

Delaware Early Learning Foundations:



Infant/Toddler

Delaware Department of Education
Sept. 2010

Acknowledgements

Much appreciation needs to go to the Advisory Revision Work Group and the local focus group members for their contributions to this effort. A significant amount of time and effort was put towards this project by each participant. Many hours were put into this document and the revision would not have happened without the dedication of each Work Group member.

Appreciation also goes to our expert reviewers who responded with helpful and constructive feedback during the final draft period: Dr. Martha Buell, Sandy Petersen, and Dr. Jay Ludwicki. Thank you to our consultant and group facilitator Jana Martella. Finally, thank you to the University of Delaware's Institute for Excellence in Early Childhood and Evelyn Keating for the final effort in getting the Foundations edited, formatted, and printed.

For more information on this document, please contact:

**Early Development and Learning Resources (EDLR),
Delaware Department of Education,
401 Federal St., Suite 2,
Dover, DE 19901**

**Additional copies can be accessed at the EDLR website:
http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/default.shtml**

Delaware Early Learning Foundations: Infant/Toddler

Dear Early Childhood Professional:

Our youngest children are one of our most precious resources. So much happens to them during their earliest years. What occurs around them during their early years has a powerful impact on their growth and development. Our job as adults is to provide them with a nurturing, safe, but exciting world. We need to do this in ways that are interactive, supportive, caring, and responsive.

The enclosed document is the revised ***Delaware Early Learning Foundations: Infant/Toddler***. The Foundations have two purposes. The first is to provide a broad picture of what happens to children as they go from infancy to toddler-hood. Children develop as a result of the many things that happen while they are involved with the adults who care for them. They develop as they observe and participate in the many activities that happen during their early lives. Secondly, this document is intended to serve as a way for adults to ensure that they are making available appropriate and needed activities to support children's growth and development. For those individuals in early care and education settings, the document is intended to be used as a broad instructional guide for planning experiences.

The Delaware Early Learning Foundations for Infant/Toddler were originally created in 2007. Since that time much new information has become available about children's development. It became clear that it was appropriate to update the Foundations to reflect this new information. In the process of updating the Foundations we received considerable feedback from professionals that wanted more information to help with planning their work with children. You will see that the format of the document has changed to reflect what professionals said was important.

Early Success, Delaware's plan created to strengthen the system of early care and education throughout the state, has a goal that targets having *Ready Children*. One of the critical components that will help the state reach that goal is an objective within the plan that reads: *Each child will be provided the opportunity to learn as outlined in the Delaware Early Learning Foundations. These opportunities will be developmentally appropriate and individualized for each child.*

During the everyday routines of our youngest children, it is the interactions with them and how we respond with our words, actions, gestures, and emotions that become the teachable moment and are so important to help them grow and develop successfully. Within the world of children, it is the adults who can plan for and/or take advantage of those experiences to further children's knowledge and growth. We hope you find this document helpful as you plan for, interact, respond, and develop supportive learning relationships with our youngest children.

Dr. Jim J. Lesko
Director, Early Development and Learning Resources
Delaware Department of Education

Directions for Use

Plans for How the Document Will Be Used

Children grow and develop as whole human beings, each with their unique skills and abilities developing simultaneously. Children's language skills improve and become more complex as their motor skills mature. They become much more social human beings as they become better at responding to others. Their cognitive skills become stronger as they are better able to move and problem solve and experience new ideas and activities. All of this is important as you look at and use the Foundations for Infant/Toddler.

It is important to understand that children develop multiple skills (language, motor, cognitive, social, and emotional), often at the same time, within and during the many activities they experience daily. Children also develop individual skills at different times. For a period of time they may grow a lot in language while ignoring their motor skills. Then suddenly, they will put a lot of effort into their motor development and their language development stabilizes.

The Foundations is a document intended to be a curriculum framework and used as a guide for daily and monthly planning. The Foundations are linked to the skill expectations children will develop as they grow. It is the hope that the Foundations will provide a curricular guide for programs. Learning opportunities are intended to be sets of broad-based activities through which children are exposed to new learning concepts, thus having the "opportunity" to acquire new skills, practice those skills, as well as master previously learned skills. As development progresses children build upon earlier skills and develop more complex skill sets. While certainly not complete – the Foundations provide a solid basis upon which professionals can plan their daily, monthly, and annual instructional activities.

Equally important is the understanding that throughout infancy and toddlerhood, children develop their skills in an integrated way during the course of the day. Skills typically do not develop in isolation, nor do we typically teach skills in isolation. Instead, adults are supporting children's development during many of the activities we do every day. Meal times,

diapering, reading stories, play time, outside, and other experiences that occur daily become natural opportunities to help children grow and develop.

As you look through the Foundations, you will see that children's skills have been divided into the domains of Social Emotional, Language and Literacy, Discoveries, and Physical Development and Health. Similarly the domains have been divided into four different growth periods: Young Infant (0-6 months), Older Infant (6-12 months), Young Toddler (12-24 months) and Older Toddler (24-36 months). This was done to help the professional see the sequence of individual skills as they develop and mature and to assist with understanding the broad array of skills children develop as they move from infancy to toddlerhood to preschool. In dividing the skills by domain and age there is no intent that these skills would be taught individually. Instead, the division of skills is intended to assist professionals with a framework for planning activities.

Activities that are carefully planned and implemented constitute intentional teaching. Intentional teaching has been demonstrated to be a powerful learning tool. While involvement in materials and with peers is essential for learning – it is the careful planning of those tasks to ensure that engagement supports learning that is critical to the learning process. An important component to the planning process is the concept of making sure that the environment is adequately ready to support learning. Professionals need to make sure there are a sufficient number of materials across learning domains and the materials are in good shape and vary across time.

This document is primarily intended for early childhood professionals. However, it cannot be emphasized enough the necessity to involve families in young children's learning. Families are always the first teachers. Professionals often need additional information and support. Sharing information about what is happening in the program/setting and then providing suggestions of activities families can do at home to reinforce and share in the process is crucial.

Organization of the Document

Domains

The Foundations document is organized into four domains:

- Social Emotional
- Language and Literacy
- Discoveries
- Physical Development and Health

Each domain (section) begins with a brief summary of the key messages about development for that topic area. This is followed by a chart containing the sub-domains, learning opportunities, listings of actions children might do, and a listing of supportive practices.

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see children do:	What you can do to support a child's development:
------------	-----------------------------------------------------------------------------------	---------------------------------	---------------------------------------------------

The first column “Sub-Domain” involves breaking down the topic areas into smaller subsections. An example can be found in the Social Emotional Domain, the learning opportunities are divided into subsections: Self-Awareness, Self-Regulation and Attachment/Social Relationships. The purpose is to help the professional see the different topic areas within domains.

The second column “To support ongoing learning...” is the listing of the learning opportunities. In this revised Foundations document, there are some new learning opportunities and in some cases a revision of previous learning opportunities. The learning opportunities are not listed in any hierarchical order though they may be grouped by sub-domain topical areas as indicated above. It is important to remember that these opportunities are learning situations that the professional will plan for and implement with children. In the Language and Literacy area, one of the learning opportunities is: “shows interest in rhymes, books, stories, and songs.” With this learning opportunity the professional will plan for many different activities for children to “play” with language. This may include singing while having a diaper changed, reading nursery rhymes, reading a story during a quiet time, chanting during a transition activity, and making up nonsense words that sound the same.

The third column “What you might see children do” came as a result of responses from the field. Professionals wanted to know what they should see children doing as a result of the learning opportunities. It is important

to note that these are not definitive lists – but are instead brief examples of some skills you might see children demonstrating after having participated in a learning opportunity. The skills listed in this column should NOT be used as a checklist as it is not inclusive of all skills children will demonstrate. Instead, they are intended to be a “check-in” for professionals to see that children are acquiring some of the skills they should be taking away from the activities.

The fourth column “What you can do to support...” is a listing of some possible activities that professionals can provide that are linked with the learning opportunities. It is important to remember that this list is only a brief sample of some practices and there are MANY more activities that professionals can plan for and provide to support children’s learning.

Age

The domains have been divided into four different growth periods: Young Infant (0-6 months), Older Infant (6-12 months), Young Toddler (12-24 months) and Older Toddler (24-36 months). It is intended that these four divisions give some indication about when professionals should be planning for these learning opportunities to occur and what supportive practices to make available.

The learning opportunities repeat themselves across age groups. So there is the same learning opportunity for Social Emotional in Young Infant through Older Toddler: *“Express feelings, emotions, and needs in a responsive environment.”* What is different are the behaviors the children may demonstrate and the practices the professional may use to support learning.

Children vary quite a bit in development and professionals need to take this into consideration. There is substantial growth between the first few weeks of life and the age of three. To put this growth in perspective, it was most helpful to frame the differences using growth periods. It is more important to know where each child is developmentally to better plan for activities, while keeping in mind that children’s development will vary.

Summary

The Foundations document is intended to be used as an instructional guide for early childhood professionals. As individuals plan annual and short-term lesson plans for infants and toddlers, the Foundations can be used to assist in the development of instructional activities. It is hoped that professionals will use the Foundations and the information contained within, as they plan their daily, weekly, and year-long classroom activities.

Delaware Early Learning Foundations: Infant/Toddler

Guiding Principles

- ✓ All children are learners.

- ✓ Children learn through play.

- ✓ Every child is unique and is accepted for his/her differences in development, culture, home environment, and learning style.

- ✓ Parents/families are the child's first teachers—they play a key role in preparing children for success in school through being involved in their child's education from birth.

- ✓ Quality early learning experiences are essential to prepare a child for success in school.

- ✓ The learning opportunities provided need to be developmentally appropriate for all children.

- ✓ A developmentally appropriate learning environment supports learning and development.

- ✓ It takes partnerships among families, early care and education professionals, schools, health care providers, and other community resources to promote children's development and school success.

SOCIAL EMOTIONAL

Babies come into the world ready to connect with the people around them, as well as their surroundings. Change happens rapidly during the first year of life. By their third birthday babies progress from being able to alert the caregiver with a hungry cry to communicating complex desires and labeling basic emotions.

In the first twelve weeks of life babies are oriented toward their caregiver. They respond to touch, being rocked, and familiar sounds. They focus visually on faces, looking intently at their caregiver when being held. Newborns can call for help with a cry, calm down when fed, held, or rocked. They are curious about new objects they can see, or new sounds they can hear. They often want what is familiar. Babies are social and curious, but they are most tuned to their basic needs. During these first three months, caregiving should be responsive to these needs, so babies develop trust and start to learn to soothe themselves when upset.

When babies are between 4 and 8 months of age they become more aware of the world around them. They are still focused on people but are more willing to sit on laps facing out towards the world. They smile and laugh more frequently and make sounds as they interact with others. They still need to be held and comforted when upset. As babies begin to move around, rolling over, crawling, and creeping, their world gets bigger. They explore from a secure base, liking to have familiar people and toys around them.

After 8 months of age, as babies start to walk, then run and climb, they need to develop self-control to be successful in all that they attempt. Toddlers are very curious and active, needing caregivers to be consistent

and keep them safe as they explore. Children need help from caregivers to learn how to get along with others. They need places where people understand their unique temperaments, learning styles, and interests. Caregivers respond by setting limits, redirecting, and bringing impulsive behavior under control. When caregivers predict and prevent problem situations, talk about feelings and label emotions, they help children develop language to communicate, and to help with self-control.

By the time children are three, they are active and curious, and they are also aware of their own feelings. When upset, they are able to calm quickly. Young children need support to learn social and emotional skills. Professionals need to prepare intentional, interactive learning opportunities to help young children learn the skills they need to develop resiliency. Research shows that crisis moments are not the best teachable moments, when children are in conflict. Professionals should select occasions when children are calm and attentive to engage in interesting demonstrations. Children often require ongoing support by patient caregivers as they practice concepts related to understanding feelings, calming down, developing friendships, and solving problems.

The three sub-domains of Social Emotional development include:

- Self-Awareness – recognition of self as separate person with strengths and needs, likes and dislikes
- Self-Regulation – ability to comfort self and manage emotions
- Attachment/Social Relationships – connections between child and other people

Social Emotional Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)	SE1 Express feelings, emotions, and needs in a responsive environment	<ul style="list-style-type: none"> • Cry, smile, coo • Use a variety of facial expressions • Begin to communicate needs through cries and gestures • Show distress by crying and/or kicking legs • Move hands and feet, begin to look at fingers • Turn head toward caregiver when hears name • Cry to get needs met • Use sounds, body movements, and eye contact to promote interaction • Stop crying when needs met 	<ul style="list-style-type: none"> • Be responsive to baby’s cries • Identify signals and respond to baby in soothing manner (Ex: change diaper, feed, comfort) • Use words and/or facial expressions to respond to baby’s expressions of emotions • Position baby to allow him/her to see his/her hands and feet and begin to develop an awareness of his/her body • Point to and label body parts • Use baby’s name during conversations throughout the day, including during daily routines such as diapering • Respond quickly with words or actions • Respond to baby’s signals • Respond quickly to baby’s cues with words or actions until needs are met
	SE2 Discover own body		
	SE3 Recognize and respond to name		
	SE4 Begin to develop independence		
	SE5 Begin to develop a sense of accomplishment		
Self-Regulation (ability to comfort self and manage emotions)	SE6 Begin to develop calming and coping skills	<ul style="list-style-type: none"> • Stop crying when adult gently rocks or talks to baby • Close eyes, suck on fist, turn head away from distractions • Calm self by sucking thumb, fingers, pacifier or toy • Cry to be picked up • Stop crying when picked up or hears caregiver’s voice 	<ul style="list-style-type: none"> • Pick up baby when cries • Swaddle, gently rock baby • Sing or hum to baby • Gently rub baby’s back or stomach • Talk to baby in soothing voice • Develop routines for eating and sleeping based on individual needs of family and baby to prevent anxiety • Plan with family to meet baby’s needs
	SE7 Develop self-control		

Social Emotional Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
<p>Attachments/ Social Relationships (connections between child and other people)</p>	<p>SE8 Express feelings through facial expressions, gestures and sound</p> <hr/> <p>SE9 Build a trusting relationship with a caring adult</p> <hr/> <p>SE10 Engage with other children</p> <hr/> <p>SE11 Respond to emotions of others</p>	<ul style="list-style-type: none"> • Cry, grimace • Coo, begin to smile, move arms and legs excitedly • Look at caregiver’s face • Turn toward sound of familiar caregiver’s voice • Imitate gestures, facial expressions and sounds • Express own needs • Begin to look at other babies 	<ul style="list-style-type: none"> • Establish staffing patterns that help baby develop a relationship with a primary caregiver • Softly talk or sing to baby to help him/her calm down • Talk to baby about his/her feelings (Ex: “You look unhappy” or “You look hungry”) • Respond to baby to help meet the needs that are being expressed (Ex: feed baby when baby is hungry) • Place unbreakable mirror near baby to enable baby to see reflection • Provide comfortable position in order to encourage continuing eye contact • Hold baby facing you so that baby can look at you • Acknowledge baby by smiling back and interacting (Ex: picking baby up, stroking, providing assurance that you are still close by) • Copy baby’s facial expressions and sounds • Sing and talk throughout daily routines (Ex: diaper changing or feeding) • Provide baby with limited number of primary caregivers • Provide opportunity for tummy time with other babies on the floor • Show pictures of babies

Social Emotional Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child’s development:
<p>Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)</p>	<p>SE1 Express feelings, emotions and needs in a responsive environment</p>	<ul style="list-style-type: none"> • Cry, gesture, coo, and make other sounds • Signal for adult attention or request help by crying, gesturing, or moving • Express emotions including happiness and anger (when frustrated) • Express fear of unfamiliar people by moving toward caregiver • Express needs such as pointing to bottle when hungry • Spit out things that are “icky” • Move body with purpose such as picking up a toy • Point to body parts while looking at books or pictures with adult prompt • Smile, make eye contact when hears name • Entertain self for short periods of time • Physically move away from caregiver to play and explore environment • Begin to feed self with fingers • Begin to remove clothing — pull off socks and shoes • Begin to participate in dressing by holding out arm or leg • Smile, laugh, clap, repeat gestures to cheer for self after trying new things such a crawling or walking • Repeat action such as <i>Pat-a-Cake</i> or <i>Bye-bye</i> 	<ul style="list-style-type: none"> • Identify baby’s signals to get attention and respond to baby in soothing manner • Encourage baby’s happy sounds by imitating sounds and smiling at baby • Quickly respond to baby when he/she is upset or angry • Soothe fearful baby with calm words and comforting hugs • Communicate while preparing for feeding to acknowledge hunger • While looking at books or pictures, label body parts and have baby point to body parts • When changing baby, play simple games to identify body parts such as <i>This Little Piggy Went to Market</i> • Use baby’s name often during interactions (conversations, songs, rhymes) • Watch for and respond to baby’s cues for hunger, sleep and boredom • Encourage older baby to feed self by cutting food into small bites • Interact with baby while eating • Allow baby to safely play and explore independently • Talk with family about baby’s independence during daily routines • Provide favorite toys • Respond to baby with smiles, positive words to acknowledge accomplishment
	<p>SE2 Discover own body</p>		
	<p>SE3 Recognize and respond to name</p>		
	<p>SE4 Begin to develop independence</p>		
	<p>SE5 Begin to develop a sense of accomplishment</p>		

Social Emotional Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child’s development:
Self-Regulation (ability to comfort self and manage emotions)	SE6 Begin to develop calming and coping skills	<ul style="list-style-type: none"> • Cry and cling to parents when they are leaving, but calm down after a short time • Calmly adapt to small transitions during the day • Cling to primary caregiver • Begin to comfort self by sucking on pacifier or snuggling with favorite toy 	<ul style="list-style-type: none"> • Provide consistent, predictable routines throughout the day, including arrival and dismissal • Reassure baby that family will return later • Respond when needed • Limit number of transitions including change of staff and location • Establish consistent routines and staffing patterns to support positive relationships and prevent anxiety • Observe baby to identify objects that provide comfort
	SE7 Develop self-control		
Attachments/ Social Relationships (connections between child and other people)	SE8 Express feelings through facial expressions, gestures, and sound	<ul style="list-style-type: none"> • Express joy • Get angry when frustrated • Spit out things that are “icky” • Express fear of unfamiliar people by looking at or moving toward caregiver • Begin to cry when another baby cries • Smile, laugh when in presence of familiar caregiver • Show affection for familiar adults • Vocalize to call for caregiver • Begin to engage in turn-taking or two way “conversations” • Crawl away but checks back visually, call/gesture to ensure adult contact • Act anxious around strangers • Point to photos of family members • Look to caregiver for approval when completing task • Look at others • Take toys from other babies • Not share toys • Scream when baby takes their toy 	<ul style="list-style-type: none"> • Talk to baby about feelings you observe • Be responsive when baby is upset (Ex: pick up immediately and comfort) • Acknowledge separation anxiety • Have families provide photos or toy from home to provide comfort • Display photos of baby and family members at eye level • Wait for baby to respond after talking • Play interactive baby games such as <i>Peek a Boo</i> and <i>How Big is Baby?</i> • Provide positive words of encouragement • Provide experiences to be with and observe others through floor time and tummy time • Have enough toys for babies to play with • Provide individual comfort when baby is upset • Comfort crying baby, talk about and identify feelings of other babies
	SE9 Build a trusting relationship with a caring adult		
	SE10 Engage with other children		
	SE11 Respond to emotions of others		

Social Emotional Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
<p>Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)</p>	<p>SE1 Express feelings, emotions and needs in a responsive environment</p>	<ul style="list-style-type: none"> • Express his/her own feelings and range of emotions • Express emotions to get reaction from others • Express jealousy when caregiver holds another child • Identify simple body parts such as head, leg, arm • Recognize reflection in mirror and say name • Begin to identify self by name • Begin to say/sign name when prompted • Show preferences for favorite toys, books and objects • Say “Mine” to things he/she wants • Begin to feed self with utensils • Display preference to complete tasks by himself/herself and voice displeasure when caregiver tries to help • Begin to communicate to get adult help (Ex: point to where a ball has rolled under a shelf) • Watch for reaction from others after action or doing something 	<ul style="list-style-type: none"> • Talk about and label feelings/emotions toddler is experiencing • Talk to toddler about feelings calmly • Help toddler communicate feelings • Sing songs mentioning and touching body parts such as <i>Head, Shoulders, Knees and Toes</i> • Place unbreakable mirrors down in play space • Make photo album with pictures of toddler • Play games with names such as <i>Hide and Seek</i> • Maintain consistency of familiar toys and objects while introducing new ones • Provide opportunities to have own space and toys • Provide opportunities for toddler to participate in self-help and cleanup activities (Ex: put a block in the block box) • Provide feeding utensils that are easy to grasp • Provide safe environment and careful monitoring for toddler to play • Provide simple activities that can be completed independently (Ex: knob puzzles, board books)
	<p>SE2 Discover own body</p>		
	<p>SE3 Recognize and respond to name</p>		
	<p>SE4 Begin to develop independence</p>		
	<p>SE5 Begin to develop a sense of accomplishment</p>		

Social Emotional Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child's development:
Self-Regulation (ability to comfort self and manage emotions)	SE6 Begin to develop calming and coping skills	<ul style="list-style-type: none"> • Cling to blanket or stuffed toy at arrival time when family tries to leave • Want to be picked up by caregiver at arrival time • Begin to develop understanding of right and wrong (Ex: says <i>No</i> after throwing food on floor then looks to caregiver for reaction) • Demonstrate difficulty sharing • Understand connection between own behavior and reaction of others • Continue to have difficulty sharing • Cry when does not get what he/she wants 	<ul style="list-style-type: none"> • Provide familiar and/or favorite toys for toddler to play with • Play quiet, relaxing music • Greet toddler and help find favorite toy or book to look at • Create book with family pictures for toddler having separation difficulty • Provide flexible but predictable schedule individualized to accommodate toddler needs • Establish reasonable and appropriate expectations for behavior • Set simple rules and talk about them with toddler • Discuss expectations with families • Intervene when toddler is doing something dangerous or inappropriate and redirect • Provide adequate toys to avoid conflict • Let toddler know that it is okay to feel angry • Provide safe place for toddler to calm self while receiving support
	SE7 Develop self-control		
Attachments/ Social Relationships (connections between child and other people)	SE8 Express feelings through facial expressions, gestures and sound	<ul style="list-style-type: none"> • Express jealousy when caregiver holds another child • Try to comfort another child who is upset • Cling to parent or caregiver • Express sadness when parent leaves 	<ul style="list-style-type: none"> • Acknowledge toddler's feelings, then redirect to favorite toy • Sing songs about feelings such as <i>If You're Happy and You Know It</i> • Read picture books about feelings
	SE9 Build a trusting relationship with a caring adult		

Social Emotional Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Attachments/ Social Relationships (connections between child and other people)	SE10 Engage with other children	<ul style="list-style-type: none"> • Identify photos of self and family members • Act anxious around strangers • Enjoy helping by working side by side with adult • Try new things with favorite caregiver close by • Comfort peer by offering them own blanket or patting them on back • Play side-by-side with other toddlers (parallel play) • Push, hit, or bite when another child takes toy • Begin to say other child’s name • Match facial expressions; interpret facial cues as emotional expressions • Begin to respond to feelings of others 	<ul style="list-style-type: none"> • Acknowledge separation anxiety and respond to toddler with comfort and concern • Talk about daily events that end with family’s return • Talk about what is happening and allow time for toddler to respond • Post family pictures to help toddler adjust to separation • Get down on floor and engage in play with toddler • Encourage parallel play by introducing centers for small group play • Provide multiples of favorite toys • Talk about feelings when conflict arises (Ex: “You are mad because Monique took your toy.”) • Play simple small-group games such as <i>Ring-Around-the Rosy</i> • Post pictures of toddlers with different emotions at eye level for discussion • Model empathy (Ex: “You look so sad. Can I give you a hug?”) • Use “I” statements (Ex: “I feel sad when you hit.”) • Notice and comment on toddler’s attempts to be caring toward other toddlers (Ex: focus on intention; give a special toy to another, even when toddler then takes it back)
	SE11 Respond to emotions of others		

Social Emotional Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older toddler (24–36 months) do:	What you can do to support a child’s development:
Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)	SE1 Express feelings, emotions and needs in a responsive environment	<ul style="list-style-type: none"> • Begin to recognize his/her own feelings and range of emotions • Act out different emotions during pretend play • Use one or two words to express feelings • Begin to recognize and react to feelings of others • Express frustration through tantrums • Identify body parts including elbow, ankle, neck • Begin to identify name in print • Begin to ask for help when unable to complete tasks independently • Use words, gestures or signs to celebrate success • Request praise after completing difficult activity (Ex: putting puzzle together) 	<ul style="list-style-type: none"> • Plan for and use books, puppets, dramatic play, and role playing to teach toddler how to label and share feelings • Plan for teachable moments that are not during emotional situations such as tantrums • Talk about and label feelings and emotions toddler is experiencing • Talk to toddler about feelings calmly • Help toddler communicate feelings and needs using words and/or signs • Help toddler label feelings of others • Provide calm place such as quiet cushioned area for toddler to express emotions and calm down • Provide reminders, cues or picture prompts to help toddler calm down • Look at books and pictures, ask toddler to point to body parts • Do finger plays and games, <i>Head Shoulders, Baby - one, two, three</i> • Label toddler’s picture with printed name • Play games and sign songs with toddler’s spoken and printed names • Provide opportunities for toddler to do things for himself/herself • Provide support as toddler attempts to complete tasks independently • Watch for individual changes in toddler’s skill and celebrate success
	SE2 Discover own body		
	SE3 Recognize and respond to name		
	SE4 Begin to develop independence		
	SE5 Begin to develop a sense of accomplishment		

Social Emotional Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older toddler (24–36 months) do:	What you can do to support a child’s development:
Self-Regulation (ability to comfort self and manage emotions)	SE6 Begin to develop calming and coping skills	<ul style="list-style-type: none"> • Carry around favorite stuffed animal when afraid • Go off by himself/herself • Continue to need adult support when in conflict with another child • Begin to follow and repeat simple rules • Understand the connection between own behavior and the reaction of others • Begin to make careful choices to avoid danger and conflict 	<ul style="list-style-type: none"> • Prompt toddler to find favorite toy that provides comfort • Calm briefly, then redirect to favorite toy or activity • Prompt toddler to help find safe, quiet area to calm himself/herself • Practice calming exercises with toddlers • Provide support if needed • Provide consistent expectations • Communicate expectations before beginning transitions or new activity • Focus on positive rather than negative behavior • Acknowledge toddler’s positive behavior • Help toddler identify feelings • Help toddler understand they have choices how to express their feelings • Provide support for better choices when toddler is involved in dangerous activity • Provide positive support as toddler begins to share toys • Identify feelings of others
	SE7 Develop self-control		
Attachments/ Social Relationships (connections between child and other people)	SE8 Express feelings through facial expressions, gestures and sound	<ul style="list-style-type: none"> • Use one or two words to express feelings • Express frustration through tantrums • Ask/sign/gesture to get attention • Show affection by hugging • Search out favorite caregiver for comfort • Follow around favorite caregiver • Develop friendship with one or two peers • Have preferences for some children • Say friend’s name • Begin to think of solutions for social conflicts with assistance 	<ul style="list-style-type: none"> • Act out different emotions during pretend play • Use pictures/photos showing variety of emotions • Use signs or gestures to help toddler identify emotions • Sing emotion songs such as <i>If You’re Happy and You Know It</i> • Teach words to label emotions • Remain calm and provide safe place for toddler who is having tantrum • Organize room to minimize tantrums and frustration by having enough toys and minimizing number of transitions • Provide quiet place for toddler who chooses to be by himself/herself
	SE9 Build a trusting relationship with a caring adult		
	SE10 Engage with other children		
	SE11 Respond to emotions of others		

Social Emotional Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older toddler (24–36 months) do:	What you can do to support a child’s development:
Attachments/ Social Relationships (connections between child and other people)		<ul style="list-style-type: none"> • Use one to two word sentences to express feelings • Share favorite toy with child who is sad • Ask others about how they are feeling • Get caregiver to help another child in need 	<ul style="list-style-type: none"> • Vary routine to allow for quiet time • Encourage toddler to use words/signs to request things they need (provide word cues to help if needed) • Have conversations with toddler throughout day • Be responsive to toddler’s requests • Plan for one-on-one time with toddler • Provide time throughout day for many opportunities to explore with others • Notice and give positive comments when toddler is playing side-by- side • Plan “Teachable Moments” to help toddler learn social skills throughout day, including simple strategies for solving social conflicts • Model sharing • Provide support for solving social conflicts • Provide support for toddler who has trouble playing with others (Ex: giving separate containers of blocks to toddlers who are having trouble sharing) • Provide prompts and cues to toddler to ask others for things he/she wants • Use "I" statements • Give toddler words to express how he/she feels • Look at and read books that show emotions • Have puppets “express” emotions to toddler • Use emotion words to label toddler's feelings • Create poster or book about emotions using toddlers’ photos

LANGUAGE AND LITERACY

The development of language, communication skills, and literacy is related, but not measurable by a baby's age. This means that babies grow and develop at different rates, with some babies talking early and some babies talking later. While babies are born with a need to communicate, and start communicating through body language, cries, coos, and by making all kinds of sounds, it takes time to learn the meaning of words, to produce words and then later to read and write. Strong literacy skills in reading and writing are built on the ability to listen or watch, understand, and make meaning from spoken words, signs, or other types of communication. From birth to age three is an exciting time to observe the development of language, both receptive (what a child understands) and expressive (spoken word) language. Parents and early childhood professionals work together to provide the foundations for early literacy success. Children's efforts at language and communication need to be supported by the adults in their environments. Early childhood professionals can build these skills by:

- providing opportunities to participate in play experiences that support language and literacy development;
- facilitating a wide variety of developmentally appropriate materials and experiences throughout the child's daily routines;
- providing exposure to print rich environments that nurture the child's language and literacy skills; and
- validating and reinforcing language by talking, narrating, singing, repeating sounds back, providing signs and/or gestures, and listening to children.

Special consideration in the development of language skills should be given to dual language learners. These children face many challenges whether they are learning two languages at the same time or one after the other. Children who have a strong foundation in the language that they are learning from their home generally have an easier time acquiring a second language. Parents are strongly encouraged to use the language they are most comfortable with when talking, reading, singing, caring for, and playing with their baby at home. When possible the caregiver should also be able to speak in the language that the baby is learning at the home. When this is not possible, treat the language spoken in the home with respect and care, using important words like the word for mother, baby, and love.

The four sub-domains of Language and Literacy include:

- Receptive Language – listening and understanding
- Expressive Language – communicating and speaking
- Emergent Literacy – the foundations of reading
- Emergent Writing – the beginnings of writing

Language and Literacy Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Receptive Language (listening and understanding)	LL1 Show interest in sounds	<ul style="list-style-type: none"> • Startle or cry to loud sounds • Quiet down and turn head towards familiar voice • Smile when spoken to or greeted by smiling face • Smile, kick, move arms and legs while listening to caregiver’s voice • Gaze at face • Watch speaker intently • Look at object or picture caregiver indicates with gestures and words • Look to caregiver when name is spoken • Lift arms when caregiver gestures or says “ Up” while picking up baby 	<ul style="list-style-type: none"> • Hold baby close while speaking, signing or reading • Read, talk, sing, sign, and actively play with baby throughout day • Talk/sign about what you are doing as you are doing it • Talk/sign about what baby is doing as they are doing it • Play music and sing songs during day, trying to connect what you are doing with song choice (Ex: singing <i>Rock-a-Bye Baby</i> while rocking) • Provide activities that expose baby to a variety of sounds • Name objects baby is interested in • Allow baby to explore objects by looking, feeling, and mouthing • Create and sing songs with movement, finger plays and use baby’s name
	LL2 Show interest in language of others		
	LL3 Begin to understand gestures, words, routines, communication		
	LL4 Respond to communication of others		
Expressive Language (communicating and speaking)	LL5 Use sounds, gestures or actions to communicate wants and needs	<ul style="list-style-type: none"> • Respond to speaker/signer by smiling • Will quiet his/her body when spoken/signed to • Laugh • Raise arms to familiar adult • Kick and coo to show excitement 	<ul style="list-style-type: none"> • Speak/sign directly to baby frequently • Use exaggerated facial expressions • Use gestures/sign language as well as verbal labels • React to different cries, sounds, and gestures/signs that baby uses • Provide baby with noise-making toys • Respond to baby’s communicative attempts quickly to reinforce their meaning

Language and Literacy Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Expressive Language (communicating and speaking)	LL6 Imitate sounds, words, signs, facial expressions, and gestures	<ul style="list-style-type: none"> • Imitate pointing • Imitate some movements or gestures • Use meaningful gestures • Vocalize pleasure and displeasure sounds • Vocalize when talked to while moving limbs • Cry to communicate different meanings • Respond to names of familiar objects in primary language by moving body or making sounds • Gurgle • Use different types of cries to signal hunger, discomfort, fear, or pain • Smile at adult to invite interaction • Laugh aloud • Raise arms to familiar adult • Move arms and legs when looking at someone • Cry if another baby cries 	<ul style="list-style-type: none"> • Frequently talk/sign to baby using simple and clear words/signs • Make simple sounds and allow time for baby to imitate you • Maintain eye contact while baby is vocalizing or gesturing to reinforce their communication attempt • Imitate sounds or gestures baby makes and allow time and attention for him to imitate you • Use personal pronouns (Ex: me, you) • Sing songs and finger plays often • Show and imitate gestures, words, signs, environmental noises (Ex: animal noises, car noises, phone ringing) • Talk/sign to baby about what is happening to him/her and around him/her • Model names of common objects in primary language • Talk to baby during caregiving times (Ex: changing diaper, bathing) • Provide toys that baby can use to create sounds, taking turns with you (Ex: rattles/squeaky toys)
	LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences		
	LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states		
	LL9 Engage in turn-taking back- and-forth exchanges leading to conversation		

Language and Literacy Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Emergent Literacy (the foundations of reading)	LL10 Show interest in rhymes, books, stories, and songs	<ul style="list-style-type: none"> • Explore books using senses (Ex: taste, feel, sight, smell) • Reach for pages of books • Look at caregiver’s face when being read to • Demonstrate enjoyment through facial/body movements to sound of words in books • Follow caregiver’s gaze to pictures 	<ul style="list-style-type: none"> • Read simple, colorful books daily with baby in close proximity • Point to pictures in books and around room, simply label them by saying the word • Sing songs and finger plays • Allow baby to freely explore books • Share books with baby many times throughout the day • Re-read books
	LL11 Actively participate and show appreciation for book reading, story sharing and singing		
	LL12 Interact with books appropriately		
Emergent Writing (the beginnings of writing)	LL13 Use and experiment with different writing materials	<ul style="list-style-type: none"> • Move both hands when he/she sees an exciting object • Grasp object, lets go, and attempts to grasp it again 	<ul style="list-style-type: none"> • Show baby variety of objects • Provide baby with safe, age-appropriate items to handle and explore • Help baby grasp object if necessary
	LL14 Notice and show interest in signs and words in the classroom environment		

Language and Literacy Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child's development:
Receptive Language (listening and understanding)	LL1 Show interest in sounds	<ul style="list-style-type: none"> • Smile and laugh during interactions • Actively search for source of sound that is not visible • Move body to song or music • Respond to safety words such as "Stop!" or "Hot!" (Ex: pause, eye contact) 	<ul style="list-style-type: none"> • Encourage baby to follow along with movements in songs and rhymes • Sing songs that involve one-step directions (Ex: "May I have that?", "Clap hands", "Show me your foot")
	LL2 Show interest in language of others		
	LL3 Begin to understand gestures, words, routines, communication		
	LL4 Respond to communication of others		
Expressive Language (communicating and speaking)	LL5 Use sounds, gestures, or actions to communicate wants and needs	<ul style="list-style-type: none"> • Protest by gesturing or shake head • Wave bye-bye • May point to request an item • Reach to touch another person's body part • Reach for object person is holding • Imitate facial expressions • Imitate sounds/signs of primary language • Imitate environmental sounds (Ex: car sounds, animal sounds) • Listen to and try to show participation with finger plays • Produce different sorts of consonant vowel sounds (Ex: ma ma ma ma ma, da da da da, de de de de) • Chuckle and laugh 	<ul style="list-style-type: none"> • Use gestures/sign language to support what you say • Use words/signs to express baby's nonverbal communication • Use gestures and signs throughout routines • Respond to any sound or gesture that you think maybe word or looks like sign • Allow baby a turn in the interaction and then respond as if you're having conversation • Introduce/model new sounds, gestures, signs or words for baby to imitate • Use movements with finger plays. If necessary, help baby participate by using hand over hand assistance • Respond to baby's word/sign attempts, modeling correct production • Play naming games with baby (Ex: name animals and their accompanying sounds)
	LL6 Imitate sounds, words, signs, facial expressions and gestures		
	LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences		

Language and Literacy Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child’s development:
Expressive Language (communicating and speaking)	LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	<ul style="list-style-type: none"> • Use sounds to get and keep an adult’s attention • Look at specific item upon hearing/seeing word in primary language • Use same sounds, intonations, signs, and facial expressions as parents do • Produce strings of babble with intermixed, occasional words • Combine vocalizations with gestures • Point to ask for out-of-reach toy • Babble by self and in response to others 	<ul style="list-style-type: none"> • Respond with interest and excitement to baby’s attempts to communicate • Name objects and pictures baby points to or expresses interest in • Talk/sign about what baby is experiencing using simple language • Support language with accompanying signs, gestures and tone of voice • Learn names/signs of some objects of home setting in the baby’s primary language (Ex: bottle, diaper, foods, body parts) • Correctly pronounce baby’s name, as well as names of other family members • Use tapes/stories/songs in baby’s primary language • Use words/signs to describe baby’s non-verbal communication • Frequently engage with baby in his/her chosen activities • Talk with baby and wait to allow him/her to have turn to make sounds or show gestures
	LL9 Engage in turn-taking back-and-forth exchanges leading to conversation		
Emergent Literacy (the foundations of reading)	LL10 Show interest in rhymes, books, stories, and songs	<ul style="list-style-type: none"> • Independently pick up a book and flip the pages • Listen and/or look at books for a short period of time when read to • Babble while looking at book as if reading • Show enjoyment while looking at pictures 	<ul style="list-style-type: none"> • Add props to reading activities (Ex: puppets, flannel boards and costumes) • Tell stories • Make books using pictures of familiar babies • Allow babies opportunities to “read” books independently • Let babies see you enjoy reading • Encourage baby to choose favorite books • Provide books containing familiar items
	LL11 Actively participate and show appreciation for book reading, story sharing and singing		
	LL12 Interact with books appropriately		

Language and Literacy Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child's development:
Emergent Writing (the beginnings of writing)	LL13 Use and experiment with different writing materials	<ul style="list-style-type: none"> • Transfer and manipulate an object with hands • Pick up a small toy with thumb and fingers (pincher grasp) • Show interest when adults write • Use crayons to make marks • Make marks with finger in paint 	<ul style="list-style-type: none"> • Supervise babies manipulating objects • Provide paper and age appropriate writing instruments (Ex: crayons) • Tell stories based on pictures • Model writing marks with crayons right next to baby when crayon is in his/her hand • Provide toys to squeeze for strengthening finger muscles
	LL14 Notice and show interest in signs and words in the classroom environment		

Language and Literacy Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Receptive Language (listening and understanding)	LL1 Show interest in sounds	<ul style="list-style-type: none"> • Combine objects in play and notice new sounds it makes (Ex: bang blocks together, place items in container) • Participate in finger plays • Laugh at silly language • Point to common objects when named • Listen and respond to peer when speaking • Share and show items of interest 	<ul style="list-style-type: none"> • Encourage toddlers to explore musical instruments • Use gestures to reinforce directions (Ex: pointing) • Engage in body awareness activities (Ex: <i>Head, Shoulders, Knees, and Toes</i>) • Actively engage in book reading (Ex: pointing at pictures, give toddler turn) • Encourage toddlers to talk to and listen to each other • Encourage toddlers to explore materials and identify new sounds by using words (Ex: “That’s a loud bang! You made it make a softer sound when you slowed down.”)
	LL2 Show interest in language of others		
	LL3 Begin to understand gestures, words, routines, communication		
	LL4 Respond to communication of others		
Expressive Language (communicating and speaking)	LL5 Use sounds, gestures or actions to communicate wants and needs	<ul style="list-style-type: none"> • Use simple gesture (Ex: nod head for yes) • Use facial expressions to show excitement or distress • Pull caregiver to object he/she wants to play with • Imitate new words or signs • Imitate adult movements when doing rhymes/finger plays (Ex: <i>Pat-a-Cake</i>) • Imitate simple expressions (Ex: smile, frown, surprised look) 	<ul style="list-style-type: none"> • Model correct use of words/signs that toddler attempts to produce • Describe objects using attributes such as size, shape (Ex: your plate is a blue circle) • Follow toddler’s lead, focusing on what is attracting his/her attention then name/sign (Ex: “That’s a pig”. “Can you say pig?” “Oink”) • Model words, sounds, and signs toddler can imitate (Ex: uh-oh, dada, ball) • Repeat one word/sign toddler produces and add another relevant one to situation (Ex: “ball” “red ball. BIG ball”) • Use gestures/signs with songs and finger plays for toddler to imitate such as <i>Pat-a-Cake</i>
	LL6 Imitate sounds, words, signs, facial expressions and gestures		

Language and Literacy Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Expressive Language (communicating and speaking)	LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	<ul style="list-style-type: none"> • Produce few words/signs that are understandable and consistent (Ex: ba ba for bottle, ma ma or da da) • Say more words/signs every month • Combine gestures with vocalizations • Use strings of different sounds sounding like he/she is having a conversation • Begin to combine words/signs • May become frustrated if meaning of communication attempt is not readily understood • Begin to use words/signs to describe physical needs and wants (Ex: hungry) • Respond to yes/no questions • Initiate conversations • Name pictures • Match emotions of peers • Initiate play with peers • Begin to combine words 	<ul style="list-style-type: none"> • Note words/signs toddler uses and provide him/her opportunities to use • Describe events to help toddler learn new words/signs • Speak/sign with toddler on his/her eye level • Expose toddler to stories and songs in primary language • Invite parents to share taped stories and songs in home language • Learn words/signs that are most commonly used in toddler’s primary language • Use familiar words/signs when communicating with toddler • Ask parent what consistent word/sign/sound their toddler uses for common daily activities • Listen closely to toddler’s language attempts • Talk with toddler during routines, describing what is happening • Respond to conversational starters • Use meaningful two word phrases when toddler is interested in specific item (Ex: “more milk,” “ball please,” “thank you”) • Use toddler’s name frequently to identify his/her possessions • Respond quickly to toddler’s signs of distress as he/she has limited language with which to communicate needs • Set up environments and activities to encourage toddlers to communicate with each other
	LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states		
	LL9 Engage in turn-taking back-and-forth exchanges leading to conversation		

Language and Literacy Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Emergent Literacy (the foundations of reading)	LL10 Show interest in rhymes, books, stories, and songs	<ul style="list-style-type: none"> • Recognize familiar signs, labels, or logos in home or community • Finish repetitive lines in familiar books • Hold book correctly for reading • See picture of flower and pretends to smell it • Point to pictures upon request • Enjoy being read to 	<ul style="list-style-type: none"> • Point out symbols in environment (Ex: stop sign means stop, green light means go, signs of familiar stores/places of interest) • Read stories to toddlers many times throughout day • Provide books everywhere... in all areas, near naptime mats, dramatic play areas, quiet area, etc. • Help toddlers make their own books and place in book corner for others to view • Tell stories without books
	LL11 Actively participate and show appreciation for book reading, story sharing, and singing		
	LL12 Interact with books appropriately		
Emergent Writing (the beginnings of writing)	LL13 Use and experiment with different writing materials	<ul style="list-style-type: none"> • Pretend to write by scribbling • Choose to use markers or crayons during playtime • Imitate marks on paper • Notice letters and words on paper 	<ul style="list-style-type: none"> • Make personalized books of different experienced events (Ex: make book about nature walk you went on together) • Point to pictures that match what you are reading in book • Provide books in toddler’s primary language • Have access to different materials used for writing (Ex: crayons, markers, paint brushes, and finger paints) • Allow toddlers to explore and communicate using their own written language • Put down toddler’s words in writing
	LL14 Notice and show interest in signs and words in the classroom environment		

Language and Literacy Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older toddler (24–36 months) do:	What you can do to support a child’s development:
Receptive Language (listening and understanding)	LL1 Show interest in sounds	<ul style="list-style-type: none"> • Join in finger play with actions and words • Actively seek to participate in ongoing activities • Interact in play with peers • Try to repeat sounds in environment, including words that peers say 	<ul style="list-style-type: none"> • Play language based games (Ex: games of pretend, <i>Hokey Pokey</i>, <i>Follow the Leader</i>) • Provide opportunities for toddlers to correct or fill in information (Ex: “Is that a tiger?” “It’s time for ____.”) • Expose toddlers to different varieties of music • Talk with toddlers all day, narrating what you observe and pointing out new ways they are learning or making sounds; ask them questions about their discoveries
	LL2 Show interest in language of others		
	LL3 Begin to understand gestures, words, routines, communication		
	LL4 Respond to communication of others		
Expressive Language (communicating and speaking)	LL5 Use sounds, gestures, or actions to communicate wants and needs	<ul style="list-style-type: none"> • Move/gesture to indicate toileting needs (Ex: wet or soiled diaper, tug on pants indicating a need to use bathroom) • Repeat simple rhymes and songs • Imitate two and three word phrases • Initiate finger plays • Use words for many objects (Ex: nouns) • Use name to refer to self • Name some body parts • Use one word questions with intonation • Use some two-word question approximations (Ex: “whadat?”) • Ask for help 	<ul style="list-style-type: none"> • Put toddler’s communication attempts into words (Ex: “I understand you’re mad.” “Ouch! That hurt.”) • Call toddler’s attention to other children’s sounds, gestures, facial expressions (Ex: “Look how happy Sarah is that you shared your crayons with her.”) • Positively acknowledge words toddler attempts to use and model its correct production (Ex: “gog” “right! <u>D</u>og”) • Use pronouns (Ex: he/she, him/her) • Use two- or three-word/sign phrases • Sing simple songs, repeat familiar rhymes • Encourage use of language in humor and pretend play • Answer questions toddler asks with detail • Continue to ask toddler simple questions
	LL6 Imitate sounds, words, signs, facial expressions and gestures		
	LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences		

Language and Literacy Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older toddler (24–36 months) do:	What you can do to support a child’s development:
Expressive Language (communicating and speaking)	LL8 Use sound, words or signs for a variety of purposes, including expressing emotions and physical states	<ul style="list-style-type: none"> • Ask questions • Talk/sign to self • Begin to describe personal experiences • Converse in primary language, one or two responses • Recognize stories and songs that he/she hears frequently • Use three-word sentences • Learn and use new words • Use feeling words and facial expressions appropriately • Talk to other children • Answer simple questions • Answer questions with accurate “yes” or “no” answer • Use language or gestures that are increasingly understandable • Use language in dramatic and/or symbolic play • Begin to use language to describe own pictures/artwork • Participate taking turn in conversation 	<ul style="list-style-type: none"> • Put toddler’s gestures/movements into words/signs expressing emotions • Include songs, stories, and music from toddler’s primary language and culture in planned activities • Invite parents to plan activity representing their primary language/culture • Invite family members to read book or describe tradition in their primary language/culture • Read words around room aloud to make connection between pictures and words • Read, sing, march to rhythm of language • Set up environments and activities to encourage toddlers to communicate with each other • Support toddlers in their attempts to communicate with each other (Ex: taking turns, listening) • Ask toddlers to describe their work (Ex: block structures, art) • Write what toddlers say/sign (Ex: comments on art work, stories, reports of vacations) • Allow time for toddler’s response and provide assistance if he/she needs help • Model correct grammar (Ex: “Him’s hurt!” “He’s hurt? Show me,” “He don’t got none.” “He doesn’t have any?”)
	LL9 Engage in turn taking back and forth exchanges leading to conversation		

Language and Literacy Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older toddler (24–36 months) do:	What you can do to support a child’s development:
Emergent Literacy (the foundations of reading)	LL10 Show interest in rhymes, books, stories, and songs	<ul style="list-style-type: none"> • Label or make accompanying noises when sees picture • Participate in book reading by making noises (Ex: says tweet, tweet when pointing at birds) • Recognize book by cover • Pretend to “read” independently • Recognize name in print • Open book and flip pages in order • Pick out/request story book for teacher/caregiver to read • Choose to look at books as free choice activity 	<ul style="list-style-type: none"> • Label toy shelves/boxes with written word as well as picture • Ask toddler to get favorite book • Read books having repetitive phrases/verses • Ask toddler to retell familiar story • Display a variety of books • Use your finger to follow words from left to right, top of page to bottom • Point out specific letters especially in words of interest (Ex: child’s name) • Model reading for purpose throughout day, read directions for recipe on pancake mix box, read aloud note from parent
	LL11 Actively participate and show appreciation for book reading, story sharing and singing		
	LL12 Interact with books appropriately		
Emergent Writing (the beginnings of writing)	LL13 Use and experiment with different writing materials	<ul style="list-style-type: none"> • Hold crayon with thumb and fingers of one hand • Try to imitate symbols and pictures • “Writing” and “drawing” begin to look different • Try to describe his/her writing/art work through his/her own words and interpretations (Ex: show scribble and say, “it’s a dinosaur”) 	<ul style="list-style-type: none"> • Provide different sorts of writing materials, both in terms of paper (Ex: cards, white paper, envelopes, notebooks) and writing tools (Ex: crayons, paint, pencils, chalk, ink pads and stamps) • Use environmental print including labels with upper and lowercase letters • Post pictures drawn by age matched peers • Post pictures throughout the environment • Share stories created using toddler’s writing • Provide activities to develop hand-eye coordination, visual memory, and copying forms (Ex: practice left to right, top to bottom) • Use touch experience with letters (Ex: sandpaper backed, flannel, magnetic)
	LL14 Notice and show interest in signs and words in the classroom environment		

DISCOVERIES

Infants enter the world aware and eager to learn. Everything they do feeds their inborn curiosity. Beginning at birth, they make discoveries about themselves, the people around them, and the objects in their environment. At the foundation of their discoveries are relationships. Knowing they are interacting with responsive, nurturing caregivers offers them the security to explore and expand their world. For the young infant, this exploration happens by watching and taking in information through their senses and experiences as they use their bodies to learn about the immediate world. As they gain information about their world and control over their bodies, they expand their actions and movements and seek more challenging situations. They move out to explore from their secure place. Simple behaviors become more complex problem solving experiences that build on one another. What started out as simply attending to their immediate world now has expanded to keeping items in memory, making connections, understanding concepts, and bringing symbolic play into learning. An environment that is accessible, organized and predictable, and developmentally appropriate offers them the freedom to choose their activities. Infants and toddlers learn best when they can control what is happening and explore what is interesting to them.

The Early Childhood Professionals are the facilitators of this learning process. The environment should be structured so that it is responsive to individual temperaments, learning styles and interests. Take a step back

to observe actions and reactions and nurture, guide and be responsive to the learning process. Be aware that learning is holistic and know how to capture the spontaneous teachable moments. Daily activities and routines are important learning and teaching opportunities.

The seven sub-domains of Discoveries include:

- Sensory Awareness – exploration of the physical world and the properties of things
- Spatial Awareness – sense of space and how things fit as people and objects move
- Memory – develops an understanding that people, objects and events continue to exist when they cannot be seen, object permanence
- Cause and Effect – events and outcomes are caused by themselves, other people, or things
- Attention and Persistence – attends to tasks and persists with activities that interest them
- Curiosity and Problem Solving – ability to use experiences to make meaningful connections
- Play – engage with real objects in imaginative ways

Discoveries Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Sensory Awareness (exploration of the physical world and the properties of things)	DS1 Use vision to respond to light and focus on details such as faces, movement and color	<ul style="list-style-type: none"> • Play with own hands and feet • Gaze at faces and objects • Gather information about people, objects, and themselves using multiple senses 	<ul style="list-style-type: none"> • Watch and respond to cues • Offer objects with high contrast; provide “just enough” stimulation for individuality • Provide awake time on tummy and back • Talk about what baby is experiencing (<i>parallel talk</i>)
	DS2 Use taste and smell to learn about foods, people and objects		
	DS3 Explore people and objects through touch		
	DS4 Use hearing to gain information about people, places, language, and things		
	DS5 Use all senses to learn about cultures and ways of doing things		
Spatial Awareness (sense of space and how things fit as people and objects move)	DS6 Discover how their own bodies fit into spaces	<ul style="list-style-type: none"> • Find mouth to explore self and objects • Explore environment by rolling, inching, or crawling • Reach for and grasp objects 	<ul style="list-style-type: none"> • Provide as much safe protected floor time as possible on tummy and back • Provide wide range of objects to touch and mouth
	DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump		
Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	DS8 Focus on people in their immediate world	<ul style="list-style-type: none"> • Explore objects only in immediate world • Does not search for a person or object that has disappeared 	<ul style="list-style-type: none"> • Provide safe places to explore objects • Bring a variety of objects to baby

Discoveries Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant		
	DS10 Realize that people and objects that have disappeared still remain in the infant’s memory		
Cause and Effect (events and outcomes are caused by themselves, other people, or things)	DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	<ul style="list-style-type: none"> • Grasp objects and bring to mouth to explore • Repeat behaviors such as kicking, shaking, or batting • Use cries or sounds to express needs for food, attention, and comfort 	<ul style="list-style-type: none"> • React and respond calmly to baby’s cues • Make eye contact • Keep hands clean and free for mouthing • Recognize baby’s cues for hunger such a smacking lips and sucking motions • Respond promptly and positively to cries so that needs are met
	DS12 Recognize that people and specific parts of objects can cause things to happen		
	DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)		
	DS14 Watch people and see how they can be used to get what they want		
	DS15 Use objects as a way to get what they want		

Discoveries Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Attention and Persistence (attends to tasks and persists with activities that interest them)	DS16 Notice and pay attention to objects and people of interest	<ul style="list-style-type: none"> • Become quiet when caregiver responds to basic needs • Focus on patterns in carpet or on mobile 	<ul style="list-style-type: none"> • Acknowledge changes in behaviors (Ex: “that’s better, all clean.”) • Talk about changes baby is seeing in immediate environment
	DS17 Choose to stay with an activity that interests them		
Curiosity and Problem Solving (ability to use experiences to make meaningful connections)	DS18 Explore objects to see how they work, using trial and error to meet challenges	<ul style="list-style-type: none"> • Physically, emotionally, or verbally react to environment • Put objects in mouth, bang objects against materials, shake, or hit objects 	<ul style="list-style-type: none"> • Tell babies what is happening in your interactions • Respond to baby’s cues
	DS19 Make connections with people and use what they know from other situations to solve a problem		
	DS20 Try a variety of approaches in problem solving using own body and objects		
Play (engage with real objects in imaginative ways)	DS21 Play with hands	<ul style="list-style-type: none"> • Watch what is happening in environment • Reach for and explore real objects 	<ul style="list-style-type: none"> • Provide soft, cuddly dolls and other safe objects for touching, mouthing, and exploring
	DS22 Imitate and practice what happens in their life as they watch people and events		
	DS23 Use props and people as they engage in make believe play and act out simple themes		

Discoveries Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child’s development:
Sensory Awareness (exploration of the physical world and the properties of things)	DS1 Use vision to respond to light and focus on details such as faces, movement and color	<ul style="list-style-type: none"> • Shake rattle or use voice to make sounds • Reach out, touch and explore nurturing caregivers • Focus on details, color, and movements of people and objects 	<ul style="list-style-type: none"> • Remain nearby, available and non-directive • Use feeding routines to explore tastes and textures • Provide safe age-appropriate environment filled with colors, textures, shapes, and sizes
	DS2 Use taste and smell to learn about foods, people, and objects		
	DS3 Explore people and objects through touch		
	DS4 Use hearing to gain information about people, places, language, and things		
	DS5 Use all senses to learn about cultures and ways of doing things		
Spatial Awareness (sense of space and how things fit as people and objects move)	DS6 Discover how their own bodies fit into spaces	<ul style="list-style-type: none"> • Stack, sort, dump, push and pull objects to see how they fit • Explore the world from a new view by sitting up, creeping and crawling 	<ul style="list-style-type: none"> • Encourage exploration of materials that are safe and accessible • Include a variety of containers to be filled and emptied
	DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill and dump		
Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant	<ul style="list-style-type: none"> • Continue to play though notices caregiver is out of sight • Search actively for an object that is hidden 	<ul style="list-style-type: none"> • Play simple hiding games with toys, blankets, and people (Ex: <i>Peek-a-Boo</i>)

Discoveries Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child’s development:
Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant	<ul style="list-style-type: none"> • Repeatedly drop objects and look to see where they have gone 	<ul style="list-style-type: none"> • Organize the environment grouping like items so they can easily be put where they belong • Place items in drawers, cabinets, and baskets to encourage simple searching
	DS10 Realize that people and objects that have disappeared still remain in the infant’s memory		
Cause and Effect (events and outcomes are caused by themselves, other people, or things)	DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	<ul style="list-style-type: none"> • Use hands or objects to cause actions like music or movement • Use fingers to feed self • Point or vocalize to obtain wants or needs 	<ul style="list-style-type: none"> • Provide a variety of toys with interesting shapes and textures to encourage exploration • Offer materials that the baby can use to make things happen — music boxes, wind-up toys, mobiles • Offer developmentally appropriate foods that encourage self-feeding (first with fingers and then utensils)
	DS12 Recognize that people and specific parts of objects can cause things to happen		
	DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)		
	DS14 Watch people and see how they can be used to get what they want		
	DS15 Use objects as a way to get what they want		
Attention and Persistence (attends to tasks and persists with activities that interest them)	DS16 Notice and pay attention to objects and people of interest	<ul style="list-style-type: none"> • Change behaviors when routines or rituals are changed • Turn away from intense interactions or sounds 	<ul style="list-style-type: none"> • Purposefully change materials in the environment • Maintain and create routines, rituals and transitions that are responsive to individual baby

Discoveries Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child’s development:
	DS17 Choose to stay with an activity that interests them	<ul style="list-style-type: none"> • Look back and forth between people and objects 	
Curiosity and Problem Solving (ability to use experiences to make meaningful connections)	DS18 Explore objects to see how they work, using trial and error to meet challenges	<ul style="list-style-type: none"> • Use own body to taste, feel, touch, or smell objects and materials in their world • Discover properties of objects by using them over and over again in multiple ways 	<ul style="list-style-type: none"> • Describe what baby is engaged in • Provide materials that have various tastes, textures, smells, colors, or sounds • Offer choices of materials to explore and time to make this happen
	DS19 Make connections with people and use what they know from other situations to solve a problem		
	DS20 Try a variety of approaches in problem solving using own body and objects		
Play (engage with real objects in imaginative ways)	DS21 Play with hands, feet, and objects in their immediate world	<ul style="list-style-type: none"> • Roll, inch or crawl to different areas of the room to experience and explore real objects 	<ul style="list-style-type: none"> • Offer many everyday objects in the play environment • Provide real, safe household objects like bowls or pots with lids
	DS22 Imitate and practice what happens in their life as they watch people and events		
	DS23 Use props and people as they engage in make believe play and act out simple themes		

Discoveries Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Sensory Awareness (exploration of the physical world and the properties of things)	DS1 Use vision to respond to light and focus on details such as faces, movement and color	<ul style="list-style-type: none"> • Explore foods and develop likes and dislikes • React to sounds, rhythms and voices in the environment • Use senses to explore textures, people and objects 	<ul style="list-style-type: none"> • Use teachable moments to provide sensory exploration experiences • Encourage them to try new tastes and textures • Be intentional and spontaneous
	DS2 Use taste and smell to learn about foods, people and objects		
	DS3 Explore people and objects through touch		
	DS4 Use hearing to gain information about people, places, language, and things		
	DS5 Use all senses to learn about cultures and ways of doing things		
Spatial Awareness (sense of space and how things fit as people and objects move)	DS6 Discover how their own bodies fit into spaces	<ul style="list-style-type: none"> • Squeeze onto caregiver’s lap when another child is already there • Learn about balance as they stack and nest objects • Get stuck in tight spaces and work to get out • Learn to walk through different spaces, including those occupied by other people and their toys 	<ul style="list-style-type: none"> • Encourage choice and use of a variety of materials • Provide space to work with the materials and use pre-math language such as small, tiny, big, bigger to describe their actions • Encourage toddler to use materials in a variety of ways without showing them the “right” way
	DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump		

Discoveries Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	DS8 Focus on people in their immediate world and when they disappear, they no longer exist	<ul style="list-style-type: none"> • Search for items in specific sequences or places • Look for caregiver or parent after they leave room 	<ul style="list-style-type: none"> • Encourage active searching for objects and people • Leave room and peek back in so they know you are still there
	DS9 Focus on objects in their immediate world and when they disappear, they no longer exist		
	DS10 Realize that people and objects that have disappeared still remain in the toddler’s memory		
Cause and Effect (events and outcomes are caused by themselves, other people, or things)	DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	<ul style="list-style-type: none"> • Begin to use spoon or fork to feed self • Push, poke, or prod buttons or knobs to make things happen • Empty and fill different size cups with materials 	<ul style="list-style-type: none"> • Encourage communication with words and gestures to obtain needs • Provide a variety of action toys that produce sounds, lights or movements • Provide a variety of toys that will give opportunity to experience simple problem solving • Respond to cries positively with kind words or cuddle
	DS12 Recognize that people and specific parts of objects can cause things to happen		
	DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)		
	DS14 Watch people and see how they can be used to get what they want DS15 Use objects as a way to get what they want		

Discoveries Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Attention and Persistence (attends to tasks and persists with activities that interest them)	DS16 Notice and pay attention to objects and people of interest	<ul style="list-style-type: none"> • Expect favorite song or book to be presented the same way every time • Engage in solitary play • Can often stay with activity to completion depending on temperament 	<ul style="list-style-type: none"> • Allow toddlers to guide how songs or stories are to be used • Observe interests and change materials • Design the environment to be accessible to all toddlers
	DS17 Choose to stay with an activity that interests them		
Curiosity and Problem Solving (ability to use experiences to make meaningful connections)	DS18 Explore objects to see how they work, using trial and error to meet challenges	<ul style="list-style-type: none"> • Imitate caregiver • Move object around to see it in different ways • Develop basic concepts, patterns, shapes, and textures of things in environment 	<ul style="list-style-type: none"> • Provide materials that have shapes, colors, and textures • Count with and for toddlers when at all possible (make 1-1 connections) • Suggest possibilities that guide understanding and exploration with materials
	DS19 Make connections with people and use what they know from other situations to solve a problem		
	DS20 Try a variety of approaches in problem solving using own body and objects		
Play (engage with real objects in imaginative ways)	DS21 Play with hands, feet and objects in their immediate world	<ul style="list-style-type: none"> • Pretend to talk on telephone, cook meals or care for baby • Use real tools to act out simple tasks 	<ul style="list-style-type: none"> • Encourage interactions with many types of role playing toys • Provide various types of materials that may have similar shape or function and are used by adults daily • Allow toddlers time to create and act out their own pretend play activities
	DS22 Imitate and practice what happens in their life as they watch people and events		
	DS23 Use props and people as they engage in make believe play and act out simple themes		

Discoveries Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a older toddler (24–36 months) do:	What you can do to support a child’s development:
<p>Sensory Awareness (exploration of the physical world and the properties of things)</p>	<p>DS1 Use vision to respond to light and focus on details such as faces, movement, and color</p>	<ul style="list-style-type: none"> • React to sounds, rhythms and voices to build language • Explore textures in their natural environment • Use senses to discriminate and make connections 	<ul style="list-style-type: none"> • Provide exploration with creative, expressive and sensory materials • Encourage music, rhymes and sound exploration • Use your language to tell them what they are experiencing (parallel talk)
	<p>DS2 Use taste and smell to learn about foods, people, and objects</p>		
	<p>DS3 Explore people and objects through touch</p>		
	<p>DS4 Use hearing to gain information about people, places, language, and things</p>		
	<p>DS5 Use all senses to learn about cultures and ways of doing things.</p>		
<p>Spatial Awareness (sense of space and how things fit as people and objects move)</p>	<p>DS6 Discover how their own bodies fit into spaces</p>	<ul style="list-style-type: none"> • Build, knock over, and build again with a variety of materials • Experiment with lots of shapes, puzzles, and sorters • Learn to make judgments about how high to climb, how high to jump, and how fast and where to run 	<ul style="list-style-type: none"> • Provide stackable toys, sorters, and other objects • Provide simple interlocking puzzles and shapes • Be close but not overly helpful when toddler is figuring out challenges • Encourage movement
	<p>DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump</p>		

Discoveries Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a older toddler (24–36 months) do:	What you can do to support a child’s development:
<p>Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)</p>	<p>DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant</p>	<ul style="list-style-type: none"> • Identify objects or people by name, sound or facial expression • Look for favorite book or toy where it belongs 	<ul style="list-style-type: none"> • Use your language and label objects and people that toddlers see • Describe toddler’s facial expressions; have mirror available to see what you see
	<p>DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant</p>		
	<p>DS10 Realize that people and objects that have disappeared still remain in the infant’s memory</p>		
<p>Cause and Effect (events and outcomes are caused by themselves, other people, or things)</p>	<p>DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions</p>	<ul style="list-style-type: none"> • Engage caregiver or peer to make things happen and expect response • Use objects to obtain out of reach items 	<ul style="list-style-type: none"> • Provide safe guidance • Provide toys and opportunities to foster problem solving • Participate in sharing games (Ex: some for you and some for me; can I have some?) • Encourage manipulation by offering blocks made of various materials
	<p>DS12 Recognize that people and specific parts of objects can cause things to happen</p>		
	<p>DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)</p>		
	<p>DS14 Watch people and see how they can be used to get what they want</p>		
	<p>DS15 Use objects as a way to get what they want</p>		

Discoveries Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a older toddler (24–36 months) do:	What you can do to support a child’s development:
Attention and Persistence (attends to tasks and persists with activities that interest them)	DS16 Notice and pay attention to objects and people of interest	<ul style="list-style-type: none"> • Expect favorite song or book to be presented same way every time • Engage in solitary play • Can often stay with activity to completion depending on temperament 	<ul style="list-style-type: none"> • Allow toddlers to guide how songs or stories are to be used • Observe interests and change materials • Design the environment to be accessible to all toddlers
	DS17 Choose to stay with an activity that interests them		
Curiosity and Problem Solving (ability to use experiences to make meaningful connections)	DS18 Explore objects to see how they work, using trial and error to meet challenges	<ul style="list-style-type: none"> • Try several ways to reach an object that is stuck • Use body, objects or instruments to clap, pat or make other sounds • Twist or turn objects to figure out how they work 	<ul style="list-style-type: none"> • Provide materials that make sounds, show how things work and what might go together • Describe patterns in the natural world like large, small, large, small
	DS19 Make connections with people and uses what they know from other situations to solve a problem		
	DS20 Try a variety of approaches in problem solving using own body and objects		
Play (engage with real objects in imaginative ways)	DS21 Play with hands, feet and objects in their immediate world	<ul style="list-style-type: none"> • Use real objects in imaginative ways to engage in role play activities such as talking on shoe or using block for bottle • Play different roles in pretend play 	<ul style="list-style-type: none"> • Be deliberate during interaction with toddlers • Play with them; be a kid again; be silly; have fun • Offer play scenarios for both individuals and groups • Join in acting out play when they invite you
	DS22 Imitate and practice what happens in their life as they watch people and events		
	DS23 Use props and people as they engage in make believe play and act out simple themes		

Physical Development and Health

Physical development and health are linked to life-long well-being and provide the foundation for exploration and learning that help to build school readiness. This domain connects to and supports all of the other domains as children explore and interact with their environment.

From the spontaneous, natural movements of infants to the coordinated purposeful movements of toddlers, children's physical development is dramatic in the first three years of life. As infants, children's physical bodies are their connection to the world. When they experience responsive care, their relationships with trusted caregivers give them the security to explore the environment. This exploration allows them to build brain connections and learn across domains.

It is important for infants and toddlers to be active, to explore their environments, and manipulate a wide range of safe materials. Children grow, develop, and learn in a predictable sequence, but at their own individual pace. When planning activities, it is important to respect the cues, interests, and needs of each individual child, adapting appropriately to support successful learning. Early childhood professionals can provide

daily opportunities for infants and toddlers to respect, learn about, and care for their own bodies as they experience and then begin to practice healthy habits, hygiene and safety skills. As children develop into preschoolers, physical development and health is a strong foundation for learning.

The four sub-domains of Physical Development and Health include:

- Sensory – five senses used to explore and learn about the environment
- Fine Motor – development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment
- Gross Motor – development of large muscle strength, control, coordination, and balance to move in and interact with the environment
- Health Awareness and Practice – experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety

Physical Development and Health Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Sensory (five senses used to explore and learn about the environment)	PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	<ul style="list-style-type: none"> • Startle to unexpected sounds • Quiet to soothing sounds • Turn head toward sounds • Respond to faces and touch with smile • Follow moving object with eyes • Reach out to grasp and hold object • Explore objects with mouth and hands 	<ul style="list-style-type: none"> • Talk to infant from different directions and distances • Sing to infant using repetitive songs • Snuggle infant giving face to face time • Offer opportunities to suck and mouth differing textures • Offer toys for infant to grasp and shake
	PD2 Organize and discriminate sensory experiences		
	PD3 Engage in sensory activities and play		
Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	PD4 Develop strength, small motor control, and coordination through daily activities	<ul style="list-style-type: none"> • Begin with hands tightly fist and gradually open and move them • Grasp what is put in hands • Mouth hands • Bring hands to midline • Consistently use hands for object exploration • Put toys in mouth • Shake toys while holding 	<ul style="list-style-type: none"> • Offer hands, fingers and objects to grasp • Stroke and touch • Explore soft toys, blankets, etc.
	PD5 Touch, grasp, reach and explore people and objects		
	PD6 Develop and use eye-hand coordination to perform a variety of tasks		
	PD7 Use and manipulate objects purposefully		
	PD8 Use two hands in a coordinated, purposeful fashion		
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	<ul style="list-style-type: none"> • Move arms and legs randomly • Turn head side to side • Lift head when on stomach • Hold head without bobbing when held • Reach up while on back • Begin to have control of arm movements • Begin to reach for and hold objects 	<ul style="list-style-type: none"> • Place alert baby on rug or mat to allow him/her to move without getting hurt • Provide time on tummy and back • Support baby in upright position on lap facing outward to see the world around him/her • Carry baby in upright position • Provide variety of play positions throughout the day
	PD10 Increase the strength, balance, and coordination of their bodies		
	PD11 Ability to coordinate their bodies to perform increasingly complex movements		

Physical Development and Health Young Infant (0-6 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young infant (0–6 months) do:	What you can do to support a child’s development:
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	PD12 Interact with people and environment through movement and body awareness	<ul style="list-style-type: none"> • Roll back and forth • Push up from belly on straight arms 	<ul style="list-style-type: none"> • Provide baby with toys to encourage reaching toward them (Ex: an overhead gym, toys on floor during tummy time, toys held to reach for)
Health Awareness and Practice (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	PD13 Learn about and respect their bodies	<ul style="list-style-type: none"> • Cry when hungry or uncomfortable • Enjoy warm baths • Relax when rocked • Interact with caregivers when content and secure • Explore indoors and outdoors, free of confining equipment • Show interest in solid food 	<ul style="list-style-type: none"> • Respond promptly to infants’ needs and cries with sensitivity and respect • Watch for and respond to cues for hunger and fullness • Interact during daily care routines: talk, sing, smile, make eye contact • Get down on the floor during tummy time, face to face, so that you can talk, sing and explore together • Place infants on blankets with favorite toys for unrestricted play indoors and outdoors each day • Develop a routine for going to sleep: rocking, patting back, reading, singing • Provide a healthy, safe environment, free of smoke, hazards, too much sunlight, and unsupervised pets
PD14 Engage in daily physical activity, both indoors and outdoors			
PD15 Experience and learn about hygiene routines			
PD16 Experience and learn about healthy lifestyle practices			
PD17 Learn about and demonstrate safe behaviors and accident prevention			

Physical Development and Health Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child's development:
Sensory (five senses used to explore and learn about the environment)	PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	<ul style="list-style-type: none"> • Begin some imitation of hand play such as waving bye-bye and clapping hands • Calm with comfort from a familiar adult when upset • Respond to familiar books and songs • Respond to different textures 	<ul style="list-style-type: none"> • Play peek a boo with people and objects, with and without sound • Provide floor time exposing infant to a variety of textures, colors and items of interest • Place infant on lap, face to face and enjoy rhythm games and word play using hand over hand or practice imitation • Listen to different kinds of music and rhythm, encourage participation with voice and/or instruments • Encourage mirror play • Encourage handling of finger foods and utensils during mealtime
	PD2 Organize and discriminate sensory experiences		
	PD3 Engage in sensory activities and play		
Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	PD4 Develop strength, small motor control, and coordination through daily activities.	<ul style="list-style-type: none"> • Transfer objects from one hand to another • Control grasp and release of single objects • Hold a toy in each hand simultaneously • Begin to finger-feed self 	<ul style="list-style-type: none"> • Present easy to grasp objects (Ex: rings and soft toys) • Engage in reciprocal finger plays, gestures, and signs • Present objects close to midline for opportunities for right and left hand grasp • Provide objects to place into open containers
	PD5 Touch, grasp, reach and explore people and objects.		
	PD6 Develop and use eye-hand coordination to perform a variety of tasks		
	PD7 Use and manipulate objects purposefully		
	PD8 Use two hands in a coordinated, purposeful fashion		

Physical Development and Health Older Infant (6-12 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see an older infant (6–12 months) do:	What you can do to support a child’s development:
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	<ul style="list-style-type: none"> • Gradually sit independently • Get to hands and knees and rock back and forth • Move from one location to another by rolling, crawling on belly, and crawling on hands and knees • Pull to standing position • Begin to take steps sideways while holding onto something (cruising) 	<ul style="list-style-type: none"> • Support baby in sitting position with toys, books or activities of interest in front • Provide opportunity for face to face interaction • Provide open arms or sturdy furniture to encourage the baby to move toward you or an object • Place toys on low furniture to encourage baby to pull up, stand and play in standing position
	PD10 Increase the strength, balance, and coordination of their bodies		
	PD11 Ability to coordinate their bodies to perform increasingly complex movements		
	PD12 Interact with people and environment through movement and body awareness		
Health Awareness and Practice (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	PD13 Learn about and respect their bodies	<ul style="list-style-type: none"> • Indicate when hungry, full, thirsty, uncomfortable, tired • Develop consistent sleep/wake patterns and daily routines • Cooperate during care routines: may hold bottle, feed themselves, help wash hands, pull at diapers when wet • Spend longer periods of time exploring the environment and playing with favorite toys • Bat, grab, drop or shake simple toys: rattles, soft balls, dolls, and cause and effect toys • Use solid furniture for pulling up, standing, and cruising • Eat a variety of fruits and vegetables 	<ul style="list-style-type: none"> • Support a daily routine for eating, sleeping, and activity • Provide safe outdoor and indoor play daily: simple games, kicking, crawling, standing, cruising, dancing • Avoid screen time for children under 2 years of age • Model good nutrition, health and safety practices • Watch for and respond to hunger and fullness cues • Introduce healthy, solid foods gradually, one at a time • Encourage growing independence in self-feeding and hand washing • Provide clear direction to keep children safe from hazards
	PD14 Engage in daily physical activity, both indoors and outdoors		
	PD15 Experience and learn about hygiene routines		
	PD16 Experience and learn about healthy lifestyle practices		
	PD17 Learn about and demonstrate safe behaviors and accident prevention		

Physical Development and Health Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Sensory (five senses used to explore and learn about the environment)	PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	<ul style="list-style-type: none"> • React to surprise happenings • Develop preferences for tastes, textures, sounds, scents and sights • Touch and explore objects with hands and fingers • Begin to notice and repeat different sounds • Respond to own name and familiar words • Enjoy movement activities like walking, dancing, swinging 	<ul style="list-style-type: none"> • Provide utensils for play to encourage scooping, poking, and balancing a variety of textures • Create routines to practice hand washing, cleaning up, and wiping mouths • Provide containers with a variety of messy play materials both liquids and solids • Hang pictures and place toys at toddler's level and allow for touching and exploring; pictures and toys should be changed occasionally • Encourage response to different sounds in the environment: bells, sirens, water running, birds, airplanes, knocks on the door, voices of peers
	PD2 Organize and discriminate sensory experiences		
	PD3 Engage in sensory activities and play		
Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	PD4 Develop strength, small motor control, and coordination through daily activities	<ul style="list-style-type: none"> • Begin to hold cup • Begin to pinch thumb and finger • Begin to manipulate small objects • Begin to turn pages in sturdy board book • Fold, crush and change shapes of blankets, paper, and foods • Add and empty objects from containers 	<ul style="list-style-type: none"> • Present containers with/without lids for play with liquids or solids • Provide a variety of experiences with scissors, craft materials, glue, writing tools, and sensory choices • Practice using forks, spoons, napkins, cups for play and eating • Present peg boards, puzzles and lacing activities
	PD5 Touch, grasp, reach, and explore people and objects		
	PD6 Develop and use eye-hand coordination to perform a variety of tasks		

Physical Development and Health Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	PD7 Use and manipulate objects purposefully		<ul style="list-style-type: none"> • Offer sturdy books for turning pages and exploring positioning or pointing at pictures • Offer dolls, clothing, blankets, and accessories with large buttons, snaps, and zippers for play; allow children to practice dressing and undressing activities • Offer foods to pick up and eat such as cheerios, puffs, etc. • Begin to introduce simple shape sorting toys
	PD8 Use two hands in a coordinated, purposeful fashion		
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	<ul style="list-style-type: none"> • Begin to roll and toss objects • Walk short distances with both hands held, then with one hand • Walk independently • Climb into an adult lap, on furniture, up and down stairs, or out of crib • Kick balls short distances • Begin to run, but may be awkward and have difficulty stopping • Squat 	<ul style="list-style-type: none"> • Provide small objects to roll, toss, and kick, such as beanbags and balls • Provide push toys to hold on to • Hold toddler's hand at chest level and walk slowly on a variety of surfaces • Encourage toddler to climb on variety of surfaces, such as laps, low sturdy furniture, steps • Encourage toddler to run toward an adult to gain control of stopping
	PD10 Increase the strength, balance, and coordination of their bodies		
	PD11 Ability to coordinate their bodies to perform increasingly complex movements		
	PD12 Interact with people and environment through movement and body awareness		

Physical Development and Health Young Toddler (12-24 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a young toddler (12–24 months) do:	What you can do to support a child’s development:
Health Awareness and Practice (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	PD13 Learn about and respect their bodies	<ul style="list-style-type: none"> • Cooperate during physical care: dressing, eating, hand washing, bathing, tooth brushing, nose blowing, and diapering • Engage in active play: pushing carts, loading wagons, rolling balls, walking, climbing, dancing, riding wheel toys • Eat a variety of healthy foods, including fruits and vegetables • Show interest in preparing and serving food • Interact with others at mealtimes • Respond to verbal warnings of danger from trusted adult 	<ul style="list-style-type: none"> • Engage toddlers in safe, supervised, unstructured physical activity indoors and outdoors each day • Create classroom experiences and use resources that increase health and safety awareness and skills: bathing dolls, brushing teeth after lunch, washing fruit, preparing healthy snacks • Serve a variety of healthy foods, but allow children to choose what and how much to eat • Sit with the toddlers during meals to model healthy eating and encourage conversation • Encourage toddlers to drink water when they get thirsty • Discuss safety rules and procedures before going on walks, playing outside, using riding toys
	PD14 Engage in daily physical activity, both indoors and outdoors		
	PD15 Experience and learn about hygiene routines		
	PD16 Experience and learn about healthy lifestyle practices		
	PD17 Learn about and demonstrate safe behaviors and accident prevention		

Physical Development and Health Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a older toddler (24–36 months) do:	What you can do to support a child’s development:
Sensory (five senses used to explore and learn about the environment)	PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	<ul style="list-style-type: none"> • Play with different textures — solid and liquid materials • Use senses to experience nature and weather • Eat a variety of foods with different tastes and textures • Recognize and repeat familiar songs and rhythms 	<ul style="list-style-type: none"> • Make and play with play dough and various tools to practice pounding, poking, cutting and rolling activities • Provide shovels, rakes, buckets, and hoses for outdoor play • Take nature walks and gather various nature items; be sure to touch, note sights, scents, and sounds around you • Make available sensory tables and messy trays with a variety of toddler safe materials to explore • Engage in heavy work play such as pushing carts, moving toys, and carrying and moving on different surfaces with various weighted items • Provide time for singing familiar songs or using rhythm instruments
	PD2 Organize and discriminate sensory experiences		
	PD3 Engage in sensory activities and play		
Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	PD4 Develop strength, small motor control, and coordination through daily activities	<ul style="list-style-type: none"> • Begin to hold writing tools • Begin to remove loose clothing and shoes • Keep one hand stable and use other to perform tasks • Push objects along window sills, carpeted areas, and lined places 	<ul style="list-style-type: none"> • Offer scissors to snip magazines, newspaper, or old cards • Offer 4-6 piece connecting puzzles, block towers to stack and connecting trains • Present various writing tools (crayons, chalk, and paint) to practice scribbling, lines, and marks on paper • Provide different size containers, boxes, lids and objects with holes to explore
	PD5 Touch, grasp, reach, and explore people and objects		
	PD6 Develop and use eye-hand coordination to perform a variety of tasks		
	PD7 Use and manipulate objects purposefully		

Physical Development and Health Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a older toddler (24–36 months) do:	What you can do to support a child’s development:
Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	PD8 Use two hands in a coordinated, purposeful fashion		<ul style="list-style-type: none"> • Suggest toy trading among peers hand-to-hand • Provide objects to move along surfaces with boundaries (Ex: cars on a track)
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	<ul style="list-style-type: none"> • Begin to jump • Begin to throw objects with aim • Begin to put on own shirt, pants, shoes or jacket • Move with increased coordination: change direction, stop, hold position • Move easily across variety of surfaces, increasing balance • Begin to experiment with riding toys, using feet to move forward • Walk backward 	<ul style="list-style-type: none"> • Play games that use music, imitation, and simple directions (Ex: animal movements, follow the leader, dancing with scarves) • Provide toddler with opportunities to jump using mats, pillows, lines on the floor, as well as holding hands or objects • Provide toddler with appropriate objects to throw and kick at targets or into containers with aim • Encourage toddler to throw one-handed while stepping forward • Provide toddler with clothes that are loose enough and simple to put on; allow time to dress without being rushed • Provide activities to encourage balance: balance beam, walking along a line on the floor, standing on one foot, navigating uneven surfaces • Provide riding toys
PD10 Increase the strength, balance, and coordination of their bodies	PD11 Ability to coordinate their bodies to perform increasingly complex movements		
PD12 Interact with people and environment through movement and body awareness			

Physical Development and Health Older Toddler (24-36 Months)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	What you might see a older toddler (24–36 months) do:	What you can do to support a child’s development:
Health Awareness and Practice (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	PD13 Learn about and respect their bodies	<ul style="list-style-type: none"> • Enjoy and initiate active play: dancing, climbing, playing with push or pull toys, crawling through tunnels, throwing balls, running • May indicate toilet needs • Decide what and how much to eat when offered healthy food choices • Prepare for sleep with bedtime comfort items and a familiar routine • Begin to initiate appropriate action at signs of danger: offer hand to adult near a parking lot or street 	<ul style="list-style-type: none"> • Encourage toddler’s independence in feeding, toileting, and hand washing • Have conversations to show respect for ability to keep healthy and safe • Offer ramps, steps, low climbers, carts, riding toys, and obstacle courses to build skills, coordination, confidence • Limit screen time to 2 hours or less • Model and discuss nutrition, health and safety practices during activities • Offer simple cooking activities using healthy and culturally appropriate foods, especially fruits, vegetables, and whole grains • Provide classroom resources to support toddler’s exploration of health, nutrition, and safety issues (Ex: books, songs, puppets, dramatic play props, dolls, etc.) • Allow time in the daily schedule to practice developing health, hygiene, and safety skills
	PD14 Engage in daily physical activity, both indoors and outdoors		
	PD15 Experience and learn about hygiene routines		
	PD16 Experience and learn about healthy lifestyle practices		
PD17 Learn about and demonstrate safe behaviors and accident prevention			



**DELAWARE HEALTH
AND SOCIAL SERVICES**



Department of Services
for Children, Youth and
Their Families