in mind:

1. To provide information which families and other caregivers can use to better understand developmentally appropriate expectations for infants and toddlers and support learning and development in those areas.

2. To promote healthy child growth and development, high quality child care and early childhood education for all children birth to three, including infants and toddlers with special needs and those learning a home language other than English.

3. To provide a common framework for those who are providing services to benefit families with infants and toddlers.



Guiding Principles

The following Guiding Principles informed the development of the *New Jersey Birth to Three Early Learning Standards*:

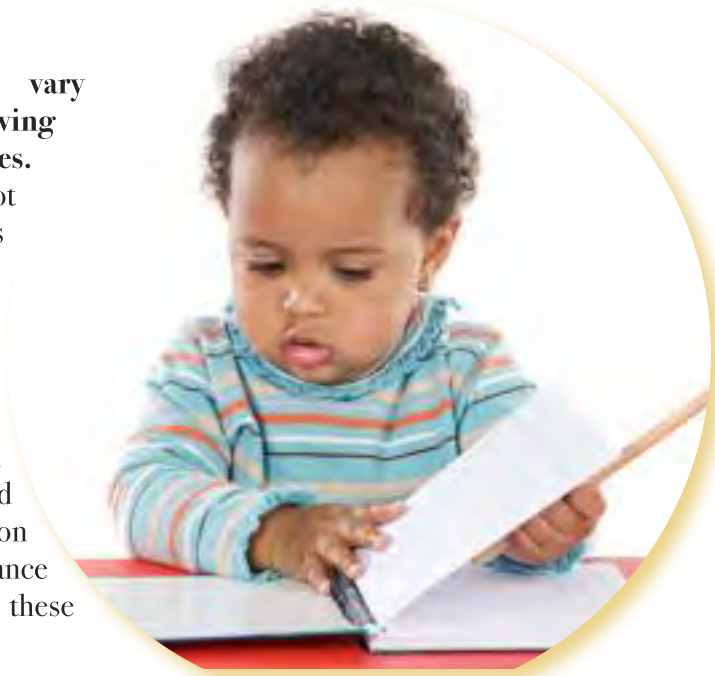
1. **Infants and toddlers develop in the context of their families, cultures and communities.** Each child is unique with his/her own temperament and rate of development. Development is influenced by many different factors, including physical and emotional health and well being, nutrition, sensitive and responsive caregiving and the quality of their environment. Culture enriches family life and is a significant contributor to the ways development is supported in families and communities.

2. **Nurturing and responsive caregiving helps infants and toddlers develop secure and trusting relationships.** Infants and toddlers with secure and trusting relationships with adults and peers 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 three represent a period of rapid growth and development and are critical for the healthy development of young children.** Development begins prenatally and learning during the first three years provides the foundation for school readiness and success in school and life. Positive early experiences 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, growth in an infant's ability to remember affects how he/she responds to new people. Any single behavior we observe may involve multiple aspects of development. Development of the whole child requires maximizing potential across all domains.

5. **Individual children vary considerably in achieving developmental milestones.** Chronological age alone is not a good measure of a child's development because the many influences on development result in a wide age range of "normal" or "typical" development. Children who do have special needs can be identified and referred to early intervention services to increase and enhance their ability to achieve these developmental expectations.



Infant and Toddler Developmental Period



The *New Jersey Birth to Three Early Learning Standards* are intended as a framework for supporting the growth and development of very young children in the age period of birth to three years. The indicators, examples and strategies are based on widely held developmental expectations observed in infants and toddlers at different ages within the infancy to three-year period. This period is separated into four age groups that make the standards more user-friendly and correspond to shifts or transitions in development. Young infants between the ages of birth to 9 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 infants between the ages of 8 months to 18 months whose 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. Young toddlers between the ages of 16 months to 26 months have an increased ability to influence their environments in many ways, including the increased use of verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. Older Toddlers between the ages of 24 to 36 months are seeking new ways to increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures. It is important to emphasize that the developmental needs of older toddlers are distinct from those of preschool-age children.

			
Young Infants Birth to 9 months	**Older Infants 8 to 18 months**	**Young Toddlers 16 to 26 months**	**Older Toddlers 24 to 36 months**

The overlapping of age groups reflects both the impact of individual differences in the rate of development and the most current research and understanding of how infants and toddlers grow and develop. Overlapping age groups convey the message that there is a wide range for when children meet developmental milestones. For example, the age range for walking is 9 to 15 months, meaning both the child who walks at 9 months and the child who doesn't walk until 15 months are still considered to be within the "normal" or "typical" developmental range.

Cultural, Linguistic and Individual Differences

Development progresses differently for each individual child. Children are influenced by their experiences within the family's cultural values and practices and the diverse composition of their community. The family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world, especially for very young children.

The *New Jersey Birth to Three Early Learning Standards* are intended to be used to support culturally appropriate family practices. Early care and education programs and staff must respect and support the family's home language and cultural practices. Although young children develop in generally similar stages, their individual experiences within their families contribute to greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected in order to foster positive concepts of self and self-worth in infants and toddlers.

The *New Jersey Birth to Three Early Learning Standards* must also be understood and applied to young children growing up in various family circumstances such as infants and toddlers in military families, migrant families and young children in the child welfare system. These and other specific family situations provide young children with unique supports and also many challenges that early care and education providers can meet by providing sensitive and responsive relationships and learning experiences.



Children with Special Needs

The *New Jersey Birth to Three Early Learning Standards* are intended to be used with young children showing either typical or atypical development. All infants and toddlers, including those with special needs, make progress on the skills, behaviors and concepts that are described by the indicators. There are individual variations that are impacted by genetic differences and individual life experiences. Families and early childhood professionals can use the standards to guide individualized planning and for developing strategies that support the optimal development of all children including those with special needs.

Information about developmental concerns and resources for families and other caregivers who have questions or concerns about a child's development are given at the end of the document.

Early Learning and Development Standards: What they are and are not

The *New Jersey Birth to Three Early Learning Standards* are a resource to support the learning and development of infants and toddlers and to enhance the quality of their early care and education. The framework also provides strategies families, other caregivers and teachers can use to support learning in developmentally appropriate ways. The standards are **not** intended to be a curriculum or an assessment tool. Instead, the standards identify the best ways to support quality curriculum, instruction and assessment in early care and education programs.

The standards are intended to reflect widely accepted, research-based expectations for learning for children from birth to three. The indicators, examples and suggested strategies can assist caregivers in being responsive to the individual needs of young children. The standards provide information and support for the adults who care for infants and toddlers about what and how young children are learning and reflect the natural progression of skills, concepts and behaviors in the first three years of life. They provide realistic expectations for different ages and stages of development while allowing for individual differences in the rate and pattern of development. Finally, the standards reflect the importance of adult-child interactions and relationships that support the development of a child's cultural identity within the context of their family and community.

Organization and Structure of the Document

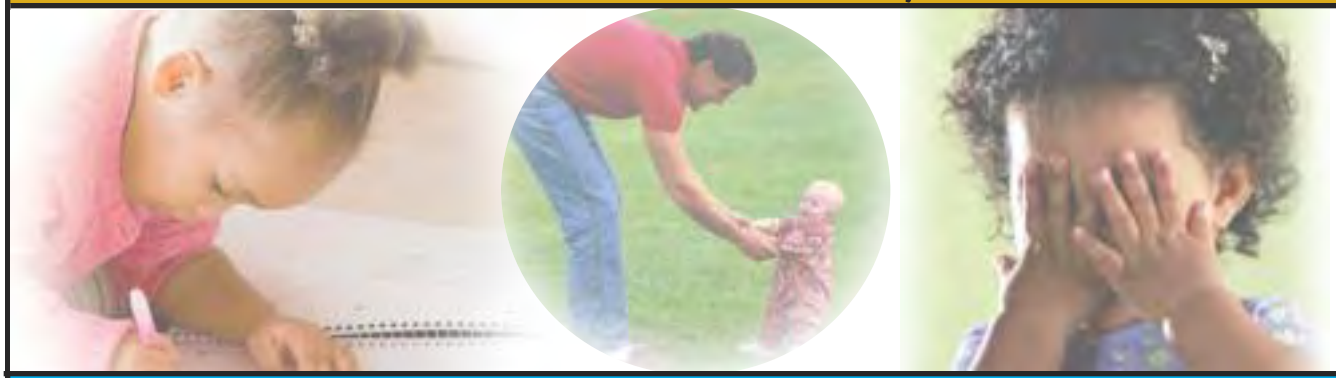
The *New Jersey Birth to Three Early Learning Standards* are divided into five **domains** that reflect the full range of child development:

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

Each domain of development is related to and influences the others. A description and purpose statement is given for each domain along with definitions of some of the key terms associated with the domain. The domains are further divided into **components** that designate important areas of infant and toddler development within each domain. **Indicators** of progress for infants and toddlers in gaining competencies, knowledge, skills and behaviors are then specified within each component.

Examples and Strategies that 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 all-inclusive or an exhaustive list, but rather provide further clarification of indicators and suggest strategies and play and learning activities that will enhance infant and toddler development. Not every child exhibits the behavior described in each example, but rather will demonstrate individual variations with similar behaviors. **Case Studies** help to illustrate the application of the indicators in everyday situations. Multiple domains, components and indicators may be represented in each case study.

Domains and Components



DOMAIN I:	**Social and Emotional Development**
Components:	Trust and Emotional Security Self-Awareness Self-Regulation Relationships with Peers and Adults
DOMAIN II:	**Approaches To Learning**
Components:	Curiosity Persistence Creativity Initiative
DOMAIN III:	**Language Development and Communication**
Components:	Listening and Understanding Communicating and Speaking Emergent Literacy
DOMAIN IV:	**Cognitive Development**
Components:	Exploration and Discovery Memory Problem Solving Imitation and Symbolic Play
DOMAIN V:	**Physical and Motor Development**
Components:	Gross Motor Development Fine Motor Development Physical Health and Well-being

Overview and Definitions

A DOMAIN is a major area of development.

DOMAIN I: Social and Emotional Development

A COMPONENT is a subpart of each domain.

Components: Trust and Emotional Security

INDICATORS define expectations for a specific, observable outcome for the child.

INDICATORS of developing trust and emotional security

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

FOUR AGE GROUPS are used: Young Infants, Older Infants, Young Toddlers, and Older Toddlers.

EXAMPLES are used to guide families, other caregivers and teachers in the interpretation and application of the indicators. Examples are listed in a progressive order within each age group.

Examples of behaviors that show development of trust and emotional security

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Follows movement of caregiver about the room with his/her eyes.	Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort.	Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room.	Seeks adult help in challenging situations or with difficult tasks.

CAREGIVER STRATEGIES to facilitate infant and toddler development are given for the components and indicators for each of the four age groups. Some strategies may apply across the age range and others are more specific for each age group.

Some Caregiver Strategies for promoting trust and emotional security

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Respond to baby's messages and cues to determine baby's needs and continue to try other responses until baby is calmed or soothed.	Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance.	Talk with toddler about where you are going and when you will return.	Name familiar people in photos and talk about who they are, where they are and what they are doing.

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

CASE STUDIES illustrate the domains, components and indicators using everyday family and child experiences. Multiple domains, components and indicators may be represented in each case study.

DOMAIN I:

Social and Emotional Development

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 children develop during infancy shapes their interactions and relationships with others throughout their lives. The development of self-regulation allows infants and toddlers to begin to manage their emotions and reactions in a variety of situations and affects their ability to pay attention to people, events and the environment. Caregivers should keep in mind cultural differences in expectations for some social behaviors such as showing self-reliance or expressing emotion in their discussions with families.



Purpose: ***To develop relationships with others based on trust and emotional security.***

Components: Trust and Emotional Security
Self-Awareness
Self-Regulation
Relationships with Peers and Adults

DOMAIN I:
Social and Emotional Development

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Trust and Emotional Security

Ariel, age 3 months, spends a lot of time staring at her mother's face. She especially looks at her eyes and mouth. Ariel sometimes reaches toward her mother's face or hands. When Ariel's mother talks to her, she quiets her body, listens intently and sometimes smiles. Mom sings familiar songs from her own childhood to Ariel, especially when she is putting her to sleep. Mom is consistent in responding to Ariel's needs for attention as well as for food and rest. She shares Ariel's care with Ariel's father and grandmother. Together they nurture Ariel and help her feel safe and secure.



OLDER INFANT (8 to 18 months)

Self-Regulation

Jose and his father have established some fun routines that they look forward to each day. Jose, age 11 months, often initiates the pat-a-cake game his father has taught him. He often looks to his father to see if he is watching him. Now his father imitates him and cheers him along and encourages him to share his game with other children and adults. Jose and his father also have a favorite bedtime routine where Jose brings a book for Papa and him to look at before bed. When Jose takes a nap he sometimes snuggles with a blanket and a book as he falls asleep.

YOUNG TODDLER (16 to 26 months)

Self-Awareness

Katy, age 18 months, has just met her new baby cousin, Laura. 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.

OLDER TODDLER (24 to 36 months)

Relationships with Peers and Adults

Destiny, age 30 months, and Alex, age 28 months, are learning to play together and enjoy each other's company. Their mothers often take them to the playground together. They usually play near each other although they may be doing different things. When Alex fell off the climber and started crying, Destiny ran to get her mother, even though Alex's mother was right there. She is starting to learn empathy as she sees her mother comfort and take care of children when they are hurt.

DOMAIN I:

Social and Emotional Development



Component: Trust and Emotional Security

Definition: Feelings of comfort, support and stability from others

Indicators:

- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Reacts to unfamiliar adults
- Seeks ways 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 Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Listens intently to familiar voices.	Greets familiar caregiver with a look, smile or hug.	Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room.	Attempts to gain approval from familiar adults.
Follows movement of caregiver about the room with his/her eyes.	Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort.	Looks for or asks for "Mommy" when he/she falls down or gets hurt.	Accepts adult help in challenging situations or with difficult tasks.
Accepts comfort by familiar caregiver when tired, hungry or upset.	Prefers comfort from familiar adult when he/she is tired or hungry.	Greets a familiar caregiver with enthusiasm.	Wants to take a familiar toy or blanket along on a visit or trip.
Responds with smiles and cooing when picked up by familiar caregiver.	Clings to caregiver when unfamiliar adult approaches.	Reaches for familiar caregiver when an unfamiliar adult approaches.	Accepts reassurance when talking with a member of the family on the telephone.
Avoids eye contact with strange adults.	Enjoys looking at, pointing to or naming familiar people in family photos.	Watches from a distance before approaching a new visitor.	Takes turns with caregiver during play and interaction.
Reaches for caregiver's face while being held for feeding.	Calls for "Mama" or familiar person when in a new situation.	Seeks contact with familiar adult when exploring a new situation.	Checks in with caregiver from time to time for encouragement and support while playing at the playground.
Looks for familiar caregiver when tired, hungry or upset.			

Some Caregiver Strategies for promoting trust and emotional security

DOMAIN I:
Social and Emotional Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Respond to baby's messages and cues to determine baby's needs and continue to try other responses until baby is calmed or soothed. Provide a limited number of consistent caregivers whom baby relates to on a regular basis. Hold baby during feeding times and talk to baby in soothing and reassuring tones. Comfort baby by holding close, rocking or talking quietly to baby when baby is crying or upset. Introduce baby to new adults gradually and follow baby's cues as to when baby is ready to be held by others. Provide a comfort object such as a blanket, favorite toy, pacifier or other object to help comfort baby when with an unfamiliar caregiver. Cuddle, hug, talk or sing to baby to show how much you enjoy being with the baby.	Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance. Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults. Allow baby time to get to know a new caregiver while you are present. Talk with baby about where you are going and when you will return. Develop familiar routines or rituals for leaving baby with others and find ways to say "good-bye." Accept baby's cries and protests when you leave as a sign that he/she knows and trusts you and feels a sense of security when you are near. Offer reassurance and leave familiar pictures, favorite toy or blanket with baby when you go.	Talk with toddler about where you are going and when you will return. Give toddler familiar toys, blankets or books to provide comfort and reassurance in your absence. Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk with him/her about the people in the photos. Talk with toddler and offer reassurance when meeting new people. Make yourself available as a source of safety and security when toddler ventures out to explore and play. Reassure toddler that mom or dad will return and that you will keep him or her safe. Accept toddler's need for some quiet time to reconnect with you after your absence.	Name familiar people in photos and talk about who they are, where they are and what they are doing. Reassure toddler often that familiar adults will return and help him/her begin to understand when. For example, describe a time that mommy will be back, such as, "after lunch" or "after your nap." Provide encouragement for toddler to try out a new climber or other activity while you remain close by to offer support. Request toddler's help with simple tasks and everyday chores and show pleasure when toddler cooperates. Read stories with toddler that tell about families, friends and what people do and where they go. Acknowledge toddler's increasing abilities to interact with others, get what they need or want and solve problems.

DOMAIN I:

Social and Emotional Development



Component: Self-Awareness

Definition: Individual's perception of self

Indicators:

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

Examples of behaviors that show development of self-awareness

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Stares at own hands or feet as they move. Expresses feelings of comfort, discomfort, enjoyment or unhappiness. Looks at own reflection in the mirror as if it were another baby. Attends to other people's faces and pictures or drawings of faces. Claps hands and shows pleasure with own actions.	Expresses emotions, such as sadness, happiness, anger and surprise. Smiles at own reflection in mirror or makes sounds when looking at image in the mirror. Shows preferences for particular toys, blankets or other objects. Brings a ball over to caregiver and another infant to start a game. Shows awareness of own name.	Recognizes and acknowledges some of own emotions, such as, "Are you sad?" or "Are you happy?" Can identify eyes, nose, mouth or other body parts and can also point to them on others. Calls self by name or comes when called by name. Shows recognition of self while looking in mirror by touching nose, head or some other body part that he/she can see only with a mirror.	Sometimes recognizes feelings or emotions of others as well as self. Shows others a picture he/she made and looks for approval. Calls self by name and begins to use words, such as "I" or "me." Says or uses sign language for "mine" and holds toy or other object close to himself/herself when someone wants to take his/her possession. Wants to do things by him/her self.

Some Caregiver Strategies for promoting self-awareness

DOMAIN I:
Social and Emotional Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Recognize and respect baby's feelings and talk about what he/she might be experiencing or expressing. Express your feelings with your facial expressions, tone of voice and body language when interacting with baby. Talk about what you are feeling, for example, whether you are happy or sad. Talk with baby and use his/her name in conversation with baby. Provide opportunities for baby to see his/her reflection in a mirror. Encourage baby to imitate your sounds or hand motions.	Imitate baby's facial expressions and watch to see if baby imitates faces you make. Play naming games about parts of the face or body while holding baby or while looking in the mirror. 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. Acknowledge baby's new emerging skills and ability to do things.	Help toddler understand his/her feelings by "reading" his/her facial expressions and body language and talk about what you think he/she might be feeling or expressing. Encourage toddler to try to do things by him/her self. Allow toddler to keep his/her favorite toys or possessions in his/her own special place. Place a mirror at a low level in a play area so toddler can watch own expressions and actions. Play naming games, such as "Who's this?" when looking at photos.	Talk about feelings, emotions and behaviors. Ask how toddler is feeling, such as "Are you sad?" or "Are you happy?" Help toddler identify self and others in photos or name family members. Recognize toddler's ability to identify own characteristics, such as size, hair color or gender. Provide support for toddler as he/she develops awareness of self as separate from others. Provide comfort for toddler when he/she feels anxious or clingy. Accept toddler's expressions of self-identity, such as using "Me" or "Mine."

DOMAIN I:

Social and Emotional Development



Component: Self-Regulation

Definition: Ability to manage one's physical and emotional reactions to internal sensations or external events

Indicators:

- Begins to manage own actions, emotions and behavior
- Develops ability to cope with stress and strong emotions
- Begins to understand simple routines, rules or limitations

Examples of behaviors that show development of self-regulation

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Expects a response from a caregiver when crying or upset. Sometimes calms self for short periods of time. Stops crying when held and gently rocked or talked to by familiar caregiver. Sucks fist, thumb or pacifier for calming down when upset. Looks for familiar caregiver, favorite toy or blanket. Opens mouth for spoon while being fed by caregiver.	Sucks on his/her fingers or thumb to calm self when he/she is upset or when in new or stressful situations. Moves arms, legs or body to get own bottle or toys. Begins to understand what "No" means, but may not be able to stop the behavior. Holds own bottle or feeds self with fingers. Copes with stress by playing with familiar toys in a favorite spot. Plays quietly with a toy for a short time while waiting to get up from a nap.	Tries to clean up when he/she spills or makes a mess. Wants to put on shoes or coat by himself/herself. Claps hands and shows others after completing a puzzle and then waits for a response from others. Gets own blanket when it is time for a nap. Follows simple one-step directions, such as, "Get your shoes." Shows distress or gets upset when familiar routines are disrupted.	Complies with a request even after initially saying "No." Adjusts to some changes in activities or routines without distress. Says "No" or shakes head when he/she doesn't want to do something or doesn't like something. Anticipates and follows simple rules with reminders. Waits for adult before going outside. Shows ability to comfort self in some situations.

Some Caregiver Strategies for promoting self-regulation

DOMAIN I:
Social and Emotional Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Notice baby's changing moods and states, such as waking up or going to sleep, and support baby's attempts to regain a sense of regulation by holding, rocking or singing to baby. During caregiving routines and at other times, talk with baby about what you are doing and what will happen next. Provide opportunities for baby to explore with you, other people, places and things in the environment. Notice baby's responses to stressful situations and his/her ways of seeking comfort and coping with stress. Help baby find ways of calming his/her self by reducing distractions, bright lights and loud noises when baby is tired or upset.	Call baby by name and describe actions you are doing with baby. Take along familiar toys or blankets for baby when visiting a new place. Allow time for baby to rest, cuddle and be nurtured so he/she can restore ability to regulate and manage own actions, emotions or behavior. Provide baby with toys, such as stuffed animals or dolls, that he/she can hold and use as a comfort object. Observe and comment appropriately when baby looks to you for approval or disapproval before picking up something or doing something. Carry out routines in a consistent sequences so baby can anticipate what will happen next.	Allow toddler time to do things for himself/herself and acknowledge the actions. Help toddler regulate own behavior and relieve stress by providing comfort, support and time to relax and unwind. Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys. Ask toddler to get ready for going outside by getting own hat or coat. Maintain consistent routines when possible for mealtimes and bedtime. Acknowledge and accept some uncooperative or negative behavior as a sign of asserting oneself.	Learn how to read toddler's emotional states, such as being tired, hungry, excited or sad and provide support and reassurance to help toddler regulate feelings and emotions. Model using self talk, such as "No, no," "No touch" or "Hot" and acknowledge toddler's attempt to manage his/her own behavior. Encourage toddler to use pretend play to act out stressful events such as going to the doctor's office to get a shot. Give clear expectations for safe behaviors and use simple rules that toddler can understand. 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."

DOMAIN I:
Social and Emotional Development

Component: Relationships with Peers and Adults

Definition: Social connections with other children and adults

Indicators:

- Shows interest in and awareness of peers and adults
- Responds to and interacts with other peers and adults
- Begins to recognize and respond to the feelings and emotions of peers and adults
- Begins to show care and concern for others
- Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants
- Begins to use imitation or pretend play to learn and practice new roles and relationships

Examples of behaviors that show development of relationships with Peers and Adults

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Watches other infants and toddlers from a distance. Quiets down and smiles when he/she hears own name spoken by familiar person. Starts to cry when other infants and toddlers in the room are crying. Vocalizes and gets excited when near other infants and toddlers. Looks at and watches another infant or toddler who is crying or upset. Imitates facial expressions during games with caregiver and other infants and toddlers.	Reaches out to touch another's face or hair. Sits next to and plays with same toys that other infants have. Responds to other's excitement by watching and showing some feelings or emotions. Offers a toy to another infant who is crying or upset. Points to or asks for cup, spoon or other objects that other infants or toddlers have. Holds and rocks a baby doll and pretends to feed it food.	Knows the names of some other children and some adults. Shows excitement when greeting other toddlers. Refuses to share a favorite toy with another toddler. Looks for an adult to help when another toddler is crying. Imitates actions or behaviors of other toddlers at the playground. Imitates tasks, such as wiping the table, when he/she sees others doing the activity.	Approaches groups of toddlers to join in play. May share a favorite toy with another toddler who comes to visit. Has a special friend or playmate. Shows interest or concern for others who are hurt by touching or talking to them. Uses a napkin and pretends to wipe off table after seeing another child spill some milk. Watches other toddlers playing house and suggests feeding the stuffed animals some pretend food.

Some Caregiver Strategies for promoting relationships with peers and adults

DOMAIN I:
Social and Emotional Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Hold baby while showing and talking about what other children are doing. Call baby and other children by name and allow older children to talk, smile and laugh with baby. Provide opportunities for play and interaction with other infants, toddlers, older children and adults. Put baby in a safe place to be part of interactions with others but not over-stimulated or overwhelmed. Talk about what other infants and toddlers are feeling or expressing with their sounds, gestures or facial expressions. Encourage social interaction with familiar adults by greeting others.	Provide opportunities for the baby to see, interact and play with other babies and other children. Allow older 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. Play games like "Peek-a-boo" with baby where he/she can imitate your sounds, tone of voice, gestures or facial expressions. Provide baby with toys, such as dolls or stuffed animals that he/she can pretend to take care of by holding, feeding, rocking or singing. Play games, such as "Open Shut Them" or other finger plays with baby and other infants where they can imitate your actions, sounds or words.	Provide opportunities to play with other children in a variety of settings Support toddler's interactions with others and acknowledge sharing and helping behaviors. 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. Suggest positive ways to interact with infants and younger children, such as gently patting the baby or singing to the baby. Encourage pretend play by providing simple props and initiating make-believe conversations or acting out stories together. Invite other familiar adults to share a book or activity with toddler.	Introduce toddler to small groups of children and encourage play activities by providing toys and materials. Encourage toddler to learn others' names and practice calling them by their names. Encourage empathy by talking about what toddler is feeling and how others may be feeling, such as why they are crying or are upset. Sing songs or do finger plays with toddlers and model motions or gestures they can do with you while singing along or saying words. Facilitate imitation and pretend play with toddlers by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend or make-believe play. Talk with toddler about family members and friends sharing a special event or activity.

DOMAIN II:

Approaches to Learning



The Approaches to Learning domain includes the dispositions, attitudes and behaviors that reflect the diverse ways that infants and toddlers learn. The ways that infants and toddlers approach learning are influenced by characteristics they are born with, such as gender and temperament, as well as by attitudes and expectations of others. Caregivers can foster positive approaches to learning through encouraging the young child's curiosity, persistence, creativity and initiative. Infants and toddlers will demonstrate these characteristics in their everyday interactions with other children and adults and with the objects, activities and experiences provided for them. Approaches to learning are central to social, emotional, language and cognitive interactions and influence actions and behaviors in the other developmental domains. There are cultural differences in the ways that infants and toddlers may express curiosity and initiative and other behaviors in their approaches to learning. Young children will also show individual variations in the ways they use hearing, sight and other senses to learn about their world.

***Purpose:* To approach the world with curiosity, persistence, creativity and a sense of wonder**

Components: Curiosity
Persistence
Creativity
Initiative

DOMAIN II:
Approaches To Learning

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Initiative

Timmy, at 1 month, already elicits strong emotions and responses from his parents with his facial expressions and sounds. Timmy's mother and father are learning to "read" the cues for what Timmy needs and wants. Timmy helps them understand by his facial expressions, sounds, and cries when he is tired, hungry, fussy or happy.

Curiosity

OLDER INFANT (8 to 18 months)

Now that **Wan, at 8 months**, is able to sit by himself he is able to explore toys with both of his hands. He turns the toys over and over, shaking or patting them, and often putting them in his mouth. He notices when there is a new toy and examines it closely. His parents provide a variety of interesting toys for Wan to play with.

YOUNG TODDLER (16 to 26 months)

Creativity

Maria, age 17 months, is interested in the sounds of music and singing that surround her. Maria loves to sing parts of songs and move in rhythm to the music when her grandfather comes over with his guitar. Maria and her mother also like to join other toddlers and parents for songs and stories at the neighborhood library.

Persistence

OLDER TODDLER (24 to 36 months)

Keisha, age 32 months, loves to build towers with blocks. When the tower falls down, she carefully stacks the blocks up again. Sometimes she sorts the blocks by color or shape or puts them all in a row. When Keisha is distracted or interrupted she may return to similar play later and finish her building or put the blocks away.



DOMAIN II:
Approaches To Learning



Component: Curiosity

Definition: Interest in things and people in the environment

Indicators:

- Shows interest in and actively explores the environment
- Shows eagerness and curiosity as a learner
- Seeks to discover and learn new things

Examples of behaviors that show development of curiosity

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Watches bright or flickering lights.	Moves after and tries to reach a ball or other toy that rolls under a chair or table.	Expresses interest in what makes a toy wind-up car go and experiments with different ways to make it move.	Asks a lot of "What's that?" questions.
Shows interest in caregiver's face.	Explores new objects by feeling, shaking, turning over, mouthing or other actions.	Points to unfamiliar object in a picture book and looks to caregiver to name it.	Experiments with different ways of blowing bubbles.
Quiets while listening to a new sound.	Explores boxes, pots and pans or other household objects that are available.	Pokes fingers into the mud or sand to make holes or designs.	Tries to do a new, more difficult puzzle or game.
Looks at, touches or plays with new toy.	Tries to push or pull a toy while moving or walking.	Eagerly explores new playground climber and swings.	Enjoys visiting the zoo and learning about the animals.
Turns in direction of the source of people's voices.	Lifts flap in a book to see what picture is underneath.	Wants to help with tasks such as making cookies or planting flowers.	Turns the pages in a book and asks questions about the pictures.
Reaches for and explores new toys or objects.			Often uses "Why?" when communicating with adults.

Some Caregiver Strategies for promoting curiosity

DOMAIN II: Approaches To Learning

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Encourage exploration and curiosity by providing interesting things for baby to see, touch and hear. Provide some variety in the environment by changing room décor and materials from time to time. Use variations of familiar activities and introduce new experiences from time to time. Support and reassure baby when there are changes in the environment.	Create interesting and safe places where baby can explore and experience new activities. Allow baby to play with and explore new uses for everyday household objects. Provide toys and other objects baby can carry or take along while moving around inside or outside. Provide a variety of sensory materials and activities for baby to touch, feel, see, hear and taste. Show interest and excitement when baby tries something new or makes a new discovery.	Introduce new materials or activities in ways to create interest and excitement. Provide opportunities for toddler to explore with his/her senses using sand and water play. Allow toddler to enjoy "messy activities" such as finger painting or bubble play. Make small changes in the environment by adding and moving materials to create new interest and encourage discovery. Encourage and reassure toddler when frightened or upset by new experiences or changes in routines.	Respond to toddler's questions with interest and enthusiasm. Engage toddler in discovery play such as pouring, measuring and touching. Point out interesting or unusual things in the environment, such as clouds in the sky or a bird in a tree. Visit the library and select interesting books about nature and stories about people and places.

DOMAIN II:
Approaches To Learning



Component: Persistence

Definition: Continuing to work at challenging tasks or activities even when encountering obstacles

Indicators:

- Attends to and tries to reproduce interesting events
- Maintains social contact by continuing to engage with caregiver
- Attempts challenging tasks with or without adult help
- Explores thoroughly and tries to solve problems even when encountering obstacles

Examples of behaviors that show development of persistence

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Makes and maintains eye contact while being held for feeding. Watches and then imitates facial expressions. Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing. Splashes water in tub with hand and repeats action. Tries to reach a toy hanging from a high chair. Tries to move bottle, cries, or touches adult when bottle is empty.	Reaches for caregiver's hands to continue game of "Peek-a-boo" or "Pat-a-Cake." Looks for toy dropped from a crib or table. Fills a container with small objects and dumps them out repeatedly. Looks out the window and waits for a familiar caregiver to return. Tries to get food to mouth using fingers or a spoon. Uses several different ways to try to get a toy when it is out of reach.	Empties the entire toy box while looking for a favorite toy. Climbs into a box or open cupboard to get toys or objects that are out of reach. Turns puzzle piece in a variety of directions to fit into puzzle frame. Continues to feed self even when having difficulty keeping the food on the spoon. Waits at the window to wave "bye-bye" when family member leaves and returns to see if they are back.	Attempts to put on shoes or coat by self and keeps trying for a while before asking for help. Follows after and says "Good-bye" when caregiver is leaving the room or going out of the house. Requests to read a favorite book over and over. First tries to fix a broken toy by pushing parts back together again and then asks for adult's help.

Some Caregiver Strategies for promoting persistence

DOMAIN II: Approaches To Learning

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Provide time for uninterrupted play and exploration. Repeat sounds, actions or behaviors while interacting with baby. Allow sufficient time for baby to thoroughly explore new objects and activities. Avoid interrupting or intervening too soon when baby encounters a problem or difficulty. Provide help and encouragement when baby is about to give up on solving a problem. Sometimes place objects far enough away from baby so he/she must work to get them.	Encourage baby to explore safe places and objects without adult interference. Provide opportunities for uninterrupted play and exploration. Allow sufficient time for baby to try to solve problems without adult help. Allow baby to discover consequences of own behavior when it is safe to do so. Avoid loud noises and frequent distractions when baby is playing with and exploring new objects.	Provide objects and materials that make interesting sounds or actions and that can be used in more than one way. Allow toddler to work a longer time on a problem without interruption. Respond to toddler's request to read a chosen book over and over. Provide opportunities for toddler to solve new or interesting problems using what he/she knows about how things work. Encourage toddler to keep trying to solve a problem when he/she is about to give up.	Acknowledge and encourage toddler's effort to try to do things on his/her own. Encourage toddler to try doing a puzzle again when not successful the first time. Allow enough time when visiting a park or a museum so toddler can explore new places. Ask toddler how he/she might solve a problem that occurs and allow time for him/her to try out various solutions. Provide more challenging games and puzzles as toddler learns to solve simple ones.

DOMAIN II:
Approaches To Learning



Component: Creativity

Definition: Developing ability to invent and try new things

Indicators:

- Uses unusual ways to explore people or objects in the environment
- Finds new things to do with familiar objects
- Uses imagination in playful, silly or messy ways

Examples of behaviors that show development of creativity

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Notices changes in the environment such as having a visitor, seeing a new person or seeing a new picture on the wall. Shows interest in new activities or experiences. Finds new ways to use a familiar toy such as putting a block in a cup. Laughs and tries to imitate noises or silly sounds animals make.	Watches new child who comes to play and sometimes smiles or vocalizes. Pushes water around with hand on high chair tray or table. Bangs on pots and pans with a spoon to make noise and then tries the same action on other objects. Imitates sounds that animals make while playing with animal puppets. Finds new uses for everyday household objects.	Uses a large crayon or marker to make scribbles on paper. Pretends a block is a car moving along a road. Uses a colorful scarf in different ways such as dancing with it, waving it or using it as a blanket. Imitates a dog or cat by crawling and making barking or meowing noises. Makes silly faces to see how other children or adults react.	Finds ways to feel, smell and eat new fruits or vegetables. Tries to make a hat out of a box or a piece of cloth. Offers caregiver a pretend snack or drink during pretend play. Carries on an imaginary phone conversation using a toy telephone. Makes a variety of different objects and shapes from playdough. Combines different types of materials to make something new.

Some Caregiver Strategies for promoting creativity

DOMAIN II: Approaches To Learning

 **Young Infants** (Birth to 9 months)	 **Older Infants** (8 to 18 months)	 **Young Toddlers** (16 to 26 months)	 **Older Toddlers** (24 to 36 months)
Provide baby opportunities to experience new sights or sounds both inside and outside. Provide a variety of sensory experiences for baby including looking at and feeling your face or looking in the mirror. Talk about baby's actions as he/she examines or explores a new toy or other object. Provide a variety of interesting toys or other objects for baby to play with and explore. Make silly faces or noises for baby to imitate or reproduce.	Introduce baby to new people, places, activities and experiences. Describe new activities, objects, or people by calling attention to special features. Provide action toys and different sensory materials for baby to play with. Encourage baby to imitate noises or faces. Pretend to do familiar actions such as combing hair, rocking a baby or walking the dog.	Encourage toddler to use toys, objects or materials in new and creative ways. Provide simple art materials such as paper, crayons or paint for toddler to use and explore. Provide sensory materials, such as play dough and water, for toddler to explore with all of his/her senses. Encourage toddler to explore new objects or materials on his/her own before offering suggestions on what to do with them. Act out stories with props, sound effects and other noises.	Use music and movement activities and experiences with toddler. Provide paper and non-toxic finger paint for toddler to experiment with. Acknowledge toddler's attempts to entertain self by using everyday objects to make things. Encourage pretend or make-believe play by providing toys or everyday objects to use as props. Support toddlers working together with materials to share ideas and create new activities. Re-tell familiar stories using puppets, flannel board pieces or other storytelling props.

DOMAIN II:
Approaches To Learning



Component: Initiative

Definition: Ability to engage others in interaction and start actions or behaviors

Indicators:

- Shows initiative by engaging others in interaction
- Takes action without being directed by others
- Demonstrates initiative by making choices

Examples of behaviors that show development of initiative

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Vocalizes or makes noise to attract caregiver's attention. Moves to reach a toy or other object in order to play with it. Uses facial expressions, sounds or gestures to show likes or dislikes. Makes a game out of knocking a toy over and making it come back up.	Lifts arms up in order to be picked up by caregiver. Picks up cup to drink or reaches for spoon at feeding time. Gets a favorite book and brings to caregiver to read. Shows dislike for certain foods or drinks. Demonstrates a preference for certain toys or activities. Takes blocks from shelf and starts to build with them.	Approaches other toddlers and watches or starts to play close by. Attempts to feed self and hold own cup or spoon. Shows a preference for a favorite shirt or pair of shoes. Chooses which book to read at the library. Joins other toddlers in a sandbox and starts to shovel sand.	Says "Hello" to a new child at the playground. Offers a ball or toy to another toddler. Tries to get self dressed to go outside. Goes to wash hands after playing in the sensory table. When offered a choice, can indicate what he/she wants to eat or drink. Starts to sing a song or move to music and others join in.

Some Caregiver Strategies for promoting initiative

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Vary familiar routines from time to time, such as sitting in a different chair for feedings or singing a new song. Respond positively when baby engages in interaction with you or uses new actions or behaviors. Provide a variety of new activities or experiences. Share books and talk about the pictures while reading to baby. Provide several toys for baby to choose from.	Offer baby a choice of toys and books and observe how baby responds. Follow baby's lead when he/she initiates play activities. Provide opportunities for baby to feed self some finger food or to hold own cup. Provide new experiences such as sensory play with water or sand. Offer baby a choice between two snacks.	Provide a child-sized dish, cup and spoon to make it easier for toddler to feed self. Encourage toddler to make things out of found objects and everyday materials. Encourage toddler to try to put on own shirt, socks or shoes. Allow toddler to make simple choices, such as what color crayon to draw with or what paper to use.	Allow toddler time to solve problems and figure out how things work. Provide opportunities for toddler to play and interact with older and younger children. Attend and participate in activities and events at new places, such as the park, library or other places in the community. Offer toddler choices using reasonable and acceptable alternatives.



DOMAIN III:

Language Development and Communication

The development of the ability to use language to communicate with others is a major aspect of human development. Infants and toddlers learn the languages of their families and cultures through the natural interaction that occurs as part 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. The ability of infants and toddlers to understand and use language to communicate supports the development of social-emotional, cognitive and physical skills as well as their relationships with others. The development of communication skills for infants and toddlers with social-emotional, cognitive or physical limitations is critically important and often requires early intervention and support. For infants and toddlers in families who speak languages other than English, the continued development of communication skills in their home language, as well as the acquisition of English language skills, must be actively supported by caregivers.



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

Components: Listening and Understanding
Communicating and Speaking
Emergent Literacy

DOMAIN III:
Language Development and Communication

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Listening and Understanding

Josefena, age 5 months, has started making gurgling sounds after she has been fed or when she wakes up from her nap. She likes to listen to and play with sounds and sometimes blows bubbles. Josefena's father imitates her sounds and joins in the bubble making fun. Sometimes Josefena listens quietly to the new sounds that her father makes.

OLDER INFANT (8 to 18 months)

Communicating and Speaking

Laura, age 16 months, has a new baby brother and is curious about the sounds he makes and tries to imitate them. Laura's parents know they will be busy with a 16-month-old and a new baby and want the children to get along well with each other. They are encouraging Laura to do a few simple things to help, such as talking to the baby when he is fussy or getting a toy for the baby.

YOUNG TODDLER (16 to 26 months)

Communicating and Speaking

Steven's parents are learning sign language because **Steven, age 22 months**, has some language delays but does imitate gestures, such as waving bye-bye and pat-a-cake. They use simple signs such as "more" and "milk" when they talk with Steven at the table. Recently Steven put his fists together and repeated the action and then pointed at the juice. His father said and signed, "You want more juice?" and offered him a drink from the juice cup.

OLDER TODDLER (24 to 36 months)

Emergent Literacy

Ubah, age 28 months, 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. She 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.



DOMAIN III:
Language Development and Communication



Component: Listening and Understanding

Definition: Attending to and understanding language and other forms of communication from others

Indicators:

- 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
- Understands gestures, words, phrases or questions

Examples of behaviors that show development of listening and understanding

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Responds to a familiar voice or sound by turning head in the direction of the voice or sound. Quiets down or gets excited when he/she hears familiar voices. Smiles when spoken to or when greeted with a smiling face. Cries in response to sudden loud noises, angry faces or voices. Responds to tone of voice, such as becoming excited or soothed when someone engages him/her in conversation.	Watches a person's face and hands when they are talking or gesturing. Looks at person who calls his/her name or speaks to him/her. Responds with gestures or words when asked if he/she wants to eat or play. Responds with gestures or words to simple requests or questions. Lifts arms when caregiver gestures or says "Up" while picking up baby. Looks for ball when asked, "Where is the ball?"	Listens to sounds animals make and tries to imitate them. Laughs when told a silly rhyme or read a funny story. Responds to many questions with a non-verbal response, such as shaking head "Yes" or "No." Understands words or signs when told it is time to eat by going to wash hands or coming to the table. Responds appropriately when given simple requests with words or gestures, such as "Sit down, please" or "Give me the toy."	Comforts others who are crying or asking for help with a hug or looks for an adult to help. Listens and starts to pick up toys when hears "Clean Up" song. Responds with actions or words to simple questions asking "Who?", "What?", or "Where?" Shows enjoyment in sharing conversations with caregiver. Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside."

Some Caregiver Strategies for promoting listening and understanding

DOMAIN III: Language Development and Communication

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Communicate with baby and allow time for him/her to respond to you, perhaps by turning his/her head to look at you, smiling or cooing. Watch for baby's cues that he/she is attending or listening. Repeat sounds, gestures or simple language. Encourage face-to-face play and interaction. Greet baby and repeat his/her name often in conversation with baby. Notice baby's response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby. Repeat familiar words and gestures that accompany your actions when taking care of or interacting with baby.	Observe baby's response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language. Talk with baby and engage in conversation with baby using simple words, signs, or gestures. Provide opportunities for conversations with others who have varied voices or interaction styles. Recognize and support baby's learning of the home languages of his/her family and culture. Use familiar gestures or words during routines and allow time for baby's response. Allow time for baby to respond with gestures, actions, sounds or words to simple requests or questions.	Provide opportunities for toddler to hear the sounds of nature, such as birds, animals, people and the rain. Talk about what you and others are doing or saying and describe the actions and results. Ask toddler to point to the picture in the book when you name or sign common objects or actions. Describe simple routines and repeat common requests for toddler. Acknowledge toddler's attempts to communicate with others by listening and using words or gestures. Recognize that toddler understands more language than he/she can express.	Use language for simple one-step directions and acknowledge toddler's responses and actions. Share stories, games and picture books with toddler which are fun to look at, talk about or read together. Encourage toddler to listen to and recall familiar rhymes, fingerplays and songs. Repeat and rephrase questions or requests if toddler does not hear or understand the first time. Start to use words showing actions and preposition words like "over", "on" or "under" to see if toddler understands commands, such as "Put it in the box" or "Get the ball under the chair."

DOMAIN III:
Language Development and Communication

Component: Communicating and Speaking

Definition: Producing and expressing language including sounds, gestures, signs, words and phrases

Indicators:

- Uses sounds, gestures or actions to express needs and wants
- Uses consistent sounds, gestures, signs or words to communicate
- Imitates sounds, gestures, signs, words or phrases
- Uses sounds, signs, words or phrases for a variety of purposes
- Takes turns using language in simple back and forth conversations

Examples of behaviors that show development of communicating and speaking

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Uses different types of cries for expressing hunger, discomfort, fear and other emotions. Makes sounds of pleasure and/or discomfort when caregiver is present. Makes cooing sounds and other sounds of home languages. Imitates vowel sounds, such as "ah" or "oh" or "oo." Smiles or vocalizes to initiate social contact with familiar caregiver. Takes turns by making sounds or gestures in response to adult talking with him/her.	Produces own sounds or babbles either by self or in response to others talking to him/her. Imitates sounds or familiar words of home language. Uses words or signs, such as "Bottle," "Up" or "More," when he/she wants something. Communicates the name or sign for familiar objects, animals or people. Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently by 18 months. Responds to questions or simple requests with either a non-verbal or verbal answer.	Shakes head or uses words to respond to "Yes" or "No" questions. Imitates new words, signs or repeats simple rhymes. Uses names for familiar adults or other children. Points and says or signs "Cookie" or "Milk" when given a snack. Uses words or sign language to tell what is happening. Uses home language with a vocabulary of 50 or more words or signs by 26 months. Takes turns in simple conversations with familiar adults.	Sometimes uses two- or three-word sentences in communication with others. Initiates conversations, asks questions and answers questions with two- or three-word responses. Talks about past and future events in simple ways, such as using yesterday or tomorrow. Uses "What", "Why" and "Where" questions to get more information. Engages in simple conversations using words, signs, phrases or sentences with familiar people. Shows increase in number of vocabulary words or signs.

Some Caregiver Strategies for promoting communicating and speaking

DOMAIN III: Language Development and Communication

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
While feeding, bathing, changing or other caregiving routines, talk about what you are doing and wait for response. Listen and watch for different types of sounds, gestures or cries that baby makes. Imitate sounds or gestures that baby makes and allow time for him/her to imitate your sounds or gestures. Respond to baby's cooing and babbling and use conversations with baby as if he/she understands everything you are saying. Talk about what baby is doing and acknowledge his/her efforts to communicate. Read and talk about books with interesting sounds, such as rhyming books.	Respond to baby's use of simple sounds, words, gestures or signs to express his/her needs. Introduce and model new sounds, gestures, signs or words for baby to imitate. Play naming games with baby, such as naming animals and making the sounds of the animals. Use new as well as familiar words or sign language with baby and repeat them in different settings and situations. Allow sufficient time for baby to respond to questions or suggestions. Point to the pictures in a book and say the names of the people, places and things in the book.	Ask questions and allow for either a verbal or nonverbal response from toddler. Model using new words and two- or three-word phrases that toddler can imitate. Describe actions that toddler can do, such as "Jump" or "Run" or "Sit down," and encourage toddler to repeat the action and word. Pay attention to toddler's vocabulary, recognize the new words or phrases he/she uses, and reinforce their use Read books with toddler and begin to use open-ended questions such as, "What is going to happen next?" even if toddler is not yet able to respond.	Look for new ways toddler uses language, such as for humor or pretending. Respond to toddler's use of words or signs to ask for what he/she wants or needs. Talk about past and future events in everyday conversations. Use descriptive vocabulary and slightly more complex sentences than toddler is using to expand and extend toddler's language. Encourage child to participate in family conversations by taking turns with questions, comments or responses. Observe if toddler's language seems to be understood by most people most of the time. Model language by using complete sentences and speaking clearly.

DOMAIN III:
Language Development and Communication



Component: Emergent Literacy

Definition: Developing skills and behaviors that relate to later reading and writing

Indicators:

- 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 such as those used in writing

Examples of behaviors that show development of emergent literacy

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Kicks feet or moves arms in response to rhythm of music. Looks at and attends to pictures of other babies or faces. Looks at books and pats the pictures. Listens and attends to repetitions of familiar words, signs, songs or rhymes in home language. Hits buttons with pictures on toys to hear or reproduce sounds.	Makes some motions for "Pat-a-Cake" and other familiar rhymes and finger plays in home language. Points at, names or signs objects, animals or people in photos, pictures and drawings. Sings or joins in on familiar songs with caregiver. Turns pages of books, looks at the pictures and uses sounds, signs or words. Makes random marks on a paper with a large crayon or marker.	Knows several simple songs, rhymes or stories. Looks at, turns pages and names or signs people or objects in picture books. Brings favorite books to caregiver to read to him/her. Watches a caregiver telling a story using puppets. Imitates drawing vertical marks that adult makes on a paper.	Participates in songs, stories and finger plays and sometimes repeats favorite songs or rhymes. Looks at a book, turns pages and talks about or signs about what is happening. Recognizes some common and familiar signs on streets or buildings when walking or riding in a car or bus. Makes scribbles or shapes on paper to convey meaning. Asks an adult to write or draw something, such as "My name" or "Draw a picture of a dog."

Some Caregiver Strategies for promoting emergent literacy

DOMAIN III: Language Development and Communication

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Talk, sing, repeat rhymes, do finger plays or tell stories with baby in home language. Show baby pictures of family members or photos of other babies and young children. Provide cloth or cardboard picture books for baby to hold and look at. Identify and talk about familiar pictures or symbols on toys and household objects. Read simple books with one or two pictures on a page or with rhymes and interesting sounds.	Repeat favorite songs, stories, rhymes or finger plays in home language on a regular basis when interacting with baby. Make a photo or picture book for baby with some of his/her favorite people, animals and things. Choose books for baby that have clear, colorful pictures and small amount of print. Hold baby and read a variety of books over and over when baby is interested. Provide opportunities to explore writing materials, such as large crayons, markers and paper.	Sing familiar songs with motions and do simple finger plays that toddler can try to imitate. Talk about favorite pictures, drawings or photos and name or sign the people and things in the pictures. Make board books available for toddler to look at, turn pages and talk about with you and others. Provide simple writing materials for toddler to use, such as paper and large crayons, markers or paint brushes. Suggest toddler make marks in sand or mud using a stick.	Encourage participation in story times such as at the local library or neighborhood center. Use puppets and other props to maintain interest in books and stories. Make a poster or book with pictures from a family trip or outing and write down toddler's comments about the pictures. Provide opportunities for toddler to become familiar with a variety of writing materials and allow time for scribbling and drawing. Write down a story about pictures that toddler draws and talks about. Make signs with toddler to use with block play or pretend play.

DOMAIN IV:

Cognitive Development

Cognitive Development during infancy is one manifestation of the early and rapid development of the brain and related higher centers of thinking and knowing. Babies enter the world ready to learn and they 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. The amazing memory and problem-solving abilities of infants and toddlers provide them 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. Adults have the responsibility of assuring that the environment is free of hazards so that infants and toddlers may explore safely. Adults may also need to make modifications in the environment so that all children, including those with special needs, have similar access to exploration and learning opportunities.



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

Components: Exploration and Discovery
Memory
Problem Solving
Imitation and Symbolic Play

DOMAIN IV:
Cognitive Development

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Exploration and Discovery

Daimen, age 6 months, likes to reach with his hand for the toy that is hanging above his crib. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll over to get closer to it. His mother changes the toy from time to time to maintain the baby's interest in doing this activity over and over.



Memory

OLDER INFANT (8 to 18 months)

Mai, age 14 months, spends a lot of time with her grandparents who care for her while her mother and father work. Usually they come to Mai's home to take care of her and she seems comfortable in a familiar setting. Mai's mother is happy when they go to visit grandmother on the weekend and Mai gets excited, smiles, and says "Nana" when she sees her familiar caregiver.

YOUNG TODDLER (16 to 26 months)

Problem Solving

Alyssia, age 20 months, and her mother like being outside and enjoying nature. Alyssia is eager to collect sticks, rocks or leaves and share them with her mother. They talk about all the things Alyssia finds and look for a large enough bag so they can take some home with them. They make a place to keep the things they collect so Alyssia can play with them later. Alyssia's mother is happy to see her daughter learning new information and gaining new skills.

Imitation and Symbolic Play

OLDER TODDLER (24 to 36 months)

Jose, age 26 months, and Rob, age 30 months, are best buddies at the family child care home where they are cared for 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 Jose and Rob are making houses with the blocks and even made a garage for their cars.

DOMAIN IV:
Cognitive Development

Component: Exploration and Discovery

Definition: Attending to and exploring people, objects and events especially those that are novel or unusual

Indicators:

- 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 Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Focuses on caregiver's voice or face during feeding times. Attends to colors and lights or notices patterns and shapes. Puts almost everything in his/her mouth to explore, touch and taste. Turns head and follows with his/her eyes when a new person enters the room. Explores own body and looks at hands and feet when they move. Grasps a new toy and explores it by turning it over and over. Swipes or kicks at toy above the crib and repeats actions to make it move again and again.	Touches and feels person's hair or puts their hands on person's face to feel skin. Attends to and examines small objects, such as crumbs, bugs or pieces of paper. Puts shapes in a shape box with openings, matching colors and/or shapes. Reaches for adult hands to continue a game of "Peek-a-boo." Pushes a button to turn a toy on or off to start or stop an action and may repeat the action.	Picks up leaves, rocks and sticks during a walk outside. Watches intently and says names or sounds of animals at a zoo, farm, pet store or while looking at books. Does simple puzzles with different colors and shapes. Likes to play a matching game by putting things that are the same together. Walks in a rain puddle and tries to make water splash and then repeats action over and over. Notices when there is more than one object the same.	Notices the difference between big and small and asks for the "big cookie." Feels the different textures on the quilt and likes the soft squares. Matches colors or shapes when sorting toys and other objects. Arranges all the toy animals in a row and orders some of them by size. Pushes riding toy or sits on it and tries to make it move with his/her feet. Attempts to count objects or asks "How many?"

Some Caregiver Strategies for promoting exploration and discovery

DOMAIN IV: Cognitive Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Allow baby time to explore through looking, sucking, reaching and touching. Provide a variety of safe* objects of different sizes, shapes, colors and textures for baby to look at and explore. Place baby on his/her tummy for short periods of time when awake and someone is watching to provide opportunities to look around and explore things. Provide toys and experiences where baby's action gives an interesting result. Play with baby and encourage baby to move arms and legs in different ways when playing music. Place baby in a quiet area, without a lot of distractions and loud noises, for time to explore and play. Place toys around baby and allow him/her to move and reach for the toys.	Provide a safe* environment for baby to move around and explore. Allow baby to explore your face, eyes, nose, mouth, skin and hair. Provide opportunities for uninterrupted play and time for discovery. Provide toys that offer possibilities for learning about size, shape and color. Provide opportunities for baby to use containers, stacking and nesting toys. Comment positively when baby learns a new action or skill to affect things in his/her environment. Describe what baby is seeing when he/she notices something new or different in the environment.	Talk about what toddler sees or hears and call attention to new and surprising actions or events. Provide toys that challenge toddler's skills, such as push and pull toys, puzzles and sorting or matching objects. Explore your surroundings with toddler and look for things that stay the same and things that change. Encourage toddler to explore inside and outside and use their senses and imagination to learn more about the things they find. Provide a variety of toys and materials that are familiar and those that provide more challenge.	Help toddler understand the effects of his/her actions on others, such as using words to describe whether it hurts or feels good. Provide opportunities for toddler to explore and experience nature while on walks or visits to a park. Provide blocks and other building toys so toddler can make and build things. Suggest ways that toddlers can put away blocks or other toys so all the toys of one kind are in the same container or box. Comment on the colors, shapes, size, numbers, patterns or sequences you observe in the materials that toddler is playing with. *safe toys and safe environments mean that toys, materials and space do not provide a risk for harm, injury or damage.

DOMAIN IV:
Cognitive Development



Component: Memory

Definition: Ability to process, retain and recall information

Indicators:

- Shows ability to acquire new information and use it at a later time
- 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 Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Stares intently at new faces or objects. Smiles and shows excitement in recognition of familiar caregiver. Vocalizes and coos when caregiver is talking to baby or using familiar cooing sounds. Shows apprehension when an unfamiliar person enters the room. Looks for toys that have been dropped or partly covered over by a blanket or other cloth.	Brings familiar person his/her shoe, coat, purse or some other personal object. Uses a blanket to cover or hide a stuffed toy or doll. Tries to follow a cat or dog hiding under a chair or table. Looks for missing toy, when asked, "Where is the ball?" Looks out the window and waits for a familiar caregiver to return. Says or signs "Dada" or "Mama" when hears car sounds outside.	Notices when someone gets a new coat, shoes or some other item of clothing. Looks for favorite toy where he/she left it last. Looks around home for a pet or calls the animal by name. Recognizes a neighbor at a grocery store and waves or says "Hi." Points to or talks about familiar places or sights.	Washes hands when he/she sees it is time to eat. Talks about something that happened yesterday and remembers places, people or activities. Recreates a "birthday party" with stuffed animals or dolls after attending a party for a friend. Throws a ball over a sofa and then runs around behind the sofa to find where the ball went.

Some Caregiver Strategies for promoting memory

DOMAIN IV: Cognitive Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Greet baby by name, talk about and name other people or objects that are present. Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest. Talk about and name new people and places in the baby's social world. Call attention to familiar and new people, places and things that you see. Play hiding games with baby by partially hiding a toy under a blanket or cloth. Provide consistent routines so baby learns to anticipate what will happen next.	Talk with baby when he/she notices something new, such as eyeglasses, a hat or a necklace on you or someone else. Play games with baby that provide opportunities for turn taking and give-and-take, such as "Peek-a-boo" or "Pat-a-Cake." Watch for times when baby might repeat these games or activities in new situations and with other people. Play hiding games with baby by hiding a toy or small object under a scarf or blanket and asking while gesturing with your hands, "Where did it go?" or "Where is it?." Allow time for baby to look for and find his/her missing toy, bottle, another person or pet. Talk with baby when he/she notices familiar people, places or things.	Provide a convenient place, such as a box or a shelf, for toddler to keep things so he/she can find them by himself/herself. Sing favorite songs over and over with toddler and comment when he/she sings parts of songs on his/her own. Play "Hide and Seek" games outside or around the house and vary the hiding places and clues you provide. Ask toddler to look for a toy he/she has played with earlier, such as "Where is your teddy bear?" Talk with toddler about people or places you see when walking or driving. Keep play materials in orderly and predictable places so toddler can find them.	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 on his/her own. Talk about past and future events, such as where you went yesterday and who you saw or where you are going tomorrow. Look for books at the library about places you have been with your toddler, such as a garden or an airport, so you can talk about what you saw or will see the next time. Play games of finding missing or hidden things or people. Vary the hiding place and length of time before looking for the object.

DOMAIN IV:
Cognitive Development



Component: Problem Solving

Definition: Using cognitive abilities to find a solution to everyday problems

Indicators:

- 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 Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Bangs spoon on table and then attracts attention of caregiver. Hits, shakes or kicks toy to make and/or reproduce sounds. Rolls over to get a toy on the other side or just out of reach. Moves body up and down to get caregiver to continue bouncing him/her on caregiver's knee. Drops toy repeatedly and waits for someone to pick it up.	Uses a spoon to bang on the dishes on a table to make noise. Uses a string to pull a toy into the crib or over to him/her. Tries many different ways, such as poking with fingers, shaking or dumping to get clothespins out of a bottle. Gets an adult and leads him/her in order to obtain a cookie or bottle on a counter.	Seeks new information with questions such as, "What is that?" or "Who is that?" Gets a stool or chair to climb on to reach a toy or other object that is on a shelf. Attempts to reach a toy under the table and then crawls under to get it. Tries hitting on a box to open it and then asks an adult for help.	Anticipates what is needed, such as bringing a tissue to another child who is sneezing. Uses several different ways to solve problems Pretends to fix things using a toy hammer or screw driver. Combines materials together to solve problems, such as making a stick out of building toys to use to reach a ball under a chair.

Some Caregiver Strategies promoting problem solving

DOMAIN IV: Cognitive Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Allow baby time to explore and examine objects and new things. Watch, but don't interrupt, when baby is busy exploring toys or other objects. Occasionally place objects far enough away from baby so he/she has to move to get them. Offer support and suggestions for problem-solving, but avoid intervening too quickly. Comment positively on baby's attempts and successes in solving problems. Show excitement when baby discovers new uses for familiar things, such as putting a block in a box or pot.	Allow baby freedom to move and explore how things work and what he/she can do with things. Provide a variety of interesting action toys that come apart, move and can be used in many ways. Allow baby time to explore safe, everyday objects, such as plastic nesting cups or bowls, wooden spoons or pots and pans. When baby encounters a problem, offer suggestions and support, but avoid intervening too quickly. Notice and comment positively when baby solves a new problem or applies his/her knowledge to new situations.	Set up the environment to allow new and more complex ways of playing with toys and combining and using materials. Allow toddler to choose different activities, times and ways of doing things. Allow toddler to show his/her creativity and imagination by solving problems in his/her own ways. Provide more challenging tasks or activities in order to encourage problem-solving skills and behaviors. Ask questions that challenge toddler to think about problem solving such as, "What can you do next?" or "What do you need to fix that?"	Ask questions and express wonder about a problem to help toddler to think about and remember how he/she solved similar problems before. Encourage toddler to experiment with new uses for familiar objects, such as, "What can we make with pieces of fabric?" Provide toy tools, bucket and take-apart toys such as, large plastic links or rings for construction and pretend play. Notice and comment positively on the accomplishments, new skills and abilities that toddler develops. Invite toddler to help you when you encounter everyday problems or challenging situations.

DOMAIN IV:
Cognitive Development



Component: Imitation and Symbolic Play

Definition: Copying the sounds, gestures or behaviors of others and using objects to represent something else during play.

Indicators:

- Observes and imitates sounds, gestures or behavior
- Uses objects to represent other things
- Uses imitation or pretend play to express creativity and imagination

Examples of behaviors that show development of imitation and symbolic play

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand. Imitates faces or sounds that familiar caregiver makes. Imitates shaking or patting a toy or other object. Coos, squeals or laughs when familiar caregiver talks and plays games with him/her.	Tries to bite into a plastic apple or other fruit that looks like a real one. Imitates adults by using a cloth to wipe the table after eating. Pretends to comb or brush his/her hair using his/her hand or fingers. Pretends to feed doll or stuffed animal with his/her bottle or food.	Uses a round object for a ball and throws it across the room. Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door. 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. Pretends to cook or eat imaginary food using pots, pans or toy dishes.	Acts out a simple story or a play that has been read or seen. Draws a picture with crayons or markers and makes up a story about it. Talks to stuffed animals or doll, pretends to feed them and tells them to go to sleep or says "Night-night." Plays with another child in the sandbox and pretends to make cakes and pies together. Carries on a conversation with an imaginary playmate.

Some Caregiver Strategies for promoting imitation and symbolic play

DOMAIN IV: Cognitive Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Imitate baby's faces or noises and watch to see if baby imitates you. Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions. Play "Peek-a-boo" with baby by using your hands to cover and uncover your face while saying, "Peek-a-boo!" Occasionally imitate baby's gestures, actions or behavior to see if he/she imitates you and then repeat or modify the gesture, action or behavior. Carefully observe baby for other areas of concern if baby does not imitate familiar gestures by six to eight months.	Play games and do finger plays with baby where baby can imitate your gestures or motions, such as "Where is your nose?" or "Where are your eyes?" Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play. Provide opportunities for baby to express himself/herself creatively, such as singing, moving arms or legs, and moving body to music. Introduce play with sand and water and provide other sensory experiences. Notice when baby uses objects to represent something else, such as using a block for a car.	Model sounds that animals or cars make and observe the ways that toddler uses these sounds and his/her toys in pretend play. 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. Provide cups, containers, spoons, shovels and other tools for sand and water play. Provide opportunities for pretend play with simple props for make-believe, such as dolls, stuffed animals, dishes and blocks.	Suggest toddler watch other children playing on the climber at the playground and try to do the same thing. Show toddler how to open a box of crackers and then give toddler the empty box for pretend play. Use puppets, stuffed animals or other props to make story time more interesting for toddlers. Act out different pretend roles during play with toddler, such as encouraging him/her to cook you make-believe food and everyone pretends to eat it. Encourage interactive pretend play with other toddlers using a variety of props.

DOMAIN V:

Physical and Motor Development



The physical, gross and fine motor skills and abilities that emerge during the infant and toddler stages of development affect the young child's connections with others, with things and with their environment. Infants and toddlers learn about themselves, others and their environment through the use of their motor skills and abilities and their increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world. Children with physical limitations may need special accommodations and adaptations to develop motor skills and behaviors.

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 assuring that the physical and social/emotional needs of infants and toddlers are met. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop to their full potential. Family and cultural variations in physical care routines such as ways of feeding or sleeping and expectations for self-help skills can be supported by other caregivers as well.

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

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

DOMAIN V:
Physical and Motor Development

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Gross Motor Development

Isabella's mother knows that it is important to always put **Isabella, age 4 months**, to sleep on her back. She also knows that "tummy time" is important when Isabella is awake and she is with her so that Isabella can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Isabella's mother rolls up a towel to put under Isabella'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.

OLDER INFANT (8 to 18 months)

Gross Motor Development

Jamal and Jalynn's parents are watching closely to see which of their twins, **age 12 months**, will walk first. Jamal was eager to crawl and explore everywhere. Jalynn 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. Jamal and Jalynn's parents know they will have to do more "child proofing" to make the house safe for their new walkers.

YOUNG TODDLER (16 to 26 months)

Fine Motor Development

Aiden was born 2 months premature and at 22 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. Aiden likes to do puzzles and has several puzzles with large knobs on each piece that make it easier for him to pick up the pieces. He works hard at turning and pushing the pieces into place. Aiden often claps along with his parents to show his delight at completing a puzzle.



OLDER TODDLER (24 to 36 months)

Physical Health and Well-Being

Farrah at 30 months, is learning about using the toilet and taking care of some of her physical needs such as washing her hands and wiping her nose by herself. She likes to pretend she is sitting on the potty and then runs away and says, "All done." Sometimes she brings her toy bear to sit on the potty and then claps her hands and says, "All done!" Farrah's mother hopes that Farrah will be potty trained before she goes to preschool next year.

DOMAIN V:
Physical and Motor Development



Component: Gross Motor Development

Definition: Body movements and skills that involve the arms and legs or the whole body

Indicators:

- 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 Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Makes repetitive motions with arms and legs. Holds head up or turns head from side to side when placed on stomach. Rolls over and over to get closer to a toy. Uses arms and legs to move forward or backward on stomach or back. Sits up with support, such as when propped with pillows.	Sits by self and maintains balance while playing with a toy. Crawls on hands and knees to get a toy. Scoots on bottom using legs to help move from place to place. Uses furniture to pull self up from sitting to standing or lower self from standing to sitting. Walks while holding onto furniture or people and later walks alone	Walks easily or runs from place to place by self. Crawls or walks up steps and then backs down or turns and walks down by self. Walks and sometimes runs across the room to greet people. Jumps into puddles, piles of leaves or sand box. Pushes or pulls a wagon or cart while walking. Uses adaptive equipment to help with standing or moving.	Climbs on chair or stool to reach toys and other objects that are up high. Enjoys playing on climbers or slides at playground. Climbs stairs using alternate feet. Stands on one foot or can kick a ball with one foot while standing. Tries to ride a tricycle or other riding toys with pedals. Likes to run, march around or dance to songs and music.

Some Caregiver Strategies for promoting gross motor development

DOMAIN V: Physical and Motor Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Always place baby on back for sleeping safely. Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe* area. During play when baby is awake, sometimes place baby on his/her back and other times on his/her stomach to provide broader views and encourage use of legs, arms and hands. Put baby in positions where he/she can turn or raise his/her head and roll from side to back or side to stomach. Sometimes prop baby up with pillows so he/she can sit with support and hold or explore objects. Observe and record emerging physical skills, such as when baby is able to turn over by himself/herself.	Provide safe,* interesting places for baby to move around and explore. Provide close supervision as baby learns to move and explore his/her environment, especially places, such as stairways and doorways. Encourage baby to move to get what he/she wants, such as a toy that is out of reach. "Child-proof" the spaces baby will explore and remove unsafe and valuable objects. Sing songs or read books with action movements that involve the whole body or arms and legs. Observe and record when baby is able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone.	Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb. Encourage toddler to move to get the things he/she wants, such as, "Let's go swing and I will push you." Provide safe* opportunities to learn to climb stairs starting with two or three steps at a time. Provide toys, such as a wagon or cart, to allow toddler to develop pushing and pulling skills. Observe and record toddler's increasing ability to walk, run, jump and climb with ease, balance and coordination. *safe toys and safe environments mean that toys, materials and space do not provide a risk for harm, injury or damage.	Acknowledge toddler's physical skills that are used in solving problems, playing and interacting with others. Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment. Encourage toddler to learn to step up onto a stool so he/she can wash hands by self. Provide riding toys so toddler can learn to pedal and use other motor skills. Play large motor games that require coordination of words, movements and actions, such as "Hide and Seek" or "Ring around the Rosy." Observe and record toddler's increased awareness of body, space and movement during physical activities.

DOMAIN V:
Physical and Motor Development

Component: Fine Motor Development

Definition: Physical movements and skills that involve the feet, hands and fingers



Indicators:

- Uses hands or feet to manipulate objects and make contact with people
- Develops small muscle control and coordination
- Demonstrates integration of the senses
- Uses different actions on objects
- Controls small muscles in hands when doing simple tasks

Examples of behaviors that show fine motor development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Kicks or swipes at toy or mobile hanging over crib.	Transfers a block or other toy from hand to hand.	Throws a ball toward another child or to an adult.	Watches adult to learn hand motions for finger plays.
Grasps a finger or small toy placed in his/her hand.	Holds two blocks, one in each hand and hits them together to make noise.	Stacks two or three blocks on top of each other.	Tears paper into small pieces to glue onto another paper.
Looks at an object in his/her hand while bringing it to mouth.	Uses pincer grasp with thumb and forefinger together to pick up small objects.	Holds a crayon or marker and makes vertical lines on paper.	Uses a crayon or marker to make scribbles or circles on paper.
Looks at brightly colored socks while moving or kicking feet.	Holds string and pulls toy while standing or walking.	Pushes and pats puzzle pieces into place.	Holds paint brush and makes marks at easel or at a table.
Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy.	Lines up blocks in a row.	Digs in sand with spoon or small shovel.	Puts things together, such as connecting blocks or linking toys, using hands and fingers.
Claps hands when imitating others or to show emotion.	Drops or throws balls and other objects while sitting or standing.	Squeezes a sponge and watches water drip on the table.	Uses pincer grasp with thumb and fingers to wind up a toy.
Drops or puts small blocks into a container.	Coordinates and uses senses together, such as hearing and looking or seeing and touching.	Uses fingerpaint to make marks or circles on paper.	Can do simple tasks that require coordination or integration of sensory information.

Some Caregiver Strategies for promoting fine motor development

DOMAIN V: Physical and Motor Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Provide space for baby to move legs, feet, arms and hands to hit and grasp objects. Allow baby to grasp caregiver's finger while playing with baby. Prepare a safe* environment and remove things that are so small that they could be a choking hazard. Place interesting objects and toys within reach of baby for looking and swiping at and hitting. Observe and record baby's eye-hand coordination when he/she reaches for objects and brings objects to his/her mouth. Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys. Play hand or finger games with baby such as "Pat-a cake" or "Open Shut Them."	Provide toys that encourage movement and action with arms and hands, such as toys with wheels for baby to push and pull. Observe and record baby's use of hands, fingers and thumb to pick up and examine objects and to bring them to his/her mouth. Provide a variety of safe* toys with pieces that come apart, fit together or stack. Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters. Play games with baby that require physical actions, such as using different kinds of balls to roll and throw. Use finger plays or songs with actions to encourage baby to imitate actions or motions.	Provide different kinds of balls for toddler to throw. 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. Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups, spoons, pitchers and other containers. Notice all the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a piano. Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper. Provide fingerpainting experiences to encourage use of small muscles in hands and fingers.	Provide materials and tools, such as play dough, modeling clay, hammers and rolling pins for toddler to roll, pound and make shapes. Encourage toddler to hold spoon or fork with fingers and to grasp a glass or a cup with hand for drinking. Provide paper and blunt-tipped scissors for toddler to practice cutting and tearing. Encourage toddler to play with a variety of building, snapping, linking blocks and toys that require eye and hand coordination. Introduce easel painting with a paint brush with a large handle as well as using paper, paint and brushes at the table. *safe toys and safe environments mean that toys, materials and space do not provide a risk for harm, injury or damage.

DOMAIN V:
Physical and Motor Development



Component: Physical Health and Well-Being

Definition: Physical growth and basic health needs, contributing to positive feelings and attitudes

Indicators:

- Shows characteristics of healthy development
- Responds when physical needs are met
- Expresses physical needs non-verbally 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 Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Startles or cries when hears sudden loud noises. Grows proportionally according to height and weight growth charts. Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle. Coos, smiles or plays with caregiver after being fed or after getting a dry diaper. Lifts arms when getting shirt put on or off. Places hands on bottle while being fed by caregiver.	Shows growth in height and weight typical for age according to growth charts. Splashes water on self and plays in the water during bath time. Plays happily with toys after a nap or a snack. Cooperates when getting physical needs met, such as getting his/her diaper changed, nose wiped or teeth brushed. Feeds self some finger foods while sitting. Responds to "Hot" or "No" and begins to not touch things when told not to.	Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and holding a tooth brush. Points at, says name or uses sign language for what he/she wants to eat or drink, such as "apple" or "milk." Uses a spoon to feed self or drinks from a glass or cup. Shakes head or says, "Yes" or "No" when asked if he/she is "All done?" Accepts other suggestions or redirection for unsafe behaviors or situations.	Pulls at pants or gives other signs of needing to use the toilet. Holds hands under water to be washed and later wants to wash own hands. Picks up toys after playing or when hears "Clean Up" song. Pours own milk from small pitcher into cup. Climbs into car seat when asked and cooperates in getting buckled in. Walks with adult, holding adult's hand before crossing the street.

Some Caregiver Strategies for promoting physical health and well-being

DOMAIN V: Physical and Motor Development

 Young Infants (Birth to 9 months)	 Older Infants (8 to 18 months)	 Young Toddlers (16 to 26 months)	 Older Toddlers (24 to 36 months)
Family arranges for regular health and developmental exams, including vision and hearing screenings, with health care provider. Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions. Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures. Provide nutritious foods that contribute to baby's physical growth and development. Hold baby during feeding times to provide closeness and comfort. Encourage baby to focus on caregiving tasks and what will happen next. Talk about what you are doing and what you will do next.	Talk about what baby is seeing, hearing and doing or what caregiver is doing with him/her. Allow baby to use gestures, sounds and words to show what he/she wants or needs. Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as "finger food" along with his/her regular meals. Avoid foods that could cause choking, such as grapes and pieces of hot dog. Help baby learn safe behaviors around stoves or other hot objects by saying "Hot" or "No" in a firm voice and redirecting baby's attention to other things. Talk with baby about what he/she is doing and move baby to another place when he/she is in an unsafe situation.	Prepare the environment and establish routines to allow toddler to begin to take care of some of his/her own physical needs. Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat. Allow toddler to use gestures, sign language and/or spoken language to ask for what he/she wants or needs and to respond to questions. Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing himself/herself. Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently. Ask toddler to hold your hand while you are going down stairs together.	Family arranges for regular health check-ups including vision and hearing screenings and developmental exams. Provide a toothbrush and toothpaste and teach toddler about brushing teeth. Use child-size serving utensils, such as a small pitcher so toddler can pour own milk. Store toddler's toys on a low shelf or in containers so he/she can put away own toys. State clear expectations for using safe behaviors and closely supervise toddler when he/she is in unsafe situations. Family, health provider and other caregivers observe and monitor toddler's development and discuss any areas of concern needing follow-up or further evaluation.



New Jersey **Birth to Three**
Early Learning Standards

SUMMARY OF INDICATORS

I. Social and Emotional Development

A. Trust and Emotional Security
- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Reacts to unfamiliar adults
- Seeks ways to find comfort in new situations
- Shows emotional connection and attachment to others

B. Self-Awareness
- Expresses feelings and emotions through facial expressions, sounds gestures or words
- Begins to develop awareness of self as separate from others
- Shows confidence in increasing abilities

C. Self-Regulation
- Begins to manage own actions, emotions and behavior
- Develops ability to cope with stress and strong emotions
- Begins to understand simple routines, rules or limitations

D. Relationships with Peers and Adults
- Shows interest in and awareness of peers and adults
- Responds to and interacts with other peers and adults
- Begins to recognize and respond to the feelings and emotions of peers and adults
- Begins to show care and concern for others
- Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants
- Begins to use imitation or pretend play to learn and practice new roles and relationships

II. Approaches to Learning

A. Curiosity
- Shows interest in and actively explores the environment
- Shows eagerness and curiosity as a learner
- Seeks to discover and learn new things

B. Persistence
- Attends to and tries to reproduce interesting events
- Maintains social contact by continuing to engage with caregiver
- Attempts challenging tasks with or without adult help
- Explores thoroughly and tries to solve problems even when encountering obstacles

C. Creativity
- Uses unusual ways to explore people or objects in the environment
- Finds new things to do with familiar objects
- Uses imagination in playful, silly or messy ways

D. Initiative
- Shows initiative by engaging others in interaction
- Takes action without being directed by others
- Demonstrates initiative by making choices

SUMMARY OF INDICATORS

III. Language Development and Communication

A. 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
- Understands gestures, words, phrases or questions

B. Communicating and Speaking

- Uses sounds, gestures or actions to express needs and wants
- Use consistent sounds, gestures, signs or words to communicate
- Imitates sounds, gestures, signs, words or phrases
- Uses sounds, signs, words or phrases for a variety of purposes
- Takes turns using language in simple back and forth conversations

C. 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 such as those used in writing

IV. Cognitive Development

A. 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
- Show interest and curiosity in new people and objects
- Makes things happen and watches for results or repeats action

B. Memory

- Shows ability to acquire new information and use it at a later time
- Recognizes familiar people, places and things
- Recalls and uses information in new situations
- Searches for missing or hidden objects

C. 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

D. Imitation and Symbolic Play

- Observes and imitates sounds, gestures or behaviors
- Uses objects to represent other things
- Uses imitation or pretend play to express creativity and imagination

V. Physical and Motor Development

A. 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

B. Fine Motor Development

- Uses hands to manipulate objects and make contact with people
- Develops small muscle control and coordination
- Demonstrates integration of the senses
- Uses different actions on objects
- Controls small muscles in hands when doing simple tasks

C. Physical Health and Well-Being

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

Developmental Concerns

If you are concerned about a child's development, please review the following checklists at the appropriate age range for descriptions of behaviors that may require further observation and consultation.

Alert your child's doctor, nurse or early intervention staff about your concerns and if your child displays any of the early warning signs for their age range.

If you have concerns about a child's development, you can also call a New Jersey statewide, toll-free number: (888)653-4463.

REPRINTED FROM: Your Child's Development Important Milestones: (Birth – 36 months)

FULL BROCHURE AVAILABLE AT:

http://www.thefamilymatterswebsite.org/PDF/reic_developmental_brochure.pdf

(Birth – 4 months) Developmental Health Watch	(4 months - 8 months) Developmental Health Watch
☐ Does not seem to respond to loud noises	☐ Seems very stiff, with tight muscles
☐ Does not notice hands by 2 months	☐ Seems very floppy, like a rag doll
☐ Does not follow moving objects with eyes by 2 to 3 months	☐ Head still flops back when body is pulled into sitting position
☐ Does not grasp and hold objects by 3 months	☐ Reaches with one hand only
☐ Does not smile at people by 3 months	☐ Refuses to cuddle
☐ Cannot support head well by 3 months	☐ Shows no affection for the person who cares for him or her
☐ Does not reach for and grasp toys by 3 to 4 months	☐ Doesn't seem to enjoy being around people
☐ Does not babble by 3 to 4 months	☐ One or both eyes consistently turn in or out
☐ Does not bring objects to mouth by 4 months	☐ Persistent tearing, eye drainage or sensitivity to light
☐ Begins babbling, but does not try to imitate any of your sounds by 4 months	☐ Does not respond to sounds around him or her
☐ Does not push down with legs when feet are placed on a firm surface by four months	☐ Has difficulty getting objects to mouth
☐ Has trouble moving one or both eyes in all directions	☐ Does not turn head to locate sounds by 4 months
☐ Crosses eyes most of the time (occasional crossing of the eyes is normal in these first months)	☐ Does not roll over in either direction (front to back or back to front) by 5 months
☐ Does not pay attention to new faces, or seems frightened by new faces or surroundings	☐ Seems impossible to comfort at night after 5 months
☐ Experiences a dramatic loss of skills he or she once had	☐ Does not smile on his or her own by 5 months
	☐ Cannot sit up with help by 6 months
	☐ Does not laugh or make squealing sounds by 6 months
	☐ Does not actively reach for objects by 6 to 7 months
	☐ Does not follow objects with both eyes at near (1 foot) and far (6 feet) ranges by 7 months
	☐ Does not bear weight on legs by 7 months
	☐ Does not try to attract attention through actions by 7 months
	☐ Does not babble by 8 months
	☐ Shows no interest in games of peek-a-boo by 8 months
	☐ Experiences a dramatic loss of skills he or she once had

(8 months - 12 months) Developmental Health Watch

- ☐ Does not crawl
- ☐ Drags one side of body while crawling (for over one month)
- ☐ Cannot stand when supported
- ☐ Does not search for objects that are hidden while he or she watches
- ☐ Says no single words ("mama" or "dada")
- ☐ Does not learn to use gestures, such as waving or shaking head
- ☐ Does not point to objects or pictures
- ☐ Experiences a dramatic loss of skills he or she once had

(12 months - 24 months) Developmental Health Watch

- ☐ Cannot walk by 18 months
- ☐ Fails to develop a mature heel-toe walking pattern after several months of walking, or walks only on his toes
- ☐ Does not speak at least 15 words
- ☐ Does not use two-word sentences by age 2
- ☐ By 15 months, does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon)
- ☐ Does not imitate actions or words by the end of this period
- ☐ Does not follow simple instructions by age 2
- ☐ Cannot push a wheeled toy by age 2
- ☐ Experiences a dramatic loss of skills he or she once had

(24 Months – 36 Months) Developmental Health Watch

- ☐ Frequent falling and difficulty with stairs
- ☐ Persistent drooling or very unclear speech
- ☐ Cannot build a tower of more than four blocks
- ☐ Difficulty manipulating small objects
- ☐ Cannot copy a circle by age 3
- ☐ Cannot communicate in short phrases
- ☐ No involvement in "pretend" play
- ☐ Does not understand simple instructions
- ☐ Little interest in other children
- ☐ Extreme difficulty separating from mother or primary caregiver
- ☐ Poor eye contact
- ☐ Limited interest in toys
- ☐ Experiences a dramatic loss in skill he or she once had

Alert your child's doctor, nurse or early intervention staff about your concerns and if your child displays any of the early warning signs for their age range.

If you have concerns about a child's development, you can also call a New Jersey statewide, toll-free number: (888)653-4463.

Other Resources for Developmental Concerns

Knowing early warning signs for developmental concerns can help parents and other caregivers know when to contact others for further information and assistance. The following websites provide valuable information about developmental milestones and developmental concerns.

Learn the signs. Act Early.
www.cdc.gov/ncbddd/actearly/milestones/index.html

Obtain information about family resources.
www.thefamilymatterswebsite.org

The Early Childhood Parenting and Professional Resource Center
www.njparentlink.nj.gov/

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