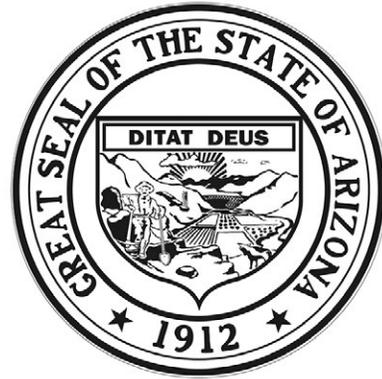




Arizona's Infant and Toddler Developmental Guidelines

2nd Edition





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August, 2020

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Background

In 2010, early childhood health and development partners and stakeholders in Arizona convened to develop the first edition of the Arizona Infant and Toddler Developmental Guidelines. Their work was informed by guidance from a task force comprised of infant and toddler development experts, early learning providers and technical assistance from the national Zero To Three organization. In addition, the first edition was an adaptation of the Early Childhood Indicators of Progress 2007, Minnesota's Early Learning Guidelines for Birth to Three.

One key participant in the development of the first edition of the Guidelines was First Things First, Arizona's early childhood agency. First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona's children birth to age 5.

First Things First continued to be a contributing partner in this second edition of the Arizona Infant and Toddler Developmental Guidelines. This 2nd revision began in April 2018 and used similar experts in the field to provide updated information. Many individuals in the field of education have also offered their expertise and diverse perspectives

in the development of this document by attending public forums or by submitting comments through public comment postings on the Arizona Department of Education website (www.azed.gov/ece/). The participants and comments came from all facets of the early childhood and family support communities including early childhood teachers, teachers and administrators from school districts, Tribal communities, Head Start, Early Head Start, child care (both center and home based), Arizona Early Intervention Program, migrant early childhood programs, and career and technical high school early childhood education programs.

These educators represented the diversity of programs throughout the state of Arizona. It is through their commitment to promote early childhood development, provide exceptional, high quality opportunities for children, and enhance learning for every child in Arizona that has made this publication possible. We offer our sincerest thanks to all who have generously given their time and knowledge to the completion of these guidelines.



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These guidelines were developed and adapted based upon the Early Childhood Indicators of Progress 2007, Minnesota's Early Learning Guidelines for Birth to Three with permission from the Minnesota Department of Human Services and Department of Health. However, the 2018 version has been updated to include current research and best practice.

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We greatly appreciate their dedication to task, perseverance, and commitment to the highest standards for early learning.

1.0 INTRODUCTION



1.0 Introduction

Thriving, productive and healthy adults contribute to strong communities, a vibrant economy and are more apt to be successful parents of future generations. As neuroscience has clearly shown, the brain grows and develops rapidly in the first years, and young children need stimulation and interaction throughout their lives.

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

In an effort to maximize opportunities for optimal early childhood development and health, it is important to understand what young children need to know and before starting Kindergarten. Recognizing this need to understand what young children need to know and do, many in the field of early childhood development began to gather this information in comprehensive documents. These documents were eventually referred to as ‘Early Learning Guidelines’.

The National Infant and Toddler Child Care Initiative defines early learning guidelines as research-based, measurable expectations of what children should know (understand) and do (competencies and skills) in different domains of learning. Early learning guidelines should be applicable to care provided by parents and families, as well as to various early care and education settings. National and state efforts, including efforts in Arizona, are under way to support development of early learning guidelines that identify essential learning outcomes for infants and toddlers.

In Arizona, the Arizona Department of Education, and other early childhood stakeholders, developed the 2018 infant toddler developmental guidelines. *The Arizona Infant and Toddler Developmental Guidelines* document recognizes the importance of shared responsibility and accountability to achieve positive outcomes for all children. Arizona’s infants and toddlers are cared for, nurtured and educated in a variety of settings, including their own homes, family, friend and neighbor homes, child care centers, family child care homes, preschools and other early education programs. This document, like its companions, the *Arizona Early Learning Standards 4th edition* (for all children 3 to 5 years of age) and the *Program Guidelines for High Quality Early Education: Birth through Kindergarten* (3rd edition), stresses the importance of collective efforts among families, early care and education professionals, health care professionals, family support providers, community members and policymakers in supporting the learning and development of young children.

2.0 PURPOSE & GOALS



2.0 Purpose & Goals

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

The document was developed with three goals in mind:

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

Early learning guidelines and standards are often confused with early childhood program standards; however, these terms have different meanings and intended uses. Program standards are expectations about the characteristics or quality of early care and education programs, not individual children. Program standards which apply to infant and toddler programs in Arizona include state licensing regulations, the newly revised *Arizona Program Guidelines for Quality Early Care and Education: Birth to Kindergarten 3rd Edition*, Quality First (Arizona's quality rating and improvement system), and federal standards for Early Head Start.

Arizona is using the term "developmental guidelines" for ages birth to 3 to emphasize flexibility in the application and uses of this document and to avoid having them confused with program standards. This term also reflects a less structured approach in the care and education of very young children than is the case with academic learning standards.

Arizona's Infant and Toddler Developmental Guidelines are intended to be a resource to support the learning and development of Arizona's infants and toddlers, while promoting high quality early childhood education and health programs.

3.0 INFANT & TODDLER DEVELOPMENTAL PERIOD



The Infant and Toddler Developmental Period

The infant and toddler period of growth and development spans the years from birth to age 3. Development and learning during this age period takes place within the context of trusting relationships and interactions with others. The social and emotional competence that develops during this period is the basis for, and influences, all later learning (Ounce of Prevention, 2004; Zero to Three, 2004). *Arizona's Infant and Toddler Developmental Guidelines* are intended as a framework for supporting the growth and development of very young children during these early years of life. The indicators, examples and strategies are based on widely held developmental expectations observed in infants and toddlers.

Three broad age groups are commonly used to describe major changes during the infant and toddler period (Lally, et al, 2003; WestEd, 2004).

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

Older infants are defined as **6 months to 18 months**. Their increased ability to explore and move greatly affects their interactions with their social and physical environments. Infants at this age eagerly explore their surroundings but need familiar and trusted adults as a secure base of support.

Toddlers between 15 months and 36 months have increased ability to influence their environments in many ways, including verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. Toddlers are seeking new ways to increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures.

While the indicators in this document are the same across the age period from birth to 3, the examples and suggested strategies are different and specific for the three age groups to reflect the most significant developmental milestones or emerging abilities.

Note: Individual children vary considerably in their rate of progress in achieving these developmental milestones or benchmarks. Chronological age alone is not a good measure of child growth and development, because the many influences on development result in a wide range of individual variations.

Continuity of care fosters attachment and strengthens relationships between children and adults. If possible, children should spend the first three years of life with the same setting with the same caregivers and many of the same classmates. Early relationships **are the foundations of** relationships throughout a person's life.



4.0 INDIVIDUAL DIFFERENCES



Individual Differences

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

Meaningful caregiver strategies acknowledge and incorporate cultural practices and individual developmental differences. Arizona's Infant and Toddler Developmental Guidelines are written to include children who develop at different rates and with different patterns of behavior.

Infants and toddlers with disabilities will make progress on the skills, behaviors and concepts that are described by the indicators, with expected variations for each child. Many infants and toddlers with special needs require and receive early intervention services to increase and enhance their ability to achieve these developmental expectations.



However, the Arizona Early Childhood Community recognizes that each child, regardless of ability level, is unique. Each child has a wide range of learning and developmental needs. At times, all children will need some level of support to help them reach their goals. To assist with what some of these supports may look like, embedded within each standard are examples of adaptations and Universal Design of Learning (UDL) principles adults working with young children can refer to and use.

English Language Learners

All children have acquired knowledge because of the language used in their home since birth. Extensive home language and background experiences prime children's abilities to learn a second language. Children develop language much the same way they acquire other skills, along a continuum, at different rates, and with individual learning styles.

Some children may experience a silent period while they learn English; other children may practice their knowledge by mixing or combining languages; still others may quickly acquire English- language proficiency. Each child's progress in learning English needs to be respected and viewed as acceptable, logical, and part of the ongoing process of learning any new skill. The language skills needed for young English language learners to become proficient in English are fully embedded in the Arizona Early Learning Standards. Using the standards to plan enriching experiences will enhance children's proficiency in English and enable them to become successful learners in Kindergarten-12 schools.

5.0 POTENTIAL USES



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

FOR PARENTS AND FAMILY MEMBERS

To build awareness of infant and toddler development

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

To increase communication between parents and other caregivers

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

To increase awareness of quality infant and toddler care and education

Parents are the first and most important teachers of their young children. They are also the best advocates for their

children. *Arizona's Infant and Toddler Developmental Guidelines* can help parents and family members better understand essential learning outcomes and the importance of selecting quality early care and education that supports infant and toddler development.

FOR CAREGIVERS, TEACHERS AND OTHER EARLY LEARNING PROVIDERS

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

Arizona's Infant and Toddler Developmental Guidelines provide a common framework for developmentally appropriate expectations for infants and toddlers from birth to 3. Parents, family members and other caregivers play an important role in supporting the learning and development of infants and toddlers. The examples and strategies given for each of the age groups - birth to 8 months, 6 months to 18 months and 15 to 36 months - provide guidance for supporting infants' and toddlers' progress in achieving these widely held expectations. The indicators provide a common language for use across different settings, programs and services. A common language and framework facilitates discussion and collaboration among parents, home visitors, public health nurses, home-based caregivers, center-based staff, school programs and others. The use of *Arizona's Infant and Toddler Developmental Guidelines* can also help early care and education programs align curriculum, learning opportunities and assessment with other state and national outcome standards and guidelines. Many factors, including the culture and language background, developmental level, learning style and temperament of each infant and toddler, must be taken into account as learning experiences are planned and implemented. Infants and toddlers learn through interaction

with others in a supportive environment. The preparation of the environment, including the adults present and the materials and toys available, provide opportunities for observing and supporting learning and development (Harms, Cryer, & Clifford, 2003).

To provide direction for planning appropriate assessment of infants and toddlers

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

To provide content for staff training and development

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

FOR COMMUNITY MEMBERS

To help organize advocacy efforts within the community

Many communities are focusing on the importance of early care and education for the future economic development of the community (Rolnick & Grunewald, 2003). Because of the emphasis on school readiness in several state and national initiatives, the importance of



Potential Uses of Infant and Toddler Developmental Guidelines

quality infant and toddler care and education in providing the foundation for later learning is also receiving more attention (Ounce of Prevention, 2004; Zero to Three, 2004). *Arizona's Infant and Toddler Developmental Guidelines* can serve as a guide for increasing awareness of the critical importance of infant and toddler development in the context of family and community relationships and interactions.

FOR POLICYMAKERS

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

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

To improve public understanding of appropriate expectations, accountability and responsibility

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



6.0 ORGANIZATION AND STRUCTURE OF THE DOCUMENT



Organization and Structure of the Document

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

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

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

Organization and Structure of the Document

Prior to making the decision to adapt The Early Childhood Indicators of Progress: *Minnesota Early Learning Guidelines for Birth to Three* the task force was informed by extensive reviews of child development and early learning research and of similar guidelines developed by other states. These included the *Arizona Early Learning Standards* (Arizona Department of Education 2018), the *Program Guidelines for High Quality Early Education: Birth through Kindergarten 3rd Edition* (Arizona Department of Education and First Things First 2011) early learning guidelines developed by 36 states and territories (National Child Care Information Center, 2005) (National Infant and Toddler Child Care Initiative, 2010).

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

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

7.0 OVERVIEW & DEFINITIONS



Overview and Definitions

Term and definition	Example as used in booklet								
A Domain is a major area of development.	DOMAIN I: Social and Emotional Development								
A Strand is a subpart of each of the domains.	Strand: Attachment and Development of Relationships with Familiar adults								
Indicators define expectations for a specific, observable outcome for the child.	INDICATORS a:	Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Responds to unfamiliar adults cautiously Seeks comfort in new situations Shows emotional connection and attachment to others							
	Child participates in behaviors that develop attachment with familiar adults.								
Examples are used to guide parents, caregivers and teachers in the interpretation and application of the indicators. Examples are provided for each of the three age groups	<p>EXAMPLES of behaviors that show development of trust and emotional security</p> <table border="1" data-bbox="604 954 1900 1312"> <thead> <tr> <th data-bbox="604 954 1035 1036">Young Infant (Birth-8 months)</th> <th data-bbox="1035 954 1465 1036">Older Infant (6-18 months)</th> <th data-bbox="1465 954 1900 1036">Toddler (15-36 months)</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 1036 1035 1312"> Looks intently at familiar faces Visually follows movement of caregiver about the room </td> <td data-bbox="1035 1036 1465 1312"> Narrate what other children are doing or how they may be feeling. Greets family caregiver with a smile, hug or kiss Cries when left with a new caregiver, but may respond to soothing words, being held and other forms of comfort </td> <td data-bbox="1465 1036 1900 1312"> Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room Looks for or asks for “Mama” or familiar adult when they fall down or get hurt </td> </tr> </tbody> </table>			Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)	Looks intently at familiar faces Visually follows movement of caregiver about the room	Narrate what other children are doing or how they may be feeling. Greets family caregiver with a smile, hug or kiss Cries when left with a new caregiver, but may respond to soothing words, being held and other forms of comfort	Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room Looks for or asks for “Mama” or familiar adult when they fall down or get hurt
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Overview and Definitions

<p>Caregiver Strategies to facilitate infant and toddler development are provided for the strand and indicators for each of the three age groups.</p>	<p>CAREGIVER STRATEGIES for promoting Attachment and Development of Relationships with Familiar adults</p>		
	<p>Young Infant (Birth-8 months)</p> <p>Respond to baby's body language and cues and try to determine baby's needs</p> <p>Provide consistent and familiar caregivers for baby</p>	<p>Older Infant (6-18 months)</p> <p>Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance</p> <p>Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security</p>	<p>Toddler (15-36 months)</p> <p>Talk with toddler about where you are going and when you will return</p> <p>Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence</p>
<p>Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in the child's life.</p>			



DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT

- STRAND
1. Attachment and Development of Relationships with Familiar adults
 2. Self-Awareness and Belonging
 3. Self-Regulation
 4. Relationships with Other Children

DOMAIN II: APPROACHES TO LEARNING

- STRAND
1. Attentiveness, Persistence, and Effort
 2. Initiative, Curiosity, and Information Seeking
 3. Creativity, Play, and Imagination
 4. Reasoning, Risk Taking, and Problem Solving

DOMAIN III: LANGUAGE DEVELOPMENT AND COMMUNICATION

- STRAND
1. Listening and Understanding
 2. Communicating and Speaking
 3. Emergent Literacy

DOMAIN IV: COGNITIVE DEVELOPMENT

- STRAND
1. Exploration and Discovery
 2. Memory
 3. Reasoning and Problem Solving
 4. Imitation and Symbolic Play

DOMAIN V: PHYSICAL AND MOTOR DEVELOPMENT

- STRAND
1. Gross Motor Development
 2. Fine Motor Development
 3. Perceptual Development
 4. Health, Safety, and Nutrition

DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT



ITDG Social Emotional Development Domain Definitions

Attachment is one specific aspect of the relationship between a child and caregiver that is involved with making the child safe, secure, and protected.¹

Cause and Effect is noting a relationship between actions or events such that one or more are the result of the other or others.²

Co-Regulation is a process that parents and primary caregivers can do to help infants and young children know that they are “felt with” or “attuned to,” which helps them become calmer and regulate their own emotions.

Cognitive Development is how children learn to think, make decisions, and solve problems.

Cues are things said or done that serve as a signal to the caregiver as to what the child wants.

Parallel Play is a form of play in which children play adjacent to each other, but do not try to influence one another’s behavior. Children usually play alone during parallel play but are interested in what other children are doing. This usually occurs after the first birthday. (Early Head Start National Resource Center, “Early Head Start Program Strategies: Socializations for Infants and Toddlers in the Early Head Start Home-Based Program Option.”)

Parallel Talk is a technique to describe what the child is doing or seeing. Using words to describe actions and/or objects in order to expand children’s language.

Relationships are the way in which two or more people or groups regard and behave towards each other.³

Self-Talk is a technique to describe what the caregiver is doing or seeing. Using words to describe actions and/or objects in order to expand children’s language.

Self-Regulation is the ability to respond to the ongoing demands of experience, with the range of emotions, in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed.

Separation Anxiety is anxiety or distress experienced by a child when separated from a primary caregiver or attachment figure. Separation anxiety typically starts around eight to twelve months when infants/toddlers develop an understanding of object permanence (that things and people exist even when they’re not present).⁴

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2724160>
2. <http://www.dictionary.com/browse/cause--and--effect>
3. <https://www.lexico.com/en/definition/relationship>
4. <https://www.researchconnections.org/childcare/childcare-glossary>

Domain I: Social and Emotional Development

Social and emotional development is the core of early care and education because it sets a firm foundation on which all other learning will take place.

Children’s emotional development is built into the architecture of their brains. Relationships that provide social, emotional, and physical security promote and enhance a child’s ability to learn and thrive. In order to grow socially and emotionally, children need to develop an increasing capacity to experience, express, and gain self-control over their emotions and social interactions. By adults’ nurturing attachment between themselves and the children with whom they care and providing consistent and positively early learning experiences.

Established social emotional skills have a significant, positive impact on a child’s learning, particularly in cognitive development. It sets the foundation for life-long success. This Guideline articulates the ways in which a child can demonstrate their understanding of themselves and others, form positive social relationships, and relate to the world at large. Well-developed, strong, social emotional skills are critical when a child encounters a stressful experience. These hardships may include neglect, trauma, poverty, cultural and language differences, bias, and disabilities.

The Social Emotional Development Guideline is organized into the following Strands:

Strand 1: Attachment and Development of Relationships with Familiar Adults

Strand 2: Self-Awareness and Belonging

Strand 3: Self-Regulation

Strand 4: Relationships with Other Children

Domain I: Social and Emotional Development

Case Studies

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

Domain I: Social and Emotional Development

Strand 1: Attachment and Development of Relationships with Familiar Adults

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child participates in behaviors that develop attachment with familiar adults.</p>	<p>Look and listen intently for familiar faces and sounds.</p> <p>Follow movement of caregiver with eyes.</p> <p>Look at caregiver's face while being fed, bathed, diaper changed, or other one-to-one interactions.</p>	<p>Look or a familiar adult for comfort and to support emotional regulation when upset or frustrated.</p> <p>React or become distressed when separated from familiar adults.</p> <p>Develop familiar routines and/or rituals such as reading a book with adult before nap or bedtime.</p> <p>Show happiness or excitement when greeting familiar adults.</p> <p>Seek attention from an adult by taking a toy or showing an object to them.</p>	<p>Invites play with familiar adults by bringing a book or toy to caregiver.</p> <p>Look for a familiar adult that supports emotional regulation when upset or frustrated.</p> <p>Talk to caregiver during mealtimes about their play, previous experience and/or home life.</p>

Domain I: Social and Emotional Development

Strand 1: Attachment and Development of Relationships with Familiar Adults

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Hold infant during feeding times and talk to infant in soothing and reassuring tone.</p> <p>Respond to infant's messages and cues and try to determine infant's needs.</p> <p>Cuddle, hug, talk, or sing to infant.</p>	<p>Greet infant, pick up infant, hold infant close, and exchange hugs to provide comfort and reassurance.</p> <p>Accept child's cries and protests when you leave as a sign that child knows and trusts you and feels a sense of security when you are near.</p> <p>Play one on one games and/or create individualized songs to strengthen attachment.</p>	<p>Keep close proximity to child, as a secure base, in order to respond to their cues in a timely manner.</p> <p>Encourage child to continue trying new experiences at their own pace.</p> <p>Ask child about their home experiences. Talk about meaningful events or about friends and family.</p>

Domain I: Social and Emotional Development

Strand 1: Attachment and Development of Relationships with Familiar Adults

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows preference for familiar adults and/or objects.	<p>Seek out comfort by familiar caregiver when tired, hungry, or upset.</p> <p>Respond with smiles, cooing, and calming down when picked up by familiar caregiver.</p> <p>Gaze, vocalize or gesture to familiar adult for needs not met such as hunger, sleepiness, comfort and/or diapering needs.</p>	<p>Greet familiar caregiver with a smile, hug, or kiss.</p> <p>Prefer comfort from familiar adult when tired, hungry, in a new situation, or hurt.</p> <p>Enjoy looking at, pointing to, or naming familiar people in family photos.</p>	<p>Call for “Mama” or familiar person when in a new situation.</p> <p>Reach for familiar caregiver when an unfamiliar adult approach.</p> <p>Use verbal or nonverbal cues when familiar people enter or leave the room.</p>

Domain I: Social and Emotional Development

Strand 1: Attachment and Development of Relationships with Familiar Adults

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide a limited number of consistent caregivers who infant relates to on a regular basis.</p> <p>Become familiar with child's routines and rituals and provide them consistently.</p> <p>Provide favorite toys, familiar blankets, or other objects to hold or play with when infant is not with primary caregiver.</p>	<p>Talk to infant about where you are going and when you will return.</p> <p>Offer reassurance and leave familiar pictures, favorite toys, or a blanket with infant when you are gone.</p> <p>Pair the same caregiver and child for consistent care.</p>	<p>Talk with toddler about where you are going and when you will return.</p> <p>Give toddler a familiar toy, blanket, or book to provide comfort and reassurance in your absence.</p> <p>Give toddler a choice of objects such as a favorite toy or photo before going with caregiver.</p>

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Strand 1: Attachment and Development of Relationships with Familiar Adults

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child responds to unfamiliar adults.	<p>Avoid eye contact and/or cry.</p> <p>Turn to familiar adults when unfamiliar adult approaches.</p> <p>Show interest in new adults when being held or near a familiar adult.</p> <p>Withdraw from unfamiliar adults, such as refusing bottle or comfort.</p>	<p>Cry when left with a new caregiver, but may respond to soothing words, holding, and other forms of comfort.</p> <p>Use cues from familiar adults, such as reassurance, to gauge comfort levels with unfamiliar adults.</p> <p>Seek familiar adult over an unfamiliar one for caretaking routines.</p> <p>Withdraw from unfamiliar adults, such as refusing diaper change or being fed.</p>	<p>Looks at secure base (familiar caregiver), for cues and/or assurance to approach or respond to new adult.</p> <p>Demonstrate confidence by inviting an unfamiliar adult to play or read a book.</p> <p>State preference for the familiar adult to respond to needs or wants instead of an unfamiliar one.</p> <p>Withdraw from unfamiliar adults such as running away, hiding, and/or being vocal.</p>

Domain I: Social and Emotional Development

Strand 1: Attachment and Development of Relationships with Familiar Adults

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Introduce infant to new adults gradually and intentionally in primary caregiver's presence.</p> <p>Follow infant's cues when infant is ready to be held by others.</p> <p>Use comforting words and touches when an unfamiliar adult approaches.</p>	<p>Acknowledge infant's feelings of anxiety and allow infant to use primary caregiver for security in the presence of unfamiliar adults.</p> <p>Allow infant time to get to know new caregiver while primary caregivers are present.</p> <p>Discuss infant's routines and preferences with new adults.</p>	<p>Reassure toddler often that familiar adults will return and help the child begin to understand when, for example, describe the time that mommy will be back, such as, "after lunch" or "after your nap".</p> <p>Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk about the people in the photos and what they are doing.</p> <p>Invite unfamiliar adults to pair with familiar adults as a transition strategy.</p>

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child expresses feelings and emotions.	<p>Express feelings of comfort, discomfort, enjoyment, or unhappiness by kicking feet, waving hands, crying or smiling and babbling or cooing.</p> <p>Look for familiar caregiver when tired, hungry, or upset.</p> <p>Show a spontaneous smile or spontaneous laugh.</p>	<p>Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.</p> <p>Demonstrate a variety of emotions by smiling, squealing, gesturing, crying, frowning, jumping, and etc.</p> <p>Show likes and dislikes for particular toys, blankets, or other objects.</p>	<p>Notices another child crying and goes to get his/her blanket to the crying child for comfort.</p> <p>Recognize and identify own emotions, such as, “I sad” or “I happy”.</p> <p>Separation anxiety subsides; Be more at-ease with transitions or separation but still use a blanket or stuffed animal for comfort.</p> <p>Enjoy singing or dancing to show happiness or joy.</p> <p>Engage in back and forth banter with adult.</p>

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Express your feelings with your facial expressions, tone of voice, and body language when interacting with infant.</p> <p>Acknowledge and label infant's signs of distress, such as naming the feeling, rather than saying, "it's okay."</p>	<p>Acknowledge and label emotions and let child know that we see, hear, understand, and accept their feelings.⁵</p> <p>Provide stories, songs or games that introduce and illustrate feelings and feeling words.</p>	<p>Help toddler understand feelings by "reading" facial expressions and body language and talk about what the toddler might be feeling or expressing.</p> <p>Talk with child about the fact that feelings can change.</p> <p>Use questions about feelings and wishes to see if children can respond.</p> <p>Give opportunities for singing and dancing and book-reading that encourage expression of feelings.</p>

5. <http://csefel.vanderbilt.edu/inftodd/mod2/script.pdf>

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child develops awareness of self as separate from others.	<p>Stare at own hands or feet as they move.</p> <p>Look at own reflection in the mirror.</p> <p>Cry or show distress when a familiar adult leaves the room.</p>	<p>Smile at own reflection in mirror or makes sounds when looking at image in the mirror.</p> <p>Recognize and identify self in pictures, videos, etc.</p> <p>Name and or point to basic body parts.</p>	<p>Call self by name and begins to use words, such as “I” or “me”</p> <p>Show independence; behaves in a manner that his thoughts and feelings take precedence over everyone else’s.⁶</p> <p>Begin to state, “I do”.</p> <p>Begin to talk about and demonstrate preferences.</p>

6. <http://www.mtecp.org/pdfs/infanttoddlerelgs.pdf>

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide opportunities for infant to see their reflection in a mirror.</p> <p>Play peek-a-boo; hide toys under a blanket and help child find them.</p> <p>Point out body parts such as toes, hands, fingers; caregiver's and infant's.</p>	<p>Play naming games about parts of the face or body while holding infant or while looking in the mirror.</p> <p>Talk about other familiar adults in child's life and explain who they are.</p> <p>Provide pull up bar with mirror so infant can view themselves and others. Talk about what they see.</p>	<p>Recognize toddler's ability to identify own characteristics, such as size, hair color, or gender.</p> <p>Read books, look at pictures of other children and adults from different cultures and talk about differences.</p> <p>Discuss names of self and others.</p> <p>Encourage back-and-forth exchanges when talking with toddlers.</p> <p>Discuss likes and dislikes between themselves and others.</p>

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Strand 2: Self-Awareness and Belonging

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows confidence in increasing abilities.	<p>Rolls over and looks for familiar adult and smiles.</p> <p>Explores freely during floor time with familiar adult in close proximity.</p> <p>Persist at a new task, even if initially unsuccessful.</p>	<p>Point, clap or vocalize when accomplishes a task such as scooting across the floor, taking a step, and/or turning a page of a book.</p> <p>Show a physical response to new achievements, such as clapping hands.</p> <p>Play apart from and adults for short periods before moving back to adult for reassurance.</p> <p>Clap hands and show others after completing a puzzle and then wait for a response.</p>	<p>Seek out independence by testing rules, such as running away while attentive to a caregiver’s response.⁷</p> <p>Call attention to new skills and abilities.</p> <p>Ask caregiver to “look at me” or “watch me.”</p> <p>Show interest and attempt to take care of basic needs with the support of adults, for example, washing hands, toileting, dressing, and undressing.⁸</p>

7. <http://www.mtecp.org/pdfs/infanttoddlerelgs.pdf>

8. <https://www.cde.state.co.us/early/eldgs>

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Given ample time and opportunity to repeat activities and explore.⁹</p> <p>Talk to infant during caregiver routines about what you are doing and what will happen next.</p> <p>Provide opportunities for play and interaction with other infants and increase level of challenge.</p> <p>Provide words of encouragement as infant reaches for a toy.</p>	<p>Provide new challenges for already learned skills such as lids on containers, shape sorters, toys to push and pull.¹⁰</p> <p>Accept infant's cries and protests when you leave or when you are having to do something to the infant, such as wiping a runny nose.</p> <p>Describe and label actions of the child while he/she is doing something.</p> <p>Allow opportunities to roll, hold self up, and reach for objects.</p> <p>Provide infants with appropriate foods that encourage self feeding.</p>	<p>Encourage child to try new skills; respond calmly when mistakes are made and praise accomplishments.¹¹</p> <p>Introduce child to new experiences that build on learned skills.</p> <p>Provide information and/or expand and elaborate on what the toddler is doing.</p> <p>Encourage the toddler to persist in their experiences with both verbal and physical encouragement and enthusiasm.</p>

9. <https://www.cde.state.co.us/early/eldgs>

10. <https://www.cde.state.co.us/early/eldgs>

11. <http://www.maine.gov/earlylearning/standards/infantsandtoddlerguidelines.pdf>

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Indicator d:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child uses imitation or pretend play to learn new roles and relationships.	<p>Respond to actions or sound when watching others.</p> <p>Mimic facial expressions, and sounds or reach out for caregiver, expression, sounds or reach out for caregiver.</p> <p>Babble back and forth with a familiar peer or explore another child's face or body by touching or patting.¹²</p>	<p>Participate in play such as building blocks next to another child and imitation games such as peek-a-boo.</p> <p>Play imitation games such as peek-a-boo with adult.</p> <p>Watch others and imitate daily activities, such as cooking and feeding.</p>	<p>Joins in turn taking, or parallel and imaginative play activities.</p> <p>Imitate tasks, such as wiping the table, as others do.</p> <p>Engage in group play with a few peers and demonstrate emerging social skills guided by a familiar adult.¹³</p> <p>Enjoy pretend play such as using a phone to call Mommy or put a baby doll or stuffed animal to bed.</p>

12. <https://www.cde.state.co.us/early/eldgs>

13. <https://www.cde.state.co.us/early/eldgs>

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Ensure infant is in a safe place to be part of activities; monitor and adapt the environment if the infant is overstimulated or overwhelmed.</p> <p>Match the infant's facial expression when making eye contact such as; while changing diaper, respond to child's returning smile.</p> <p>Provide one on one time to read and encourage verbal and nonverbal communications of back and forth.</p>	<p>Provide infant with toys, such as dolls or stuffed animals, that the child can pretend to take care of by holding, feeding, rocking, or singing.</p> <p>Post individual family photos on shelves, floor, or walls at infants have access to.</p> <p>Provide one on one time and use mirrors to talk about "Whose in the mirror?"</p> <p>When infants are startled by loud noises, ensure that the caregiver is responsive to make the infant feel safe by holding the infant or saying, "we're safe; that was a loud sound." This is also known as co-regulating.</p>	<p>Facilitate imitation and pretend play with toddler by providing toys, such as dolls, dishes, cars, trucks, or blocks, that can be used for pretend play.</p> <p>Ensure that there is enough materials for 2 or more children that encourages parallel play.</p> <p>Give props during story time to act out roles of the story.</p>

Domain I: Social and Emotional Development

Strand 3: Self-Regulation

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child manages own behavior and emotions.	<p>Show emerging emotions through facial expressions, body language, and sounds.</p> <p>Expect a response from a caregiver and calm when attended while crying or upset.</p> <p>Self soothe by sucking on fist, thumb, or pacifier to calm down when upset.</p>	<p>Use a mix of simple words, body language, sign language, facial expression, and sounds to show simple emotions.</p> <p>Understand what “No” means and may tell self “No-No”.</p> <p>Play quietly with a toy or book while waiting to get up from a nap.</p>	<p>Use a mix of sentences, body language, sign language, facial expression, and sounds to show more complex emotions.</p> <p>Say “No” or shake head when doesn’t want to do something or doesn’t like something.</p> <p>Label emotions and express themselves, for example, saying, “I am mad!”</p>

Domain I: Social and Emotional Development

Strand 3: Self-Regulation

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>During caregiver routine and at other times, talk with infant about what you are doing and what will happen next.</p> <p>Respond to the infant's verbal and nonverbal cues with words and actions.</p> <p>Sing songs or do finger plays that have a variety of gestures, sounds, and facial expression such as; The Itsy Bitsy Spider.</p>	<p>Call child by name and describe actions you are doing.</p> <p>Give words to the way that the child may be feeling such as "I see you are upset because you want the ball."</p> <p>Allow infant to have access to their favorite blanket or toy to help self soothe.</p>	<p>Model and self-talk to acknowledge toddler's attempt to manage own behavior.</p> <p>Model and parallel-talk toddler's actions to help identify and manage own behavior.</p> <p>Provide toddler with a variety of toys, such as stuffed animals and dolls, for toddler to pretend play and act out emotions with.</p> <p>Encourage toddler to use a quiet space that supports their emotional state; family photo books, emotion chart, mirrors, stuff animals and/or pillows.</p>

Domain I: Social and Emotional Development

Strand 3: Self-Regulation

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Shows ability to cope with healthy stress.	<p>Develop preference in a consistent technique for self-calming such as sucking thumb or rubbing a soft blanket.¹⁴</p> <p>Look for familiar caregiver, favorite toy, or blanket when dealing with stress.</p>	<p>Suck on fingers or thumb to calm self when upset or in a new situation.</p> <p>Cope with stress by playing with familiar toys in a favorite spot.</p>	<p>Seek out a familiar toy or caregiver when feeling upset or overwhelmed.</p> <p>Turn away from loud noises or becomes distressed when overwhelmed.</p>

14. <http://www.maine.gov/earlylearning/standards/infantsandtoddlerguidelines.pdf>

Domain I: Social and Emotional Development

Strand 3: Self-Regulation

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Notice infant's response to stressful situations and the infant's ways of seeking comfort and coping with stress.</p> <p>Help infant finds ways of calming self by reducing distractions, bright lights, and loud noises when child is tired or upset.</p> <p>Hold infant and provide positive touches such as; a hug, back rub, caress head with stress begins to escalate.</p>	<p>Take along familiar toys or blankets for infant when visiting a new place.</p> <p>Provide enough of a schedule or sequence of routines so infant can anticipate what will happen next. Talk about routines and what you are doing and what will happen next.</p> <p>Acknowledge child's fears or discomfort and offer comfort.</p>	<p>Provide a cozy and safe spot away from noise or traffic for an overwhelmed or distressed child.</p> <p>Teach self-calming strategies such as breathing in and out.</p> <p>Describe child's feelings and talk about how different experiences may cause discomfort, offering options for handling them.</p>

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Strand 3: Self-Regulation

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child Develops increasing independence.	<p>Soothe when caregiver respond infant's distress by patting back, or being held.</p> <p>Attempts to feed self or holds a bottle.</p>	<p>Put personal belongings away, with support and modeling from adults.</p> <p>Begin to insist on working on task by themselves.</p> <p>Begin to experiment with cause and effect in their environment.</p>	<p>Wait for adult before going outside or crossing the street.</p> <p>Want to put on shoes or coat without help.</p> <p>Try to clean up own spills or messes.</p>

Domain I: Social and Emotional Development

Strand 3: Self-Regulation

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide infant comfort when upset. Such as holding, rocking, swaying while making eye contact. Infant may suck on fingers to self soothe.</p> <p>Talk with infant about what you are doing and what will happen next during caregiving routines.</p> <p>Allow infant to grab toy and explore the stimulating material. Crinkling a sensory stuff animal or blanket.</p>	<p>Acknowledge infant's emerging skills and abilities.</p> <p>Call older infant by name and describe actions you are doing with infant.</p> <p>Take along familiar objects or blanket for infant when visiting a new place.</p> <p>Give infant choices so empower their decision-making.</p>	<p>Provide opportunities for toddler to attempt tasks independently.</p> <p>Allow toddler time to do things for self and acknowledge the actions.</p> <p>Acknowledge uncooperative or negative behavior as a sign of asserting oneself.</p> <p>Give clear expectations for safe behaviors and use simple rules that toddler can understand.</p> <p>Encourage child's independent decision-making by providing options.</p>

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Strand 3: Self-Regulation

Indicator d:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child begins to understand and follow simple routines, rules and boundaries	<p>Regulate schedule for eating, sleeping, and playing.</p> <p>Open mouth for spoon while being fed by caregiver.</p> <p>Expect a response from a caregiver when crying or upset.</p>	<p>Begin to bring certain items to caregiver to prompt routines, such as, books, shoes, or a blanket.</p> <p>Take interest in simple routines, such as feeding themselves, washing their hands, pulling up pants, etc.¹⁵</p> <p>Look to familiar caregiver for a reaction before touching or engaging in an action.</p>	<p>Demonstrate familiarity with routines of the day such as washing hands after meals.</p> <p>Respond to visual or verbal cues.</p> <p>Predict next steps in rules and/or routines.</p>

15. <http://www.mtecp.org/pdfs/infanttoddlerelgs.pdf>

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Strand 3: Self-Regulation

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>During caregiving routines and at other times, talk with infant about what you are doing and what will happen next.</p> <p>Share child's and family's preferences and routines during caregiver transition (these may include: feeding, napping, and diapering).¹⁶</p> <p>Be consistent with daily routines and rituals. Singing while changing diaper and/or greeting at drop off.</p>	<p>Provide enough of a schedule or sequence of routines so infant can anticipate what will happen next.</p> <p>Observe and comment appropriately when infant looks to you for approval before doing something.</p> <p>Encourage infant to get blanket when caregiver pulls out the cot for rest time.</p>	<p>Provide a visual schedule and give verbal cues throughout the day regarding the routine.</p> <p>Provide cues that a transition is coming soon.</p> <p>Allow child to lead routines, such as; after lunch, prompt toddler to get jackets to go outside.</p>

16. <http://www.mtecp.org/pdfs/infanttoddlerelgs.pdf>

Domain I: Social and Emotional Development

Strand 4: Relationships with Other Children

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows interest in and awareness of other children.	<p>Follow other children with eyes.</p> <p>Watch or listen to children from a distance.</p> <p>Quiets down and smiles when hears name spoken by familiar person.</p> <p>Hushes down and smiles when hears name spoken by familiar person.</p>	<p>Bang blocks together next to a child who is doing the same thing.¹⁷</p> <p>Reach out to touch another child's face or hair.</p> <p>Squeal with joy or run about when other children are happy and excited.</p> <p>Sits next to and plays with same objects that other children have.</p>	<p>Show preference for some children over other children. "Mary prefers to read with JoJo and likes to blocks with Charlie."</p> <p>Join in a group activity with other children.</p> <p>Imitate tasks, such as wiping the table, that others do.</p> <p>Play alongside other children.</p>

17. <http://www.mtecp.org/pdfs/infanttoddlerelgs.pdf>

Domain I: Social and Emotional Development

Strand 4: Relationships with Other Children

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Hold infant while narrating what other children are doing.</p> <p>Provide opportunities for the infant to see, interact, and play with other babies and young children.</p> <p>Call infant and other children by name and allow older children to talk, smile and laugh with infant.</p>	<p>Provide opportunities for the infant to see, interact, and play with other babies and young children.</p> <p>Play games or sing songs where infant can imitate your sounds, tone of voice, gestures or facial expressions.</p> <p>Provide infant with dolls or stuffed animals that infants can pretend to take care of by holding, feeding, rocking or singing.</p>	<p>Provide multiple and enough materials so toddlers can play next to and with other children without having to share or take turns.</p> <p>Provide opportunities to play with other children in a variety of settings.</p> <p>Facilitate imitation and pretend play with toddler by providing materials, such as dolls, dishes, cars, trucks and blocks that can be used for pretend play.</p>

Domain I: Social and Emotional Development

Strand 4: Relationships with Other Children

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child responds to and interacts with other children.	<p>Vocalize when near other children.</p> <p>Watch or listen to children from a distance.</p> <p>Quiets down and smiles when hears name spoken by familiar person.</p>	<p>Begin to point to or take an object from other children.</p> <p>Try to get the attention of another child by waving at him or babbling to him.</p> <p>Points to or asks for cup, spoon or objects that other children have.</p>	<p>Show excitement when greeting other children.</p> <p>Take an object away from another child and says, "mine."</p> <p>Begin to demonstrate a preference for interacting with other children.</p>

Domain I: Social and Emotional Development

Strand 4: Relationships with Other Children

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Call infant and other children by name and allow older children to talk, smile, and laugh with infant.</p> <p>Provide opportunities to play and interacting with other children.</p> <p>Hold infant while showing and talking about what other children are doing.</p>	<p>Provide opportunities for the infant to see, interact, and play with other infants and young children.</p> <p>Use self and/or parallel talk to describe infants'/caregiver actions.</p> <p>During playtimes, talk about other children about what they are doing or feeling.</p>	<p>Support toddler's interactions with other children such as helping other children or caregivers.</p> <p>Use self and/or parallel talk to describe toddlers'/caregiver actions.</p> <p>Sing songs or do fingerplays and model motions or gestures toddlers can do to communicate with each other.</p>

Domain I: Social and Emotional Development

Strand 4: Relationships with Other Children

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child begins to recognize and respond to other children's feelings and emotions.	<p>Watch another child who is crying or upset and may join in and begin crying.</p> <p>Imitate facial expressions during games with other children or caregiver.</p>	<p>Offer or bring a toy to another child who is crying or upset.</p> <p>Pat and/or hug another crying child.</p> <p>Smile and laugh with other children during play.</p>	<p>Look for an adult to help when another child is crying.</p> <p>Mimic and share enjoyment when another child is laughing or excited.</p> <p>Identify other child's feelings.</p>

Domain I: Social and Emotional Development

Strand 4: Relationships with Other Children

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Talk about what other children are feeling or expressing with their sounds, gestures, or facial expressions.</p> <p>Notices infant's responses to stressful situations and the infant's way of seeking comfort and coping with stress.</p>	<p>Narrate what other children are doing or how they may be feeling.</p> <p>Provide older infants with opportunities to help others such as bringing them their blanket for comfort.</p>	<p>Talk about how other children may be feeling, such as why they are crying or excited.</p> <p>Reading stories about friendships or emotions and tying them to their personal experiences.</p> <p>Label emotions with photos and mirrors to assist in communicating their needs to others.</p>

Domain I: Social and Emotional Development

The Alignment Matrix below references how the Arizona Early Learning Standards, Head Start Outcomes and Arizona's Kindergarten Standards parallel each other through development.

Strand 1: Attachment and Development of Relationships with Familiar Adults

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child participates in behaviors that develop attachment with familiar adults.	Child engages in and maintains positive relationships and interactions with adults.	Seeks support from familiar adults.	Demonstrate ways to tell a trusted adult if threatened or harmed (AH).
b. Child shows preference for familiar adults.	Child engages in and maintains positive relationships and interactions with adults.	Expresses interest, curiosity, and trust with familiar adults.	Demonstrate ways to tell a trusted adult if threatened or harmed (AH).
c. Child responds to unfamiliar adults.	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.		

Domain I: Social and Emotional Development

Strand 2: Self-Awareness and Belonging

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child expresses feelings and emotions.	Child manages emotions with increasing independence.	<p>Makes personal preferences known to others.</p> <p>Child expresses a broad range of emotions and recognizes these emotions in self and others.</p> <p>Child manages emotions with increasing independence.</p>	<p>Demonstrate healthy ways to express needs, wants, and feelings (CEH).</p> <p>Exhibit both verbal and nonverbal expressions of enjoyment (VPA).</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly (ELA).</p>
b. Child develops awareness of self as separate from others.	Child shows awareness of self and how to connect with others.	Demonstrates knowledge of self-identity/autonomy.	
c. Child shows confidence in increasing abilities.	Child shows confidence in own abilities through relationships with others.	Recognizes own self-confidence.	Participates in new skills and movement activities (VPA).
d. Child uses imitation or pretend play to learn new roles and relationships.	Child imitates and engages in play with other children.		

Domain I: Social and Emotional Development

Strand 3: Self-Regulation

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child manages own behavior and emotions.	Child manages emotions with the support of familiar adults.	Modifies behavior and adapts to transitions, daily routines, and unexpected events.	Works in a diverse group setting without interfering with others.
b. Child shows ability to cope with healthy stress.	Child manages emotions with the support of familiar adults.	Separates from familiar adult with minimal distress.	
c. Child develops increasing independence.	Child shows confidence in own abilities through relationships with others.		
d. Child understands simple routines, rules, or limitations.	Child develops a sense of belonging through relationships with others.	Modifies behavior and adapts to transitions, daily routines, and unexpected events.	Works in a diverse group setting without interfering with others (SB).

Domain I: Social and Emotional Development

Strand 4: Relationships with Other Children

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child shows interest in and awareness of other children.	Child shows interest, interacts with, and develops personal relationships with other children.		
b. Child responds to and interacts with other children.	Child shows interest, interacts with, and develops personal relationships with other children.	Responds when adults or other children initiate interactions.	Continues a conversation through multiple exchanges (ELA).
c. Child begins to recognize and respond to other children's feelings and emotions.	Child expresses care and concern towards others.	Identifies, describes, and expresses their own feelings. Identifies and describes feelings of others. Expresses empathy for others.	Demonstrates healthy ways to express needs, wants, and feelings (CEH). Speak audibly and express thoughts, feelings, and ideas clearly (ELA). Shows compassion for others by helping them (SB).

Domain I: Social and Emotional Development

ACCOMMODATIONS AND DIFFERENTIATION (UDL) FOR SOCIAL EMOTIONAL DEVELOPMENT

Multiple Ways to Engage Learners

Help children to understand why self-regulation is important, why positive interactions with other children and adults is necessary, and why friendship is important. Using children's interests and strengths increases their engagement as they develop these skills.

Multiple Ways to Represent Information to Learners

This is an opportunity to show children, in a variety of ways, what they will learn about social and emotional development. Displays should be multi-modal using visual, auditory and tactile methods to develop an understanding of social emotional skills.

Multiple Ways for Learners to Share that they Understand

The strengths, interests, and challenges each child experiences will direct how they may share what they know about such skills as cooperation and social problem solving. Provide scaffolding and varied opportunities for self-expression.

SUGGESTED ADAPTATIONS FOR SOCIAL EMOTIONAL DEVELOPMENT

Identify new people who enter the classroom to provide emotional security.

An excitable or anxious child, becomes calm subtle and mindful. Take a deep breathe so the child can sense the calm, open and able to co-regulate.

Encourage new play in small increments before actual activity such as a small container of water before playing at the sensory water table.

Consider the child's need for rest. Some children tired rapidly, especially after an emotional upset, and will need a place to rest while activities continue in the classroom.

Allow for age-appropriate behaviors. Young toddlers may exhibit biting, hitting, and pushing as social skills and self-regulation develop.

DOMAIN II: APPROACHES TO LEARNING



ITDG Approaches to Learning Domain Definitions

Brain Architecture is how the brain is constructed and the early experiences that affect brain development.

Cue is a signal/request (direct or indirect) from the child or caregiver for a specific need to be met.

Executive Function is the mental processes that enable infants and toddlers to plan, focus attention, remember instructions, and juggle multiple tasks successfully

Flow of the Day is a predictable sequence of daily routines including eating, outdoor play, napping, and free play. Neurological is brain-based.

Primary caregiver is, in group care of young children, primary care-giving establishing an environment where each child is cared for by only the same one or two adults. This allows the caregiver to come to know the child and family very well and supports the child to form a strong emotional attachment to that caregiver.

Secure Base is a relationship with a responsive caregiver that supports the child's need to explore and acts as a safe haven when the child is distressed or seeking acknowledgment.

Domain II: Approaches To Learning

Approaches to learning refers to behaviors that indicate ways children become engaged in social interactions and learning experiences.

Approaches to learning contribute to children's' success in school and influence their development and learning in other domains. For example, curiosity is a prerequisite of exploration. Reasoning and problem solving are as necessary for social relationships as they are for mathematics. A child's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes. This includes cognitive, language, and social and emotional development. Many early learning experts view approaches to learning as one of the most important domains of early childhood development.¹⁸ When children have a positive experience in learning, they are likely to want to learn more.

A child's **brain development is the architecture** that supports and shapes approaches to learning. Approaches to learning contributes to **executive functions**, an umbrella term for a set of neurologically-based processes that involve managing one's self and one's resources to achieve a goal.¹⁸ These include the ability to remember and follow multi-step instructions, avoid distractions, control [...abrupt] responses, adjust when rules change, and persist at problem solving. When adults provide a solid foundation in approaches to learning, children will be better equipped for kindergarten and to take advantage of Arizona's K-12 Standards.

The Approaches to Learning Guideline is organized into the following strands:

Strand 1: Attentiveness, Persistence, and Effort

Strand 2: Initiative, Curiosity, and Information Seeking

Strand 3: Creativity, Play, and Imagination

Strand 4: Reasoning, Risk Taking, and Problem Solving

18. <https://developingchild.harvard.edu/>

Domain II: Approaches To Learning

Strand 1: Attentiveness, Persistence, and Effort

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child shows emerging ability, with caregiver support, to remain focused and engaged.</p>	<p>Gaze at caregiver’s face.</p> <p>React positively to caregiver’s face, voice, touch, or actions Smile or gaze at caregiver, make sounds, move body.</p> <p>Begin noticing people, events, and things.</p> <p>Continue to communicate with voice and/or body movement until needs are met.</p>	<p>Alert a caregiver that they need help (point, pull, cries, gesture).</p> <p>Notice new people/children and seek security from primary caregiver.</p> <p>Enjoy repetitive playing of games with primary adult.</p> <p>Focus attention on interesting sights or sounds, often in shared experiences with adults.</p>	<p>Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.</p> <p>Express a belief that they can do things for themselves, for example, push adult’s hand away, and say “Me do!”</p> <p>Notice when the primary caregiver leaves the room.</p>

Domain II: Approaches To Learning

Strand 1: Attentiveness, Persistence, and Effort

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Plan the day to be predictable for infants. Have a consistent primary caregiver and routine.</p> <p>Watch and observe. Respond promptly to infant’s cues.</p> <p>Talk with and sing to child, naming body parts. Talk to infants throughout daily routines, describe what you are doing.²¹</p> <p>Provide a wide variety of toys and materials for the child to interact with.</p> <p>Provide visuals that interest infants. Choose environments with soft colors and soft music.</p>	<p>Plan the day to be predictable for older infants. Have a consistent caregiver, routines, and flow of the day.</p> <p>Watch and observe. As the older infant is becoming more mobile, intervene when child displays distress.¹⁹</p> <p>Talk to infants throughout daily routines, describe what you are doing and what the child is doing.²⁰</p> <p>Provide visuals that interest infants. Choose environments with soft colors and soft music.²²</p> <p>Provide a wide variety of experiences that offer repetition in stories, games, books, and activities.²³</p>	<p>Plan the day to be predictable for toddlers. Have a consistent caregiver, routines, and flow of the day.</p> <p>Watch and observe. Respond by listening and observing, to determine what kind of help is needed.</p> <p>Allow toddlers to do things on their own and take some risk; Intervene when needed to keep children safe.</p> <p>Encourage toddlers to persist with their chosen activity, by modeling flexibility and options to further explore materials/activities. For example, saying, “Oops, that didn’t work! Let’s try a different way to do it.”</p>

19. <https://ed.sc.gov/scdoe/assets/file/programs-services/64/documents/infanttoddlerguidelines.pdf>

20. <http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/cognition.pdf>

21. <http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/cognition.pdf>

22. <http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/cognition.pdf>

23. <http://www.mtecp.org/pdfs/infanttoddleregls.pdf>

Domain II: Approaches To Learning

Strand 2: Initiative, Curiosity, and Information Seeking

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows interest in and desire to learn, including the willingness to learn new information through exploration and discovery.	<p>Show interest in the environment and themselves e.g., playing with their hands and feet.</p> <p>Explore objects by mouthing, banging, shaking, and hitting them.²⁴</p> <p>Display frustration, through crying or frowning, when the expected does not happen.</p> <p>Turn their head towards familiar voices and noises.</p>	<p>Show curiosity about things in the environment through words, pointing, and/or facial expression.</p> <p>Experiment with how objects fit in space. For example, the infant’s play may include dumping, filling, pushing, pulling, twisting, stacking, and sorting.²⁵</p> <p>Show willingness to approach new things and experiences.</p> <p>Look to primary caregiver as a support base when exploring.</p>	<p>Explore through their senses e.g., jumping in puddles, playing with their food, shouting, mixing colors while finger painting.</p> <p>Use trial and error to understand how things fit and move in space. For example, the toddler might experience getting a toy stuck in a tight space, climbing, and building tall towers with blocks.²⁶</p> <p>Seek more information about people and things around them, for example, running to watch the trash truck and noticing a bird in the tree.</p> <p>Notice body parts and show interest in toileting.</p>

24. https://www.pitc.org/pub/pitc_docs/home.csp

25. https://www.pitc.org/pub/pitc_docs/home.csp

26. https://www.pitc.org/pub/pitc_docs/home.csp

Domain II: Approaches To Learning

Strand 2: Initiative, Curiosity, and Information Seeking

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide interesting sensory motor activities, such as rattles, teething toys, and fabric books.</p> <p>Encourage exploration and discovery by showing delight in the infant.</p> <p>Offer infant the flexibility to explore materials freely, allowing infant to make their own discovery such as providing young infants time and space to peel masking tape off the floors.</p>	<p>Provide interesting sensory motor materials that have cause and effect reactions, e.g., push and spin toys, sight and sound tubes).</p> <p>Encourage exploration and discovery by showing delight in the infant.</p> <p>Offer infant the flexibility to explore materials freely, allowing infant to make their own discovery, such as unboxing a new toy</p>	<p>Encourage children to try new experiences and new ways of doing things.</p> <p>Encourage exploration and discovery by showing delight in the toddler.</p> <p>Offer toddler the flexibility to explore materials freely, allowing toddler to make their own discovery, by providing a variety of materials for toddlers to mix in sensory table.</p>

Domain II: Approaches To Learning

Strand 3: Creativity, Play, and Imagination

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child moves beyond current knowledge through concrete hands-on experiences and interactions with others and the environment (i.e. all senses).	<p>Notice and move to music and/or rhythms.</p> <p>Use a variety of ways to interact with other people, for example, making different facial expressions and engaging in actions based on responses from others.²⁷</p> <p>Use mirrors to imitate facial expressions.</p> <p>Exhibit flexibility by moving arm side to side, bumping toy with hand, try to grab toy.</p>	<p>Explore various ways of moving their body with and without music.</p> <p>Use mouths and objects to make playful sounds, for example, banging on table with hands, blowing bubbles with their mouth.</p> <p>Find new things to do with new or familiar objects, for example, using a pot for a hat, using a spoon for a drumstick.</p> <p>Exhibit flexibility with blocks by first, stacking them, then, banging on surface to create music and then returning to stacking.</p>	<p>Notice and move to music and/or rhythms with props such as scarfs and add words to the music.</p> <p>Use language in creative ways, sometimes making up words or rhymes.</p> <p>Find new things to do with new or familiar objects, for example, using a box as a boat or house, using a unit block as a phone.</p> <p>Exhibit flexibility by combining new block toys with familiar blocks to make a new structure or by adding finger movements to a familiar song.</p>

27. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

Domain II: Approaches To Learning

Strand 3: Creativity, Play, and Imagination

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Smile, make eye contact, laugh, and talk with infant and show that you enjoy being with them. Call infant by their name often.</p> <p>Accept and encourage infant’s cooing and babbling as meaningful communication.</p> <p>Engage in clapping and singing games.</p> <p>Encouraging flexibility by placing interesting object just out of reach near infant so they may discover and reach for object.</p>	<p>Be silly and share humor with infant.</p> <p>Give infant an opportunity to create art and music from natural objects.</p> <p>Engage in creative dance and make up silly songs with the infant.</p> <p>Model or show infant how materials can be used in a variety of ways. Show how your hand can be used as a phone for example or a paper towel roll can be a musical instrument.</p> <p>Allow flexibility in using objects and materials in multiple way.</p>	<p>Smile; be silly and share humor with toddler. Follow the child’s lead in imaginative play. (dialogue box: self-care)</p> <p>Provide things of different shapes, colors, or sizes, such as blocks.</p> <p>Describe what the toddler is doing and ask open questions.</p> <p>Help the toddler play with materials that change when you put them together, such as mixing water and soap to make bubbles.</p> <p>Encourage toddler to think about how to use materials in a variety of creative ways, for example, use blocks to build a crib in the dramatic play area.</p> <p>Allow toddlers flexibility to use materials across multiple learning areas. Such as dolls may be used in the block play.</p>

Domain II: Approaches To Learning

Strand 4: Reasoning and Risk Taking

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child takes reasonable risks while exploring new information with support of a secure base (primary caregiver).</p>	<p>Try to get things that are out of reach, for example, Reaching arms out towards desired object.</p> <p>Try a variety of approaches to get what is needed or wanted, e.g., crying, making noise, moving arms and legs.</p> <p>Try new ways to move their bodies, e.g., rolling over, rocking on knees.</p> <p>Lift arms while crying to be picked up and comforted.</p>	<p>Uses objects as tools to try to get things that are out of reach, for example, throwing cushions onto floor in order to climb down.</p> <p>Try a variety of approaches for getting what they need/want, e.g., crying, running away, tapping on adult, and pointing.</p> <p>Imitate how others will solve problems, for example, child moves toy out of the way to get another toy, child pulls up on furniture to help stand up.</p> <p>Move away from adult to play or get something, then return.</p>	<p>Uses objects as tools to try to get things that are out of reach, for example, pulling a chair over to climb a shelf.</p> <p>Try a variety of approaches for getting what they need/want, by repeatedly calling to adult, jumping up and down, or., yelling, pushing.</p> <p>Imitate how others solve problems, for example, getting paper towel to help wipe up spills.</p> <p>Use a stick to dig in the sandbox when they cannot find a shovel.</p>

Strand 4: Reasoning and Risk Taking

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Promptly respond to infant’s cues, e.g., turns to the infant, talk to the infant, go to the infant, pick up the infant. Acknowledge child when you are not able to attend right away, for example, saying, “I hear you, I’m changing Tommy’s diaper right now and I will come to you next.”</p> <p>Provide interesting and open-ended materials. Be open to creative ways infant may use different materials.</p> <p>Encourage infant to continue or extend efforts. Use encouraging and descriptive words, such as, “You are reaching for that toy, you are almost there.”</p>	<p>Give your infant the chance to work out problems with and without your help. When your infant can’t work out a problem, describe what is happening and suggest possible solutions. For example, saying, “Every time you grab the ball it rolls away, maybe you can use both hands.”</p> <p>Play games with your child that show that things that are hidden are still there, such as peek-a-boo, hide and seek, and putting your keys in your pocket.</p> <p>Hide toys while infants are watching and encourage them to find them for example, under a blanket, in your hand, behind the chair.³⁰</p> <p>When infant is distressed due to absent family member, suggest a strategy to comfort/co-regulate. For example, saying, “You’re sad because you miss your nana, let’s go look at your family picture in the cozy corner.”</p>	<p>Encourage toddler to attempt tasks outside of their comfort zone, let them know that you are there if they need help. For example, “You are trying to put that piece in the puzzle, keep trying.”²⁸</p> <p>Welcome questions from your toddler about why things happen. If possible, show them while you explain. For example, if a child asks, “Where did the ice go?” in a pitcher of water. Put out a bowl of ice and invite children to watch what happens.²⁹</p> <p>Provide toys and household items that pose problems for infants and toddlers to solve, such as empty containers with matching lids, measuring cups, pots and pans, sorters, busy boxes, simple puzzles, and large Duplo® blocks.³¹</p> <p>Ask toddlers to communicate what they like, dislike, and use words to reflect what the child seems to be communicating, for example, (“Can you show me? It sounds like ...”).</p>

28. <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

29. https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/D/dcd_infant_toddler_early_foundations.pdf

30. https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/D/dcd_infant_toddler_early_foundations.pdf

31. https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/D/dcd_infant_toddler_early_foundations.pdf

Domain II: Approaches To Learning

Strand 4: Reasoning and Risk Taking

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child develops skills to evaluate and take reasonable risks.	Infant rolls backwards not knowing what is there.	Child assesses the risk and begins to crawl and pull up/climb steps and/or stairs	Child will move away secure base and explore a new space, materials or greet a new person.

Domain II: Approaches To Learning

Strand 4: Reasoning and Risk Taking

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Stay close and encourage infant to roll to him/her.</p> <p>Place toy nearby and encourage infant to move/reach or grab.</p> <p>Play with rattle or noise maker toy and guide young infant to create noise with toy.</p>	<p>Based on facial expression/encouragement of caregiver, child may continue to take risks or stop. Describe child's behavior and explain that it's safe or unsafe. "It's not safe to climb on that high stool. You can climb on this."</p> <p>Allow child to try new foods with encouragement through words or facial expressions. Describe what the food is and its flavors.</p> <p>Encourage young toddler to climb down from structure with caregiver support and guidance close by.</p>	<p>Remind child about keeping safe. Ask child, "is this safe? Can you think of a better way to do this?"</p> <p>Model and narrate how to navigate potential hazards "I'm going to the slide but am walking far away from the swings so I don't get hit. How do you think it would feel to get kicked by accident?" while walking with a child around the swings.</p> <p>Child approach a new child and the new child turns away or runs to mommy or daddy. Caregiver describes by saying "Did you want to say hello to Emma? Today is her first day here so she doesn't know you yet. It's kind to welcome new people to our classroom."</p>

Domain II: Approaches To Learning

The Alignment Matrix below references how the Arizona Early Learning Standards, Head Start Outcomes and Arizona's Kindergarten Standards parallel each other through development.

Strand 1: Attentiveness, Persistence, and Effort

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
<p>a. Child shows emerging ability to remain focused and engaged. (An increasing ability with caregiver support in the face of distraction and/or frustration.)</p>	<p>Child maintains focus and sustains attention with support.</p> <p>Child develops the ability to show persistence in actions and behavior.</p>	<p>The child demonstrates the ability to focus on an activity.</p> <p>The child demonstrates the ability to maintain and sustain a task.</p> <p>The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.</p>	

Domain II: Approaches To Learning

Strand 2: Initiative, Curiosity, and Information Seeking

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
<p>a. Child shows interest in and desire to learn, including the willingness to learn new information through exploration and discovery.</p>	<p>Child demonstrates emerging initiative in interactions, experiences, and explorations.</p> <p>Child shows interest in and curiosity about objects, materials, or events.</p>	<p>The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.</p> <p>The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p>	<p>Actively engage in group reading activities with purpose and understanding. Participate in collaborative conversations with diverse patterns and kindergarten topics and texts with peers and adults in a small and large group.</p> <p>Speaks audibly and expresses thoughts, feelings, and ideas clearly.</p>

Domain II: Approaches To Learning

Strand 3: Creativity, Play, and Imagination

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child moves beyond current knowledge using concrete ideas and images.	Child uses creativity to increase understanding and learning. Child shows imagination in play and interactions with others.	The child demonstrates the ability to express their own unique way of seeing the world.	Exhibits both verbal and nonverbal expressions of enjoyment. (PE)

Domain II: Approaches To Learning

Strand 4: Reasoning and Risk Taking

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child takes reasonable risks while exploring new information with support of or a secure base. b. Child develops skills to evaluate and take reasonable risks.	Child actively explores people and objects to understand self, others, and objects. Child learns to use a variety of strategies in solving problems. Child uses reasoning and planning ahead to solve problems	The child demonstrates their ability to focus energies on suitable solutions.	Express positive feelings on progress made while learning a new movement skill. (PE)

ACCOMMODATIONS AND DIFFERENTIATION (UDL) FOR APPROACHES TO LEARNING

Multiple Ways to Engage Learners

Approaches to Learning and cognitive skills are very individual and a child's interests impact the intensity of attending, engaging, being curious etc. Children's motivation, memory, flexibility, and inventiveness are captured with topics and concepts that are of most interest to the child.

Multiple Ways to Represent Information to Learners

To engage children's Approaches to Learning and Cognitive skills, tap into their background knowledge, use multi-media tools, and provide alternatives to just auditory or visual information. The use of illustrations, patterns, hands- on activities, and thinking about "big ideas" supports the development of new skills.

Multiple Ways for Learners to Share that they Understand

The strengths, interests, and challenges each child experiences will direct how they may share what they know about such skills as cooperation and social problem solving. Provide scaffolding and varied opportunities for self-expression.

SUGGESTED ADAPTATIONS FOR APPROACHES TO LEARNING

Offer frequent opportunities for repetition for children who do not show interest or persistence the first time.

Encourage new play in small increments before actual activity such as a small container of water before playing at the sensory water table.

Be sensitive to individual needs and hesitation when children do not explore or engage initially with materials/activities.

DOMAIN III: LANGUAGE DEVELOPMENT AND COMMUNICATION



Child directed speech is sometimes called parentese or baby talk. It is a speech pattern, used by parents or caregivers, when communicating with young children, particularly infants. It usually involving simplified vocabulary, higher pitched voice, melodic, repetitive questioning, and a slow or deliberate tempo.

Expressive language refers to the output of language, how a child expresses his or her wants and needs. This includes not only words, but also the grammar rules that dictate how words are combined into phrases, sentences, and paragraphs as well as the use of gestures and facial expressions.

Native language is also known as “mother tongue” or “mother language”. It is the language that a person learns as a child at home (usually from their parents).

Parentese is slowed-down, high-pitched, exaggerated, repetitious speech adults often use with infants, also called child-directed speech.

Receptive language is the ability to understand language “input.” This includes the understanding of both words as well as facial expressions and gestures.

Shared or joint attention is a shared focus of two individuals and is achieved when one individual alerts another to an object by means of eye-gazing, pointing, or other verbal or non-verbal indications.

Other info:

As auditory processing speed becomes more mature, begin to hear distinct word in the stream of speech (word boundaries). Older infant’s listening vocabulary will grow to over 100 words, starting with nouns. Reading to an infant is a highly effective way to introduce new vocabulary. Hold child and read plastic, board, or cloth books daily to share new words and/or reread familiar books that the child enjoys. Repeat new words to strengthen and reinforce understanding of new information.

Domain III: Language Development and Communication

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

Children start communicating before birth. From a very young age, children use expressive language to communicate their wants and needs. The youngest children express themselves nonverbally through crying, cooing, babbling, and gesturing. Older infants and toddlers begin to use words, signs, and simple sentences to express needs, wants, and to build relationships. Infant and toddlers learn the languages of their families, cultures and communities through the natural interaction of care-giving and everyday experiences. Children's receptive language is developed as they are interpreting and learning to understand the words, sentences and gestures that are communicated to them. Children flourish when caregivers respond thoughtfully and promptly and use warm, positive language with the child. Caregivers support language development when they watch, hold, talk, read, and sing with babies and toddlers. Children's early literacy begins at birth and develops through everyday interactions by exploring books, listening to songs and nursery rhymes, hearing stories, drawing, and scribbling. These positive language and literacy experiences supports children's confidence to be an effective communicator.

The Language Development and Communication Guideline is organized into the following Strands:

Strand 1: Listening and Understanding

Strand 2: Communicating and Speaking

Strand 3: Emergent Literacy

Domain III: Language Development and Communication

Case Studies

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

Domain III: Language Development and Communication

Strand 1: Listening and Understanding

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows interest in listening to sounds.	<p>Turn head to the direction of family voices.</p> <p>Be startled by loud or surprising sounds.</p> <p>Be comforted by voice of family caregivers.</p> <p>Attend to or be comforted by music</p>	<p>Respond in a variety of ways to new or unusual sounds, such as, sirens, animals, explosions, chimes.</p> <p>Show interest and attempt to participate in rhymes, rhythms, and music.</p> <p>Quiet down or get excited when hearing familiar voices.</p> <p>Respond when hearing own or familiar people's name</p> <p>Attend to others when they are speaking.</p>	<p>Identify new or unusual sounds, such as, sirens, animals, explosions, chimes.</p> <p>Actively participate in rhymes, rhythms, and music.</p> <p>Acknowledge and show anticipation when hearing familiar sounds, like the lunch cart or garbage truck.</p>

Domain III: Language Development and Communication

Strand 1: Listening and Understanding

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Comfort infant with soothing words and warm hugs when startled</p> <p>Talk to infant all day long, describing your actions and their actions as you engage in everyday routines.</p> <p>Engage infant with positive words and sounds.</p> <p>Play instrumental music during quiet or nap times.</p>	<p>Describe yours and the child's actions as you engage in everyday activities.</p> <p>Describe the sounds that words use</p> <p>Engage child with positive words and sounds.</p> <p>Play different types of music and encourage child to hum or sing along.</p> <p>Make different sounds and pitches with your voice while talking or reading with child.</p> <p>Demonstrate the sounds that animals make.</p>	<p>Introduce new words or sounds as you talk to the toddler all day. Use huge instead of big or teeny tiny instead of small.</p> <p>Engage child with positive words and sounds.</p> <p>Describe or exaggerate the sounds that words use. "BZZZZZZ goes the bee. Listen to that sound!</p> <p>Provide opportunities for toddler to hear sounds of birds, animals, and people within the community.</p> <p>Use rhymes and nonsense words with children. Call attention to the differences in sounds.</p>

Domain III: Language Development and Communication

Strand 1: Listening and Understanding

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child listens with interest to language of others.</p>	<p>Observe caregiver’s face when being spoken to and shapes mouth in a similar manner.</p> <p>Distinguish other languages from native language, with greater interest paid to nouns.</p> <p>Listen to the sounds of the language(s) they routinely hear. At this age, infants are universal listeners who are capable of hearing and distinguishing the sounds of all human languages.</p>	<p>Child responds when hearing familiar sounds such as familiar adults talking outside the door. At this age infants are universal listeners who are capable of hearing and distinguishing the sounds of all human languages</p> <p>Learn and understand nouns and verbs.</p>	<p>Respond to nouns and verbs in native language with greater interest than other words.</p> <p>Listens and responds to others by participating in simple games; they will point to their body parts upon request. They will make simple choices upon request. They understand more words than they can speak.</p>

Domain III: Language Development and Communication

Strand 1: Listening and Understanding

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Talk face-to-face at a distance where child can clearly see your mouth and facial expressions as you speak.</p> <p>Talk frequently with the infant using eye contact and soft tones. Young infants will begin cooing then babble back. Engage in these two-way conversations.</p> <p>Use child-directed speech (parentese) to stimulate and extend infant's engagement.</p> <p>Use a second language normally if parent or caregivers are bilingual or speak another language.</p>	<p>Talk about what you and others are doing or saying and describe the actions and results.</p> <p>Share stories, games, and picture books with the child that are fun to look at, talk about, or read together.</p> <p>Use child-directed speech (parentese) to stimulate and extend infant's attention span.</p> <p>Use a second language normally if parent or caregivers are bilingual or speak another language.</p>	<p>Talk about what you and others are doing or saying and describe the actions and results.</p> <p>Share stories, games, and picture books with the child that are fun to look at, talk about, or read together.</p> <p>Use a second language normally if parent or caregivers are bilingual or speak another language.</p>

Domain III: Language Development and Communication

Strand 1: Listening and Understanding

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child imitates sounds, signs, gestures, or words for a variety of purposes.</p>	<p>Imitate a range of facial expressions, for example, smiles, frowns, excitement, disgust, and fear.</p> <p>Make cooing sounds and other sounds of home languages. Imitate vowel sounds, such as “ah,” or “oh” or “oo.”</p> <p>Cry to express a variety of needs including, hunger and discomfort and a variety of emotions.</p>	<p>Repeat word-like sounds such as babbling</p> <p>Begin to imitate new words and two-word phrases used by caregivers.</p> <p>Uses a few words to label familiar people or objects.</p> <p>Copy new signs from caregiver to express needs or wants.</p> <p>Begin to wave, clap and point.</p>	<p>Imitate new words and/or repeats new words to gain needs or wants.</p> <p>Repeat simple rhymes or songs.</p> <p>Imitate movements in finger plays.</p> <p>Make animal sounds or car and truck sounds.</p>

Domain III: Language Development and Communication

Strand 1: Listening and Understanding

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Use words to describe the infant's feelings and facial expression such as, "You look sleepy."</p> <p>Talk frequently with the infant using eye contact and soft tones. Young infants will begin cooing then babble back. Engage in these two-way conversations.</p> <p>Speak slowly and articulate the names of objects you are using, for example, "Here is your ball!"</p>	<p>Provide simple one-step directions and use pointing or gestures to reinforce your meaning, for example, "Please put your shoes in the closet" while pointing from shoes to the closet.</p> <p>Label everything the child points to (shared visual gaze/joint attention), then describe what the child is interested in.</p> <p>Describe actions that are part of the daily routine, for example, dressing, changing, feeding, etc.</p>	<p>Acknowledge child's attempts to communicate with others by listening and using words.</p> <p>Talk to the child all day long, describing your actions and their actions as you engage in everyday activities.</p>

Domain III: Language Development and Communication

Strand 2: Communicating and Speaking

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child uses sounds, signs, gestures, or actions to communicate for a variety of purposes.</p>	<p>Crying is used to express a variety of needs including hunger and discomfort and a variety of emotions.</p> <p>Begin to make a range of sounds to solicit attention from caregiver, such as cooing and raspberry sounds.</p> <p>Use varying tones, pitch and volume to play with their voice and learn about their vocal apparatus, such as going from soft cooing to loud screeching.</p>	<p>Begin to use one-word phrases like “no,” “want,” “more.”</p> <p>Produce conversational tones, and behaviors, such as turn-taking, eye contact, and recognizable gestures.</p> <p>Express and use the names of objects, shapes, and colors, after only one exposure (fast mapping).</p> <p>Use a vocabulary of ten to twenty words or signs consistently.</p>	<p>Use two - and three - word sentences that contain only the most necessary of words to convey meaning. For example, “juice, please,” “want, more,” “no, me!”</p> <p>Shake head or use words to respond to “yes” or “no” questions.</p> <p>Point at objects when saying or signing their name.</p> <p>Use words or signs to tell what is happening.</p> <p>Use a vocabulary of 50 or more words or signs consistently.</p>

Domain III: Language Development and Communication

Strand 2: Communicating and Speaking

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Imitate sounds or gestures the child makes and allow time for the child to imitate you.</p> <p>Respond to infant's cooing and babbling and converse as if child understands everything you are saying.</p> <p>Talk about what infant is doing and acknowledge efforts to communicate.</p> <p>Imitate and repeat the child's motions, sounds, and attempts at words in a positive and encouraging manner.</p>	<p>Respond to child's use of simple sounds, words, or gestures to express needs.</p> <p>Introduce and model new sounds, gestures, or words for child to imitate.</p> <p>Use new, as well as familiar, words or signs with child and repeat them in different contexts.</p> <p>Allow sufficient time for infant to respond to questions or suggestions.</p>	<p>Ask questions and allow time for either a verbal or nonverbal response (wait at least 5 seconds).</p> <p>Respond to toddler's use of words to express needs or wants.</p> <p>Talk with child in a positive way about what they are hearing, seeing, feeling, smelling, and tasting.</p>

Domain III: Language Development and Communication

Strand 2: Communicating and Speaking

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child imitates sounds, signs, gestures, or words for a variety of purposes.	<p>Imitate a range of facial expressions, for example, smiles, frowns, excitement, disgust, and fear.</p> <p>Make cooing sounds and other sounds of home languages. Imitate vowel sounds, such as “ah,” or “oh” or “oo.”</p> <p>Cry to express a variety of needs including, hunger and discomfort and a variety of emotions.</p>	<p>Repeat word-like sounds such as babbling</p> <p>Begin to imitate new words and two-word phrases used by caregivers.</p> <p>Uses a few words to label familiar people or objects. Copy new signs from caregiver to express needs or wants.</p> <p>Begin to wave, clap and point.</p>	<p>Imitate new words and/or repeats new words to gain needs or wants.</p> <p>Repeat simple rhymes or songs.</p> <p>Imitate movements in finger plays.</p> <p>Make animal sounds or car and truck sounds.</p>

Domain III: Language Development and Communication

Strand 2: Communicating and Speaking

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Imitate sounds or gestures the child makes and allow time for the child to imitate you.</p> <p>Sing to child as you conduct familiar routines.</p> <p>Use sign language when naming simple objects; ball, milk, etc...</p>	<p>Introduce and model new sounds, gestures, or words for child to imitate.</p> <p>Introduce the child to baby sign language.</p> <p>Play clapping games.</p> <p>Encourage child to wave as family members come and go.</p>	<p>Model using two- or three-word phrases and new words that toddler can imitate.</p> <p>Sing nonsense songs that rhyme or have silly phrases that child can repeat.</p> <p>As a child points, describe what the child is requesting, gradually asking them to use the words instead of gestures.</p>

Domain III: Language Development and Communication

Strand 2: Communicating and Speaking

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows reciprocity in using language in simple conversations.	<p>Imitate facial expressions and sounds of caregiver.</p> <p>Take turns by making sounds in response to adult talking with infant.</p> <p>Smiles or vocalizes to initiate contact with familiar caregiver</p>	<p>Demonstrate back and forth conversation and behaviors, such as turn-taking, eye contact, and recognizable gestures.</p> <p>Respond with gestures or words when asked if older infant wants to eat or play.</p> <p>Initiate conversation using one or two word phrases to express needs or wants.</p>	<p>Show enjoyment in sharing conversation with caregiver.</p> <p>Begin to exhibit turn-taking in verbal and sign language exchanges.</p> <p>Initiate conversations, ask questions, and answer questions with two- or three-word responses.</p>

Domain III: Language Development and Communication

Strand 2: Communicating and Speaking

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Talk about what you are doing and wait for response during caregiver routines</p> <p>Respond to infant's cooing and babbling and converse as if child understands everything you are saying.</p> <p>Take turns signing simple words; dog, mom, dad, more, want, shoe, airplane, etc.</p>	<p>Encourage conversations while playing or looking at books by commenting, asking questions and responding to child's words and gestures.</p> <p>Engage in back-and-forth exchanges through simple songs, games such as peek-a-boo, and pat-a-cake.</p> <p>Begin to sign two-word utterances, such as "more milk, want more, thank you, all gone, etc."</p>	<p>Ask questions and allow time for either a verbal or nonverbal response (wait at least 5 seconds).</p> <p>Engage in conversations with toddler, allowing for back-and-forth exchanges between child and adult.</p> <p>Sign in two to three word utterances, such as "I am all done, I want to go, do you want to go?"</p>

Domain III: Language Development and Communication

Strand 3: Emergent Literacy

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows interest in songs, rhymes, and stories.	<p>Respond physically to music or songs, such as calming to a lullaby, kicking feet, or smiling to music.</p> <p>Listen and attend to repetitions of familiar songs or rhymes.</p> <p>Recognize and respond to enjoyable, familiar music or songs.</p>	<p>Make motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays.</p> <p>Join in on familiar songs with caregiver.</p> <p>Pay attention to simple picture books with a caregiver.</p>	<p>Know and sing along with several simple songs or rhymes.</p> <p>Follow along and interact with familiar stories.</p> <p>Bring favorite books for caregivers to read.</p>

Domain III: Language Development and Communication

Strand 3: Emergent Literacy

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Talk, sing, repeat rhymes.</p> <p>Do simple finger plays and tell stories with infant.</p> <p>Play musical instruments with infant, such as shake rattle, beat drums, etc.</p>	<p>Repeat favorite songs, stories, rhymes, and finger plays with older infant.</p> <p>Provide infants with a variety of instruments to play with the music.</p> <p>Dance and move to the rhythm as they sing to their favorite song.</p>	<p>Sing songs with motions and do simple finger plays that toddler can imitate.</p> <p>Respond to the sounds of rhyming words.</p> <p>Use of puppets with simple fingerplay.</p> <p>March to the rhythm of a favorite song.</p>

Domain III: Language Development and Communication

Strand 3: Emergent Literacy

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows interest in photos, pictures, and drawings.	Look at and attend to pictures of other children or faces.	Point to and/or name objects, animals, or people in photos, pictures, or drawings.	Describe and talk about favorite objects, animals, or people in photos, pictures, or drawings. Bring favorite picture books for caregivers to read.

Domain III: Language Development and Communication

Strand 3: Emergent Literacy

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Show child pictures of family members or photos of other infants and young children and describe their characteristics.</p> <p>Introduce infants to the pictures inside a board book.</p> <p>Tape a variety of photos to the floor and/or back of shelves at the infant level.</p>	<p>Talk about favorite pictures, drawings, or photos and name the people and things in the pictures.</p> <p>Make a photo or picture book for the infant with some favorite people, animals, and things.</p> <p>Point to objects or people within a book, such as, "Where is Spot?"</p>	<p>Ask child to describe favorite pictures, drawings, or photos. Help child "tell a story" about what they see.</p> <p>Ask child what the picture might be telling us or what the animal or person might be thinking or doing.</p> <p>Make a photo or picture book for the toddler with some favorite people, animals, and things.</p>

Domain III: Language Development and Communication

Strand 3: Emergent Literacy

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child develops interest in and involvement with books and other print materials.	Look at books, pat the pictures, or bring books to mouth.	<p>Turn pages of books, look at the pictures, and name or make the sounds associated with the picture, such as, “choo choo” for train or “bow wow” for dog.</p> <p>Make marks on a paper with a large crayon or marker.</p> <p>Notice road or store signs in the environment.</p>	<p>Talk about favorite objects, animals, or people in books, photos, pictures, or drawings.</p> <p>Bring favorite picture books for caregivers to read and ask for them to be read and re-read over and over again.</p> <p>Scribble on paper with large crayon or marker</p>

Domain III: Language Development and Communication

Strand 3: Emergent Literacy

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Read and re-read books over and over again.</p> <p>Provide cloth or cardboard picture books for infant to hold and look at.</p> <p>Provide texture books to touch and feel.</p>	<p>Read and re-read books over and over again.</p> <p>Hold child and read a variety of books over and over when child is interested.</p> <p>Make board books available for older infant to look at, turn pages, and talk about with you and others.</p> <p>Make a family photo album with a family member on each page. Read, describing the family member as you do so.</p> <p>Provide opportunities to explore and use writing materials, such as large crayons, markers, and paper.</p>	<p>Point out and “read” familiar store or road signs.</p> <p>Make available a variety of books that introduce children to concepts such as shape or color, and describe familiar actions or experiences.</p> <p>Make photo books of family photos and children in the group for each child.</p> <p>Provide opportunities to explore writing tools, such as large crayons or markers, with paper, and allow time for scribbling and drawing.</p>

Domain III: Language Development and Communication

The Alignment Matrix below references how the Arizona Early Learning Standards, Head Start Outcomes and Arizona's Kindergarten Standards parallel each other through development.

Strand1: Listening and Understanding

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
Listening and Understanding (LDC)	Attending and Understanding (IT-LC)	Receptive Language Understanding Receptive Language	Literature
a. Child shows interest in listening to sounds.	Child attends to, understands, and responds to communication and language from others.	Demonstrates understanding a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories.	With prompting and support, retell familiar stories, including key details. (RL)
b. Child listens with interest to language of others.	Child attends to, understands, and responds to communication and language from others.		
c. Child responds to verbal communication of others.	Child learns from communication and language experiences with others.	Demonstrates understanding and follows directions that involve one step, two steps, or multiple steps.	
d. Child responds to nonverbal communication of others.	Child uses non-verbal communication and language to engage others in interaction.		
e. Child begins to understand gestures, words, questions or routines.	Child uses non-verbal communication and language to engage others in interaction.	Actively engages in finger-plays, rhymes, chants and songs, poems, conversations, and stories.	

Domain III: Language Development and Communication

Strand 2: Communicating and Speaking

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
Communication and Speaking (LDC)	Language and Communication (IT--LC)	Expressive Language and Communication Skills	Speaking and Listening (SL)
a. Child uses sounds, signs, gestures or actions to communicate for a variety of purposes.	Child communicates needs and wants non-verbally and by using language.	a. Communicates needs, wants, ideas, and feelings through three to five-word sentences.	
b. Child imitates sounds, signs, gestures, or words for a variety of purposes.	Child uses non-verbal communication and language to engage others in interactions.		
c. Child shows reciprocity in using language in simple conversations.	Child attends to, understands, and responds to communication and language from others.	d. Initiates, sustains, and expands conversations with peers and adults using open-ended responses.	b. Continue a conversation through multiple exchanges. (L)

Domain III: Language Development and Communication

Strand 3: Emergent Literacy

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
Emergent Literacy (LDC)	Language and Communication (IT-LC)	Concepts of Print	Reading
a. Child shows interest in songs, rhymes, and stories.	Child recognizes pictures and some symbols signs and words.	b. Identifies rhyming words.	
b. Child shows interest in photos, pictures, and drawings.	Child comprehends meaning from pictures and stories.	b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	
c. Child develops interest in and involvement with books and other print materials.	Child handles books and relates them to their stories and information.	e. Seeks information in printed materials.	Demonstrate understanding of the organization and basic features of print. (RF)

ACCOMMODATIONS AND DIFFERENTIATION (UDL) FOR LANGUAGE DEVELOPMENT AND COMMUNICATION

Multiple Ways to Engage Learners

Engaging learners in language, ultimately in learning to read, starts with cultivating a love of story. Stories, whether spoken or in print, provide children with informal and formal opportunities for learning about the intricacies of language as a form of communication. Knowing why we read, why we engage in all the activities associated with literacy, is foundational to developing and refining skills. Capitalizing on children's strengths and interests furthers is an effective strategy for engaging young learners.

Multiple Ways to Represent Information to Learners

Knowing the components of literacy—phonological awareness, phonics, alphabet, comprehension and writing, these concepts could be shared through multiple means: different ways to display and share the information, as well as using auditory, visual, and tactile modalities.

Provide opportunities to practice and generalize these skills to everyday experiences.

Multiple Ways for Learners to Share that they Understand

Reducing barriers to how children share their language and literacy skills is a prime focus of UDL. Whether they use voice output devices, manipulatives, speaking rather than drawing/ writing, or alternate languages, provide options for self-expression.

SUGGESTED ADAPTATIONS FOR LANGUAGE DEVELOPMENT AND COMMUNICATION

Use signs and gestures such as baby sign language to help support children with language development differences.

Sing songs and rhythms to engage children intentionally.

Use picture cards and visual cues to provide additional support.

Slow the pace of speech to support children's understanding and ability to respond.

Eliminate background noises and other auditory distractions whenever possible to help the child engage in communication opportunities.

DOMAIN IV: COGNITIVE DEVELOPMENT



ITDG Cognitive Development Domain Definitions

Attributes are characteristics or qualities of objects such as color, position, roundness, shape, size, or number of corners (AzELS). A quality, character, or characteristic ascribed to someone or something (Merriam-Webster, 2018). Example: the attributes of clay are: earthy, moist, smooth, pliable, moldable, rollable, stone gray or rusty red, etc.

Cognitive Flexibility is the ability to adapt behaviors in response to changes in the environment (Cognitive Flexibility).

Concept Development is a child's emerging theories about the world. According to Gelman (1998), concepts help children organize information and construct knowledge about how and why things work. Concepts “also serve an important function for a range of cognitive tasks, including: identifying objects in the world, forming analogies, making inferences that extend knowledge beyond what is already known, [and] conveying core elements of a theory” (Gelman, 1998).

Imitation-is “the developing ability to mirror, repeat, and practice the actions of others either immediately or later” (California Foundations. P. 71)

Parentese is a type of speech where an adult talks to a child in an exaggerated and repetitive way. Caregivers can speak slowly, enunciate more deliberately and with greater emphasis, speak in a higher pitch, and elongate vowel sounds. (Center for Early Literacy) This is important because this is the tone, pitch, and speed that babies' brains can hear. (Stamm, 2007, 227-28)

Perceptual Information is intellectual curiosity about themselves and the world. (UK Essays, “Definition and the 5 Stages of Perception”)

Symbolic Play is “the developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.” (California Foundations, p.)

Spatial Awareness is an understanding of how things move through space. Spatial awareness “allows children to locate objects and navigate successfully in their environments”. (Stanford University, 2017, n.p.)

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To develop thinking skills and knowledge. To acquire and process new information through play, interactive language exposure, and experiences with others and the environment.

Young children are active scientists and mathematicians, using their increasingly complex cognitive abilities, inquisitiveness, and curiosity to understand what things are and how they work. The Cognitive Development domain includes the child’s developing ability to think and make connections. Young children enter the world ready to learn and begin to acquire and process new information through an appropriate, consistent relationship with an attentive caregiver.³² Children gain information and develop theories about their social and physical worlds using their sensory systems. Their memory and problem-solving abilities provide infants and toddlers with new learning and understanding.³³ These new understandings are expanded by the creation of brain circuitry that links new ideas to existing knowledge.³⁴ By providing a selection of age appropriate materials and planning of child-directed and adult-guided experiences that encourage discovery, exploration, and problem solving will support their cognitive development.³⁵ Infants and toddlers also show increasing ability to use imitation and symbolic play to represent what they are learning and understanding about the world around them. NAEYC states that “infants and toddlers use math concepts to make sense of their world. For example, infants like Maya signal when they want more food. More is one of the first math concepts understood by children. Babies tell us—often dramatically—that they know the difference between familiar and unfamiliar adults (sorting and classifying). Toddlers try to climb into boxes of various sizes (spatial relationships) and say words and phrases from familiar stories or songs that use repetition (patterns).”

Responsive caregivers must create language-rich, cognitively stimulating learning environments that promote a child’s concept development through vocabulary exposure. Research shows a strong relationship between consistent exposures with vocabulary and a child’s cognitive development.³⁶ Purposeful attention to the amount of language interactions in the environment is critical. It is the repetition of words along with meaningful experiences in the context of quality relationships that help children to deepen their conceptual understanding and make sense of the world.

The Cognitive Development Guideline is organized into the following Strands:

Strand 1: Exploration and Discovery

Strand 3: Reasoning and Problem Solving

Strand 2: Memory

Strand 4: Imitation and Symbolic Play

32. https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/D/dcd_infant_toddler_early_foundations.pdf

33. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Early%20Childhood%20FINAL%20FINAL%201-30-14%20%281%29%20%281%29.pdf>

34. <https://www.redleafpress.org/Boosting-Brain-Power-52-Ways-to-Use-What-Science-Tells-Us-P1655.aspx>

35. <https://www.virtuallabschool.org/infant-toddler/cognitive/lesson-4>

36. <https://voices.uchicago.edu/successfulpathways/grantees/successful-pathways-research-grantees/dana-suskind-thirty-million-words-new-born-public-health-initiative-271405/>

37. <https://developingchild.harvard.edu/science/key-concepts/serve-and-return/>

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Case Studies

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

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Strand 1: Exploration and Discovery

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child pays attention to people, objects, and sounds.	<p>Focus on caregiver’s voice or face, especially during feeding times.</p> <p>Attend to the use of parentese by the adults in the child’s environment.</p>	<p>Turn head and follow with eyes when a new person enters the room.</p> <p>Look and focus on new object when it creates an unfamiliar sound/movement.</p>	<p>Pick up leaves, rocks, and sticks during a walk outside.</p> <p>Respond to siren of fire engine.</p> <p>Approach people who seem interesting or new to toddler.</p>

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Strand 1: Exploration and Discovery

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Place interesting, stimulating toys near infant and allow infant to move and reach for toys.</p> <p>Point to and describe objects in the environment.</p> <p>Hum/sing a familiar lullaby to get their attention.</p>	<p>Read a book with child; point and label the pictures.</p> <p>Encourage back and forth engagement about pictures and objects. When possible, connect to child's personal experiences.</p> <p>Show enthusiasm when a child makes a discovery.</p>	<p>Talk about what toddler sees or hears and call attention to new and unusual actions or events.</p> <p>Provide opportunities for toddler to explore and experience nature while on walks or visits to a park.</p> <p>Provide enough interesting materials such as cars with ramps and large blocks for stacking with their peers.</p>

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Strand 1: Exploration and Discovery

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child uses senses to gain perceptual information and explore people, objects, and the environment.	<p>Put foot, hand, or toy in mouth to explore and taste.</p> <p>Grasp at caregiver’s clothing while feeding a bottle.</p>	<p>Touch and feel person’s hair or put their hands-on faces to feel skin.</p> <p>Examine small objects such as cheerios.</p>	<p>Notice differences in textures or feel of different objects like rocks, clothing, or toys.</p> <p>Splash in the water table, mud puddle or bathtub.</p>

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Strand 1: Exploration and Discovery

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide environments that allow infants time for exploration and focused observation without distractions and loud noises.</p> <p>Provide a variety of objects of different sizes, shapes, colors, and textures for infant to look at and explore.</p> <p>Attend to colors and lights or notices patterns and shapes</p>	<p>Offer toys and experiences where infants can explore cause and effect. "I push this button and the music plays."</p> <p>Comment positively and elaborate when infant learns a new action or skill to affect things.</p> <p>Touch and feel person's hair or puts their hands on faces to feel skin</p>	<p>Explore surroundings with toddler and look for things that stay the same and things that change. Ex: Ice melting, mixing colors.</p> <p>Make available open-ended materials for toddlers to actively explore and manipulate.</p> <p>Provide toys that challenge toddler's skills, such as push and pull toys, puzzles, and sorting or matching objects.</p>

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Strand 1: Exploration and Discovery

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child uses senses and caregiver feedback to understand the attributes of objects, such as, textures, colors, shapes, sounds, and patterns. or pictures	<p>Attend to/orient to twinkling lights and objects in motion.</p> <p>Show interest in high contrast patterns.</p>	<p>Explore how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under the table, nesting blocks or shape sorters.</p> <p>Look at, pat, or chew on favorite book. Recognize familiar objects in book.</p>	<p>Match colors or shapes when sorting toys and other objects.</p> <p>Figure out how to arrange pieces within a puzzle.</p>

Strand 1: Exploration and Discovery

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Present a variety of objects of different sizes, shapes, colors, and textures for infant to look at and explore.</p> <p>Point out and describe multiple examples of shape and color and features of objects.</p> <p>Allow infant to explore your face, eyes, nose, mouth, skin, and hair.</p>	<p>Provide materials that offer opportunities for learning about size, shape, and color, such as, stacking, and nesting toys.</p> <p>Put shapes in a shape box with openings, matching colors and/or shapes.</p> <p>Describe the attributes of materials, such as fuzzy, smooth, or rough.</p>	<p>Introduce sorting and classifying by using descriptive words when young toddlers sort and match objects or materials. "This block is blue, let's find more blue blocks."</p> <p>Talk about what toddler sees or hears and call attention to new and unusual actions or events.</p> <p>Push riding toy or sit and use feet to try to make it move.</p>

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Indicator d:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows interest and curiosity in new people and objects.	<p>Grasp an object and explore it by turning it over repeatedly.</p> <p>Respond to eye contact and facial expressions of people.</p> <p>Respond to seeing reflection in mirror.</p>	<p>Notices the leaves blowing in the wind, looks at caregiver and points at the leaves.</p> <p>Ask to play with the same toy over and over again to learn about its characteristics.</p>	<p>Observe the goldfish in the classroom aquarium and communicate their observation, e.g. "They're eating."</p> <p>Try new experiences or try to figure out how a new toy works.</p>

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Strand 1: Exploration and Discovery

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide a variety of environments (indoor and outdoor) for exploration and play, such as tummy time.</p> <p>Provide photos and books showing familiar and new faces.</p> <p>Shake rattle near infant and move around to see if infant will follow the sound of the rattle.</p>	<p>Comment positively when infant learns a new action or skill to affect things.</p> <p>Place hat on child who is looking in the mirror and state, "Now who's that in the mirror!"</p> <p>Provide materials that can be manipulated such as taken apart, opened, filled and dumped over and over again.</p>	<p>Talk about what toddler sees or hears and call attention to new and unusual actions or events.</p> <p>Respond and elaborate on toddlers' observations, e.g. "Yes, the monkey eats bananas. Remember yesterday when we had bananas for snack, what else do you think the monkey might like to eat?"</p> <p>Provide water in the sensory table daily to explore dump and fill, pouring into a water wheel or sink and float materials.</p>

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Indicator e:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child demonstrates early scientific skills by acting upon the environment and observes results and repeats action.	<p>Push or kick at an object to make it move.</p> <p>Cry to indicate a need, e.g., hunger, tired, diaper change.</p>	<p>Activate pop-up toy or manipulate a lift-a-flap book.</p> <p>Knock items off high chair repeatedly and look down to see what happened.</p>	<p>Push or sit on riding toy to make it move.</p> <p>Turn faucet to make water come out.</p>

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Strand 1: Exploration and Discovery

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Allow infants time to explore through looking, sucking, reaching, and touching.</p> <p>Offer toys and experiences where infants can explore cause and effect. Give a rattle that an infant can shake to make a noise.</p> <p>Switch out interesting toys on the floor mobile for infants to touch within reach.</p>	<p>Design a safe environment for older infants to move around in and explore by climbing, dumping, jumping, throwing and running.</p> <p>Provide materials that older infants can manipulate and use in different ways such as sensory smelling playdough in different shape/size containers.</p> <p>Allow time for the older infant to investigate how moving or cause-and-effect materials work. Talk about what the child is doing, i.e., "When you push the top, it spins fast!"</p>	<p>Set up a play environment that challenges toddler's skills and encourages curiosity. "I wonder what will happen if we add sand and water together?"</p> <p>Explore surroundings with toddler and look for things that stay the same and things that change.</p> <p>Help toddler understand the effects of actions on others, such as, using words to describe whether it hurts or feels good.</p>

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Strand 2: Memory

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows ability to process new information and connect it to past experiences.	<p>Pull blanket off caregiver’s head while playing peek-a-boo.</p> <p>Can predict what is going to happen next. “When I cry, my caregiver picks me up to comfort me.”</p>	<p>Look for missing toy when asked, “Where is the ball?”</p> <p>Search for objects in their usual location, e.g., find a favorite book on the bookshelf.</p> <p>Participate in a familiar activity, for example, putting hands under running water and rubbing when washing hands.</p>	<p>Runs to the door when asked “Do you want to go outside?”</p> <p>Recognize a familiar person, waves and smiles or says, “Hi.”</p> <p>Child begins to sway to familiar music being played.</p>

Strand 2: Memory

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Greet infant by name, talk about, and name other people or objects that are present.</p> <p>Engage in face-to-face play with infants, e.g., smiling, cooing, talking, singing, playing peek-a-boo.</p>	<p>Comment when older infant notices something new, such as eyeglasses, a hat, or a necklace on you or someone else.</p> <p>Provide repetition in songs, books, chants, fingerplays and rituals.</p> <p>Modify activities so they are a little different.</p> <p>Change the type of blocks the child uses or add a new prop in the dramatic play area.</p>	<p>Talk with toddlers about where different activities happen and what we do there.</p> <p>Describe and elaborate on the child's prior experiences with eyeglasses, a hat, or a necklace.</p> <p>Add additional materials to a familiar activity, such as add more blocks to extend the tower or a puzzle with more pieces.</p>

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Strand 2: Memory

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child recognizes differences between familiar and unfamiliar people, objects, actions, or places.	<p>Cries or turns away when held by an unfamiliar adult.</p> <p>Turn head when familiar caregiver's voice is heard.</p>	<p>Turn head or crawl towards a parent or other familiar adult who leaves the room.</p> <p>Demonstrate excitement for familiar surroundings and hesitation for new ones.</p>	<p>Bring familiar people their shoes, coat, purse, or some other personal object.</p> <p>Notices new items in the room.</p> <p>Show preference for specific objects, actions or people., e.g., ask for the same cereal every day; hesitate to experiment with an unfamiliar vegetable, only drinks milk out of blue cup.</p>

Strand 2: Memory

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Greet infant by name, talk about, and name other people or objects that are present.</p> <p>Call attention to familiar and new people, places, and things that you see.</p> <p>Play hiding games with infant by partially hiding a toy under a blanket or cloth.</p>	<p>Talk about familiar caregivers when they are not present.</p> <p>Discuss the observable similarities and differences of objects and experiences.</p> <p>Allow time for child to approach and try new toys or experiences. Repeat them often to allow child to become familiar.</p>	<p>Play memory games with toddlers, e.g., ask toddlers to match like objects based on similarities and differences.</p> <p>Offer games, such as finding missing or hidden things or people, and vary the hiding place and length of time before looking for the object.</p> <p>Provide a convenient place, such as a box or a shelf, for toddler to keep and find things</p>

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Strand 2: Memory

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child recognizes the stability of people and objects in the environment. (Object Permanence)	<p>Smile in recognition of a familiar caregiver.</p> <p>Anticipate familiar actions or routines, such as getting picked up or being fed.</p>	<p>Show excitement when a familiar person enters the room.</p> <p>Wait and watch at a door or window for the return of a family member.</p> <p>Go directly to a toy shelf to get the toy from yesterday's play.</p>	<p>Search for missing or hidden objects.</p> <p>Squeal in excitement as car pulls into grandma's driveway.</p> <p>Recognize and respond to family members photos displayed in the environment.</p> <p>Ask to play with a toy that may not be on display.</p>

Strand 2: Memory

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest.</p> <p>Play hide and seek or peek-a-boo. Show excitement when the child recognizes caregiver.</p> <p>Talk about and name new people and places in the infant's social world</p>	<p>Comment when infant notices something new, such as eyeglasses, a hat, or a necklace on you or someone else.</p> <p>Play hiding games with child by placing a toy or small object under a scarf or blanket and asking, "Where did it go?" or "Where is it?" while gesturing with your hands.</p> <p>Acknowledge and support child who may be sad or notice when family member departs.</p>	<p>Provide a convenient place, such as a box or a shelf, for toddler to keep and find things.</p> <p>Maintain a consistent routine, e.g., daily schedule for playtime, snack time, nap time and continuity of caregiving.</p> <p>Talk about children who might be absent.</p>

Domain IV: Cognitive Development

Strand 3: Reasoning and Problem Solving

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child experiments with different uses for objects.	<p>Hit, shake, or kick toy to make and/or reproduce sounds.</p> <p>Move body up and down to get caregiver to continue the bouncing on caregiver’s knee.</p> <p>Drop toy repeatedly and wait for someone to pick it up.</p>	<p>Try many different ways, such as, poking with fingers, shaking, or dumping to get something out of a bottle.</p> <p>Use a spoon and a pan to make noise.</p> <p>Try many different ways, such as, poking with fingers, shaking, or dumping to get something out of a bottle.</p>	<p>Move a chair close to the counter to reach a toy.</p> <p>Combine materials together to solve problems, such as, using a stick to reach a ball under a chair.</p> <p>Use a towel as a cape.</p>

Domain IV: Cognitive Development

Strand 3: Reasoning and Problem Solving

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Encourage children to touch, bang, shake, and roll objects to help children understand how objects work.</p> <p>Allow infant time to explore and examine objects and new things.</p> <p>Watch, but don't interrupt, when infant is busy exploring toys or other objects.</p> <p>Occasionally place objects far enough away so infant has to move to get them.</p> <p>Patiently pick up objects that are repeatedly dropped by infants or redirect them to a new activity.</p>	<p>Allow infant freedom to move and explore how things work and what infant can do with things.</p> <p>Provide a variety of interesting action toys that come apart, move, and can be used in many ways.</p> <p>Allow older infant time to play with and explore every day, household objects such as pots and pans and large wooden spoons to bang and fill with smaller objects.</p>	<p>Set up the environment to allow new and more complex ways of playing with toys and combining and using materials such as an obstacle course to crawl under the table, around a chair, and over pillows.</p> <p>Offer toddler a choice of different activities, times, and ways of doing things. E.g. child can make pictures with crayons, markers or paint or use different blocks or objects to make a house.</p> <p>Provide a variety of paint colors for toddlers to mix and experiment with on easel.</p>

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Strand 3: Reasoning and Problem Solving

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child demonstrates an emerging awareness of quantity, spatial awareness, and classification. (Mathematical Thinking)</p>	<p>Distinguish between caregiver’s voice and other voices.</p> <p>Roll over to get a toy on the other side or just out of reach.</p> <p>Try to crawl between spaces that are too small, such as into a basket, and/or between cribs.</p>	<p>Use a few basic words to refer to change in the amount of objects such as asking for “More” or saying “All done” when plate is empty.</p> <p>Dump and fill materials into a variety of containers.</p> <p>Indicate a preference for the red cup when offered a variety of cups.</p>	<p>Use language to refer to quantity, such as, “I have more apple slices”.</p> <p>Try to pick up the watering can full of water and say, “it’s too heavy.”</p> <p>Turn puzzle pieces in many different ways to complete a puzzle.</p>

Domain IV: Cognitive Development

Strand 3: Reasoning and Problem Solving

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Occasionally place objects far enough away so infant has to move to get them.</p> <p>Give infant time to explore and examine objects and new things.</p> <p>Watch, but don't interrupt, when infant is busy exploring toys or other objects.</p> <p>Offer support and suggestions for problem solving, but do not intervene too quickly.</p>	<p>Encourage older infant to move and explore how things work and what infant can do with things.</p> <p>Provide a variety of interesting materials that come apart, move, and can be used in many ways.</p> <p>Allow infant time to play with and explore everyday household objects.</p> <p>Show excitement when child discovers new uses for familiar things, such as putting blocks in a box or pot.</p>	<p>Set up the environment to allow new and more complex ways of playing and combining materials. Add puzzles with different numbers of pieces or add new objects such as small block-toys (cars and people) to the block area.</p> <p>Provide multiple opportunities for toddlers to choose different activities and ways of doing things. Give choices, "would you like to play with the blocks or read a book?" "What can we use to make a tree?"</p> <p>Invite toddlers to show their creativity and imagination by solving problems in their own ways. Help child think about how to take turns to share a toy or how to reach an object on a high shelf.</p> <p>Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before.</p> <p>Show delight in the accomplishments, new skills, and abilities that toddler has developed.</p>

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Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child shows purpose, cognitive flexibility, and inventiveness in solving problems.	<p>Roll over to get a toy on the other side, just out of reach.</p> <p>Attempt to get whole hand, then fingers and thumb in mouth.</p> <p>Smile and make noises to get noticed by caregiver.</p>	<p>Use a string to pull a toy closer to play with it.</p> <p>Pushes a chair to climb onto a shelf in order to reach a desired object.</p> <p>Try many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle. Think about how to hold something when hands are already full.</p>	<p>Turn puzzle pieces in many different ways to fit it into a puzzle.</p> <p>Ask caregiver for help with the lid on a jar of paint.</p> <p>Uses a block as a phone.</p>

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Strand 3: Reasoning and Problem Solving

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Comment positively on infant's attempts and successes in solving problems.</p> <p>Respond to infant's smiles and non-verbal cues.</p> <p>Watch, but don't interrupt, when infant is busy exploring toys or other objects.</p>	<p>Offer suggestions and support when an infant encounters a problem, but do not intervene too quickly.</p> <p>Notice and comment positively when infant solves a new problem or applies knowledge to new situations.</p> <p>Show excitement when infant discovers new uses for familiar things, such as putting blocks in a box or pot</p>	<p>Ask toddlers questions, express wonder about problems, and respond to questions with enthusiasm, for example, "I wonder how that happened?".⁴⁴</p> <p>Encourage toddlers to show their creativity and imagination by solving problems in different ways.</p> <p>Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before. "I wonder how we can fix that ripped page."</p>

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Indicator d:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child makes connections and transfers knowledge to new situations.	<p>Respond to a familiar bedtime routine when away from home.</p> <p>React excitedly to seeing a bottle in anticipation of mealtime.</p>	<p>Try to hold onto two objects with one hand while reaching for a third toy even if not successful.</p> <p>Hit table, chair, the floor with spoon after banging on a pan to experiment with sounds.</p>	<p>Follow the same daily routine by running to get a bedtime story after bath time.</p> <p>Combine materials together to solve problems, such as using a stick to reach a ball under a chair.</p>

Strand 3: Reasoning and Problem Solving

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide opportunities for infant to practice routines in a variety of contexts.</p> <p>Say, "I see you're hungry and ready to eat!"</p> <p>Show infant the diaper and say, "It's time to get changed."</p>	<p>Allow child ample time to play with a variety of materials over time.</p> <p>Show excitement when child discovers new uses for familiar things, such as putting blocks in a box or pot.</p> <p>Ask, "So what do you think we're going to eat today? Let's peek in the refrigerator."</p>	<p>Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before, e.g. "It looks like you are trying to solve a problem. What could you do this time that you did before?"</p> <p>Exclaim, "I see you're hungry. Let's peek in the refrigerator to see what you can eat. Oh! It's orange. Could it be apricots, peaches, or carrots? Let's look and see what it is."</p> <p>Point and walk over to the daily schedule with their photos on it and say, "Look, let's get ready to go outside soon."</p>

Domain IV: Cognitive Development

Strand 4: Imitation and Symbolic Play

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child observes and imitates sounds, gestures, or behaviors.	<p>Imitate faces and sounds that familiar caregiver makes.</p> <p>Coo, squeal or laugh when familiar caregiver talks and plays games with infant.</p>	<p>Imitate adults by using a cloth to wipe the table after eating.</p> <p>Hold book and flip through pages to “read”.</p>	<p>Imitate adults’ actions, such as, putting a key in a keyhole, ringing a doorbell, or closing a door.</p> <p>Put on parent’s shirt and say, “I go to work”.</p>

Strand 4: Imitation and Symbolic Play

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Imitate infant’s facial expressions or noises and watch to see how infant responds.</p> <p>Play with familiar toys, such as, shaking a rattle or patting a soft toy, and allow time for infant to imitate your actions.</p> <p>Play “peek-a-boo” with infant by using your hands to cover and uncover face while saying, “peek-a-boo!”</p> <p>Occasionally imitate infant’s gestures, actions, or behavior to see if infant imitates you and then repeat or modify the gesture, action, or behavior.</p>	<p>Play games and do finger plays in which infant can imitate gestures or motion, such as, “Where is your nose?” or “Where are your eyes?”.</p> <p>Notice and comment positively on older infants’ pretend play, for example, saying, “I see you are feeding the baby, I bet she is hungry”.</p> <p>Practice serve and return communication patterns often to encourage expressive language.⁴⁵</p>	<p>Provide opportunities for pretend play with simple props for make believe, such as, dolls, stuffed animals, dishes, blocks, toy phones, and objects from home.</p> <p>Suggest new uses for toys, e.g., a toy kitchen can become a pretend restaurant.</p> <p>Try acting out different pretend roles during play, such as encouraging toddler to cook make-believe food for you and everyone pretends to eat it.</p>

Domain IV: Cognitive Development

Strand 4: Imitation and Symbolic Play

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child uses objects to represent something else.	Emerging	Pretend to comb or brush their own hair using their hand or fingers or a block. Use a recycled piece of paper as a blanket for stuffed animals.	Put block up to ear to “call” grandma. Use any round object for a ball and throw it across the room.

Strand 4: Imitation and Symbolic Play

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Offer open-ended materials for children to explore and discover.</p> <p>While doing finger plays use rattles with young infants that have large movements so they may watch/follow.</p> <p>Play peek-a-boo and hide your face with a scarf.</p>	<p>Provide real and/or toy objects, such as, a cup, spoon, or telephone for pretend play.</p> <p>Ask open-ended questions about materials, for example, "What do you think we could use this box for?".</p> <p>Use small blankets to pretend as wings or a cape.</p>	<p>Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as, using a stick for a fishing pole or a book for a pillow.</p> <p>Use nonstandard objects for measurement, for example, help children to stack blocks as tall as the child.</p> <p>Provide a large box or basket for toddler to climb into and pretend it is a house, car, and/or etc.</p>

Domain IV: Cognitive Development

Strand 4: Imitation and Symbolic Play

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child expresses creativity and imagination through pretend play to increase understanding of culture, environment, experiences and to cultivate relationships.	Emerging	<p>Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished.</p> <p>Grab an object, pretend it is a credit card, and “go shopping”.</p>	<p>“Bake” pies using sand and water outside.</p> <p>Line up a row of chairs and communicate, “The bus is leaving!”</p>

Domain IV: Cognitive Development

Strand 4: Imitation and Symbolic Play

Examples of Caregiver Strategies

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Narrate or read books about a topic related to children’s culture, environment, and experiences. Also, in infant’s native language if possible.</p> <p>Sing songs or do fingerplays.</p> <p>Post photos of child’s family, culture on walls, behind shelves or floor at the infant’s level.</p>	<p>Provide opportunities for infant to express creativity, such as walking, moving arms or legs, or dancing to music.</p> <p>Develop and make available a collection of culturally diverse dress-up clothes for children to experiment with and explore in a variety of roles.</p> <p>Post photos of child’s family, culture on walls, behind shelves or floor at the infant’s level.</p>	<p>Act out different pretend roles during play, such as, encouraging toddlers to “prepare” food for you and everyone pretending to eat it.</p> <p>Provide opportunities for pretend play with simple props for make believe, such as, dolls, stuffed animals, dishes, and blocks.</p> <p>Model sounds that animals or cars make and observe the ways that toddler uses these sounds and toys in pretend play.</p>

Domain IV: Cognitive Development

The Alignment Matrix below references how the Arizona Early Learning Standards, Head Start Outcomes and Arizona's Kindergarten Standards parallel each other through development.

Strand 1: Exploration and Discovery

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child pays attention to people, objects, and sounds.	<p>Child actively explores people and objects to understand self, objects, and others.</p> <p>Child attends to, understands, and responds to communication and language from others.</p> <p>Child maintains focus and sustains attention with support.</p> <p>Child develops the ability to show persistence in actions and behaviors.</p>	Displays ability to pay attention when engaged in an activity.	Observe, ask questions, and make predictions.
b. Child uses senses to gain perceptual information and explore people, objects, and the environment.		Shows interest in learning new things and trying new experiences.	

Domain IV: Cognitive Development

Strand 1: Exploration and Discovery

Alignment Cont.

<p>c. Child uses senses and caregiver feedback to understand the attributes of objects such as textures, colors, shapes, sounds, and patterns.</p>	<p>Child uses spatial awareness to understand objects and their movement in space.</p> <p>Child uses matching and sorting of objects or people to understand similar and different characteristics.</p>	<p>Identifies attributes of objects, living things, and natural events in the environment.</p> <p>Begins to describe the similarities, differences, and relationships between objects, living things, and natural events.</p>	<p>Classify objects and materials by their observable properties.</p> <p>K.G.A: Identify and describe shapes.</p>
<p>d. Child shows interest and curiosity in new people and objects.</p>	<p>Child actively explores people and objects to understand self, objects, and others.</p> <p>Child uses understanding of causal relationships to act on social and physical environments.</p> <p>Child shows interest in and curiosity about objects, materials, and events.</p>	<p>Shows interest in learning new things and trying new experiences.</p>	<p>Understand the relationships among various organisms and their environment.</p>
<p>e. Child demonstrates early scientific skills by acting upon the environment and observes results and repeats action.</p>		<p>Describes changes in objects, living things, and natural events in the environment.</p>	<p>Understand spatial relationships and the way objects move.</p> <p>Investigate different forms of energy.</p>

Domain IV: Cognitive Development

Strand 2: Memory

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child shows ability to process new information and connect it to past experiences.	Child uses memory as a foundation for more complex actions and thoughts.	Connects prior experiences with new learning.	Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
b. Child recognizes differences between familiar and unfamiliar people, objects, actions, or places.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	Begins to describe the similarities, differences, and relationships between objects, living things, and natural events.	Classify objects and materials by their observable properties. Presentation of Knowledge and Ideas: Describe Familiar People, Places, Things, and Events and, with prompting and support, provide additional detail.
c. Child recognizes the stability of people and objects in the environment.	Child recognizes the stability of people and objects in the environment.	Gathers and analyzes information to reach a conclusion.	Observe, ask questions, and make predictions.

Domain IV: Cognitive Development

Strand 3: Reasoning and Problem Solving

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child experiments with different uses for objects.	<p>Child actively explores people and objects to understand self, objects, and others.</p> <p>Child demonstrates emerging initiative in interactions, experiences, and explorations.</p>	<p>Uses imagination to generate innovative ideas.</p> <p>Displays curiosity and acknowledges others' perspectives.</p> <p>Engages in inventive social play.</p>	<p>Describe and compare measurable attributes.</p> <p>Classify objects and count the number of objects in each category.</p>
b. Child demonstrates emergent mathematical thinking including an understanding of quantity, spatial awareness, and classification.	<p>Child develops sense of number and quantity.</p> <p>Child uses spatial awareness to understand objects and their movement in space.</p> <p>Child uses matching and sorting of objects or people to understand similar and different characteristics.</p>	<p>Shows interest in and awareness of counting.</p> <p>Compares two sets of objects using terms such as greater than, less than, or equal to.</p> <p>Describes changes in a set of objects when they are separated into parts.</p>	<p>Understand spatial relationships and the way objects move.</p> <p>Move in a variety of spatial relationships and formations with other dancers sharing and maintaining personal and general space.</p> <p>Classify objects and count the number of objects in each category.</p>
c. Child shows purpose, cognitive flexibility, and inventiveness in solving problems.	<p>Child uses the ability to be flexible in actions and behavior.</p>	<p>Finds out what is wanted or needed.</p> <p>Defines the problem.</p>	<p>Recognize that classmates have varied backgrounds but may share principles, goals, customs.</p>
d. Child uses reasoning and plans ahead to achieve a specific goal.	<p>Child uses a variety of strategies in solving problems.</p> <p>Child uses reasoning and planning ahead to solve problems.</p>	<p>Brainstorms and chooses a solution to try.</p> <p>Checks in to see if the solution worked.</p>	<p>Why there are rules and the consequences for violating them.</p>
e. Child makes connections and transfers knowledge to new situations.	<p>Child uses a variety of strategies in solving problems.</p> <p>Child uses creativity to increase understanding and learning.</p>	<p>Connects prior experiences with new learning.</p>	<p>Organize and analyze data; compare to predictions.</p>

Strand 4: Imitation and Symbolic Play

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child observes and imitates sounds, gestures, or behaviors.	Child observes and imitates sounds, words, gestures, actions, and behaviors.	<p>Associates emotions with words, facial expressions, and body language.</p> <p>Uses culturally relevant responses such as eye contact, turn-taking, and intonation while having conversations with adults and peers.</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes): Identify and produce sounds (phonemes) in a spoken word.</p> <p>Observe, ask questions, and make predictions.</p>
b. Child uses objects to represent something else.	Child uses objects or symbols to represent something else.	<p>Uses imagination to generate innovative ideas.</p> <p>Engages in inventive social play.</p>	<p>With prompting and support, interact with nonrepresentational materials such as puppets and costume pieces for a guided theatrical experience (e.g., creative drama, process drama, story drama).</p> <p>Use imagination to transform objects.</p>
c. Child expresses creativity and imagination through pretend play to increase understanding of culture, environment, and experiences.	<p>Child uses creativity to increase understanding and learning.</p> <p>Child shows imagination in play and interactions with others.</p> <p>Child uses pretend play to increase understanding of culture, environment, and experiences.</p>	<p>Uses imagination to generate innovative ideas.</p> <p>Engages in inventive social play.</p>	<p>With prompting and support, transition between imagination and reality to invent and inhabit an imaginary “elsewhere” in a theatrical piece (e.g., creative drama, process drama, story drama).</p> <p>Use imagination to transform objects.</p>

Domain IV: Cognitive Development

ACCOMMODATIONS AND DIFFERENTIATION (UDL) FOR COGNITIVE DEVELOPMENT

Multiple Ways to Engage Learners

Cognitive skills/approaches to learning are very individual and interests impact the intensity of attending, engaging, curiosity, etc. Children's motivation, memory, flexibility and inventiveness increases with topics and concepts that are of most interest to the child.

Multiple Ways to Represent Information to Learners

To engage children's thinking skills, tap into background knowledge, use multi-media and provide alternatives to auditory or visual information. The use of illustrations, patterns and big ideas supports the development of new skills.

Multiple Ways for Learners to Share that they Understand

For children to demonstrate their knowledge around cognitive skills, providing options is important. Physical action for expression used in place of words and tools, assistive technology and scaffolding to practice and perform skills, all assist children with differing levels of need to participate and learn.

SUGGESTED ADAPTATIONS FOR COGNITIVE DEVELOPMENT

Slow the pace of your speech and provide one step directions.

Use pictures of what you want the child to do in addition to providing verbal direction.

Reduce the noise level and amount of distractions in the room.

Reduce group sizes.

Shorten, lengthen, or compartmentalize an activity.

DOMAIN V: PHYSICAL AND MOTOR DEVELOPMENT



ITDG Physical and Motor Development Definitions

Coordination the ability to coordinate in an effective way.

Cruise is holding onto something for assistance for balance when walking.

Developmentally Appropriate is age appropriate materials, activities, and etc...

Fine Motor Development is physical development which generally refers to the small movements of the hands, wrists, fingers, feet, toes, lips, and tongue.

Gross Motor Development is physical development which requires whole body movement and involves the large muscles of the body to perform everyday functions.

Moro Reflex is a type of involuntary (without trying) response to stimulation. It normally goes away after three or four months.

Optimal distance refers to the distance at which babies can see best. Newborns generally have poor eyesight and little ability to focus beyond six or ten inches away.

Palmar grasp is a type of reflex seen when an object is placed in the infant's hand and strokes their palm. The child's fingers will close reflexively and grasp the object.

Perceptual Motor Development indicates how well a child can physically respond to changes or stimuli in the environment around them.

Pincer grasp is a grasp pattern where a small object is held between the thumb and index or middle finger.

Plantar grasp is a type of reflex seen by the flexing of the toes when the sole of the foot is stroked gently.

Rooting is a type of reflex seen when stroking the cheek that will result in a newborn opening their mouth and turning their head toward the side that was stroked in search of the breast or bottle to begin feeding.

Tonic neck reflex is a type of reflex seen when you turn the head of a newborn and it elicits the extension of the limbs on the side to which the head is turned.

Tummy time is a phrase for placing an infant on their stomach only while awake and supervised. It can help an infant develop strong neck and shoulder muscles.

Visual Cliff is a test given to infants to see if they have developed depth perception.

Walking/Stepping is a type of reflex seen when holding an infant upright with their feet on a flat surface. They will lift one foot and then another. This is preparing them for taking real steps several months down the road.

Domain V: Physical and Motor Development

Children in our care deserve environments that are safe and encourage healthy living.

It is important to recognize that children’s physical development and their health and safety have as important a place in the curriculum as other areas of development. Children develop skills necessary for future social and academic success as they explore, combine, and refine their physical movements. Thoughtfully planned movement experiences with vigorous outdoor and indoor activities should be part of the daily schedule. Therefore, it is important to model healthy living practices and teach children the importance of safe behavior, good hygiene, a healthy diet, and the need for physical activity and rest.

The Physical Development and Health Guideline is organized into the following Strands:

Strand 1: Gross Motor Development

Strand 2: Fine Motor Development

Strand 3: Perceptual Development

Strand 4: Health, Safety, and Nutrition

Domain V: Physical and Motor Development

Case Studies

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

Domain V: Physical and Motor Development

Strand 1: Gross Motor Development

Indicator a:	Young Infant ³⁸ (Birth-8 months)	Older Infant (6-18 months)	Toddler ³⁹ (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child demonstrates, with increasing coordination, use of large muscles for movement, position, and to explore the environment.	<p>Turn head in response to environment (sights and sounds).</p> <p>Move head from side to side when lying on back.</p> <p>Hold head up with increasing control during brief periods of tummy time.⁴⁰</p> <p>Roll to both sides.</p> <p>Begins to creep; may scoot backwards</p>	<p>Crawl on hands and knees.</p> <p>Pulls up, sits down, and squats to get something off of the floor.</p> <p>Cruise (holding onto something for assistance for balance when walking).</p> <p>Reach for toys or objects that are beyond their immediate space.</p> <p>Moves arms and legs in coordination to climb</p> <p>Walk up steps with help</p>	<p>Coordinate use arms and legs to assist with kicking.</p> <p>Climb stairs without adult help.</p> <p>Use riding toys</p> <p>Attempt to throw and catch a ball</p>

38. *Learn Everyday Vol.1 The Program for Infants. Willis, Crosby, and Harmon*

39. *Learn Everyday Vol.2. The Program for Toddlers and Twos. Willis, Crosby, and Harmon.*

40. <https://www.azdhs.gov/licensing/childcare-facilities/index.php#providers-tummy-time>

Domain V: Physical and Motor Development

Strand 1: Gross Motor Development

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Always place infant on back for safe sleeping.⁴¹</p> <p>During supervised play, sometimes place infant on back and other times on stomach to provide broader views and encourage use of legs, arms, and hands.</p> <p>Give infant supervised tummy time.</p> <p>Exercise infant's arms and legs, gently moving them out and in and up and down.</p>	<p>Stabilize furniture and put away valuables.</p> <p>Provide safe, interesting places for infant to move around and explore.</p> <p>Maintain close supervision as infant learns to move and explore environment, especially in places such as stairways and doorways.</p> <p>Roll a ball back and forth.</p> <p>Provide safe areas for climbing practice</p>	<p>Play music so that the child can dance and sing to the music.</p> <p>Provide the child the opportunity to sing songs that require movement.</p> <p>Encourage the young toddler to practice crawling and pulling up. Should this go in the second column?</p> <p>Provide space and opportunities, both inside and outside, for the toddler to walk, run, jump, and climb.</p> <p>Provide toddler with supervised opportunities for visits to playgrounds and parks to exercise and play on various types of equipment.</p> <p>Put out balls or objects that children can throw or roll.</p> <p>Provide biding toys and bikes for children to use.</p> <p>Exercise to music, doing simple sit-ups, jumps and arm/leg exercises.</p>

41. <https://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/Sleep-Position-Why-Back-is-Best.aspx>

Domain V: Physical and Motor Development

Strand 1: Gross Motor Development

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child demonstrates use of large muscles for movement, position, and to explore the environment with increasing balance, and control.	<p>Reflexes⁴² such as:</p> <ul style="list-style-type: none"> • Moro • Walking/Stepping • Rooting • Tonic neck reflex • Palmar grasp • Plantar grasp <p>Hold head up with increasing control during brief periods of tummy time.⁴³</p>	<p>Sit without support</p> <p>Sit and hold object with two hands</p> <p>Walk more smoothly and with increased independence</p>	<p>Stand on tiptoes</p> <p>Jump with two feet</p> <p>Squat and stoop, to pick and carry objects.</p> <p>Walk with purpose.</p> <p>Run</p>

42. <https://www.healthychildren.org/English/ages-stages/baby/Pages/Newborn-Reflexes.aspx>

43. <https://www.azdhs.gov/licensing/childcare-facilities/index.php#providers-tummy-time>

Domain V: Physical and Motor Development

Strand 1: Gross Motor Development

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Always place infant on back for sleeping safely.⁴⁴</p> <p>Under adult supervision, put infant in positions where turning or raising head and rolling from side to back or side to stomach is possible.</p>	<p>Safe open spaces for the infant to explore.</p> <p>Stabilizing furniture and putting away valuables.</p> <p>Provide safe, interesting places for infant to move around and explore</p> <p>Provide close supervision as infant learns to move and explore environment, especially places, such as stairways and doorways</p> <p>Play music and encourage infant to sway or move body to the sound.</p>	<p>Playing music so that the child can dance and sing to the music.</p> <p>Provide children the opportunity to sing songs that require movement.</p> <p>Encourage the young toddler to practice crawling and pulling up.</p> <p>Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb</p> <p>Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment.</p>

44. <https://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/Sleep-Position-Why-Back-is-Best.aspx>

Domain V: Physical and Motor Development

Strand 2: Fine Motor Development

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
<p>Child demonstrates use of small muscles using either hands or feet to make contact with objects or people. Moves hands, feet, fingers, and toes with increasing control and coordination.</p>	<p>Grasp a finger or small toy placed in their hand.</p> <p>Move and kick feet when noticing their brightly colored socks.</p> <p>Explore with hands to pat surfaces and shake toys.</p> <p>Uses hands and eyes in coordination to use a pincer grasp</p>	<p>Release small objects from hands.</p> <p>Hold two blocks, one in each hand, and hit them together or on surfaces to make noise.</p> <p>Throw toys and other objects while sitting or standing.</p> <p>Push or pull toys.</p> <p>Attempt to turn pages of a board book.</p> <p>Use a crayon to make marks on paper.</p>	<p>Stack blocks using both hands.</p> <p>Push and pat puzzle pieces.</p> <p>Roll a ball back and forth.</p> <p>Roll, squeeze, twist, and poke playdough.</p> <p>Make simple snips with scissors, with supervision</p> <p>Use spoon and fork to eat</p> <p>Attempt to make hand movements during finger plays and action songs.</p>

Domain V: Physical and Motor Development

Strand 2: Fine Motor Development

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Allow infant to grasp caregiver's finger while playing.</p> <p>Show infant brightly colored toys to reach toward.</p> <p>Allow infant to explore their hands and their fingers with their mouth.</p>	<p>Do fingerplays with children, such as, The Itsy-Bitsy Spider and Twinkle, Twinkle Little Star.</p> <p>Provide toys that encourage movement and action with legs, feet, arms, or hands, such as toys with wheels for infant to push and pull.</p> <p>Give infant a spoon to use at meal time. Provide finger foods such as cheese cubes or crackers that infant can independently.</p>	<p>Allow toddler to explore drawing and using writing materials by providing large size crayons, markers, and paper.</p> <p>Allow extra time for meals so that toddler can feed self.</p> <p>Encourage toddler to gently turn the pages of a book when you read together.</p> <p>Provide simple puzzles, large stringing beads, large peg boards and small blocks for toddler to use.</p>

Domain V: Physical and Motor Development

Strand 2: Fine Motor Development

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child coordinates eye and hand movements to perform different actions.	<p>Bring hand, foot, or object to mouth.</p> <p>Bat, strike, or kick at toy or mobile hanging over crib.</p> <p>Reach for objects placed in front of them.</p>	<p>Clap.</p> <p>Transfer a block or other toy from hand to hand and stack 2-3 large blocks in a tower.</p> <p>Point to objects or people.</p> <p>Use pincer grasp with thumb and index (or middle) finger together to pick up small objects or food.</p> <p>Push buttons repetitively.</p>	<p>Jab or make lines, circles, or scribbles with a crayon on paper.</p> <p>Attempt to dress self</p> <p>String large beads.</p> <p>Turn pages in books.</p>

Domain V: Physical and Motor Development

Strand 2: Fine Motor Development

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Provide opportunities for infant to practice reaching, grasping, releasing, and grasping again with various small objects and toys.</p> <p>Provide opportunities for infant to practice eye-hand coordination when reaching for and bringing objects to their mouth.</p>	<p>Play games such as pat-a-cake with the infant.</p> <p>Play games with infant that require physical actions, such as using various sizes of balls to roll, throw, or kick.</p>	<p>Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, shape sorters, beads to string, and lacing cards</p>

Domain V: Physical and Motor Development

Strand 3: Perceptual Development⁴⁵

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child uses their senses to understand, explore, and interact with objects, people, and their environment.	<p>Kick feet while lying in the crib, feel the crib shake, and then kick feet again.⁴⁶</p> <p>Look at an object in her hand, mouth it, and then take it out to look at it again.⁴⁸</p> <p>Observe, handle, and use objects.</p> <p>Recognize and have a preference for a familiar caregiver.</p>	<p>Sway back and forth to the beat of a song.</p> <p>Stop when they reach the edge of the couch. (Visual Cliff)⁴⁹</p> <p>Splash and dip toys under water.</p>	<p>Adjust the way he is walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement.⁴⁷</p> <p>Enjoy movement activities such as walking, dancing, and swinging.</p> <p>Play with different textures and materials including food.</p> <p>Walk more slowly and carefully when carrying an open cup of milk than when carrying a cup with a lid.</p> <p>Visually track balls or bubbles with the purpose of catching them.</p>

45. <https://www.cde.ca.gov/sp/cd/re/itf09percmotfdperd.asp>

46. <https://www.healthychildren.org/english/ages-stages/baby/Pages/default.aspx>

47. Fogel, A. 2001. *Infancy: Infant, Family, and Society* (Fourth edition). Belmont, CA: Wadsworth/Thomson Learning.

48. Ruff, H. A., and C. J. Kohler. 1978. "Tactual-Visual Transfer in Six-Month-Old Infants," *Infant Behavior and Development*, Vol. 1, 259–64.

49. http://www.kokdemir.info/courses/psk301/docs/GibsonWalk_VisualCliff%281960%29.pdf

Domain V: Physical and Motor Development

Strand 3: Perceptual Development

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Make frequent eye contact and smile with your infant during daily routines (feeding and changing). Engage in frequent conversations with your infant during daily routines. Keep in mind the optimal distance⁵⁰ to interact with newborns is six to ten inches.</p> <p>Get to know your infant's likes and dislikes so you can appropriately respond to their cues and needs.</p>	<p>Use a mirror to play with the infant.</p> <p>Provide the infant with noisy toys like maracas or shakers.</p> <p>Use the child's name when addressing them.</p> <p>Place infant on the floor and turn on music, varying the tempo and style, to see if the child coordinates their kicking movements in time to the music.</p>	<p>Provide toddlers with musical toys to use in a variety of ways, such as, beating a drum, playing a xylophone, or pushing down keys on a toy piano.</p>

50. <https://www.drmartinarkin.com/eye-library/childrens-vision/your-infants-visual-development/>

Domain V: Physical and Motor Development

Strand 4: Health, Safety, and Nutrition

Indicator a:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child demonstrates the use of safe behaviors with the support of adults.	Build a trusting relationship with an adult caregiver (see the Social Emotional Domain).	<p>Accept suggestions and redirection for unsafe behaviors or when in an unsafe situation, such as stopping when hearing “Hot” or “No”, when reaching for a hot surface.</p> <p>Climb or try challenging activities while looking at adult for reassurance or acceptance.</p> <p>Hesitate when asked to try something new.</p>	<p>Learn to stop when told, “Stop” and begin to wait for an adult before crossing the street.</p> <p>Understand and identify unsafe behaviors such as standing on a chair.</p> <p>Learn, with adult support, the difference between safe and unsafe play behaviors, such as, not to stand on chairs or tables or not to put small objects in mouth.</p>

Domain V: Physical and Motor Development

Strand 4: Health, Safety, and Nutrition

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Engage in the following safe practices: Transportation Safety, Sun Safety, Water Safety, Sleep Safety.</p> <p>Talk to your infant about...</p> <p>Prepare a safe environment and remove things that are so small that they could be a choking hazard.</p>	<p>Engage in the following safe practices: Transportation Safety, Sun Safety, Water Safety, Sleep Safety.</p> <p>Talk to your infant about...</p>	<p>Engage in the following safe practices: Transportation Safety, Sun Safety, Water Safety. Sleep Safety.</p> <p>Read stories or talk about specific behaviors, asking child to identify whether or not it's safe.</p> <p>Identify your feeling and label about the unsafe behavior, "I'm worried that you'll get hurt then you climb on that chair. when asking child to stop."</p> <p>Talk about fire safety, stranger danger, and personal safety</p> <p>Talk to your infant about...</p>

Domain V: Physical and Motor Development

Strand 4: Health, Safety, and Nutrition

Indicator b:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child demonstrates healthy behaviors regarding personal care, hygiene, and daily routines with the support of adults.	<p>Cooperate during diaper changing, by holding clean diaper and wet wipes and positioning their bodies for the adult.⁵¹</p> <p>Regulate sleep routines, consistently taking a nap at regular times each day</p> <p>Attempt to hold bottle</p>	<p>Cooperate when getting physical needs met, such as getting nose wiped or teeth brushed.</p> <p>Identify belongings and help get shoes, boots, coats, and other clothing on by extending their arms and legs as needed.⁵²</p> <p>Feed self with finger foods; hold and drink from cup</p> <p>Nap at the same time each day</p>	<p>Participate in health care routines such as wiping nose, washing and drying hands and brushing teeth, with increasing independence.</p> <p>Hold hands under water to be washed and later insist on washing own hands by saying "Let me do it!"</p> <p>Pull at pants or gives other signs when needs to use the toilet.</p> <p>Put on or take off some articles of clothing.</p> <p>Talk about healthy foods.</p>

51. *Developmentally Appropriate Practice: focus on Infants and Toddlers. NAEYC*

52. *Developmentally Appropriate Practice: focus on Infants and Toddlers. NAEYC*

Domain V: Physical and Motor Development

Strand 4: Health, Safety, and Nutrition

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>Safe sleep (link) – Back to sleep,</p> <p>Keep babies younger than six months out of direct and indirect sunlight. (Healthy Children, infant sunburn prevention)</p> <p>Hand infant a toy to hold while completing routines such as diaper changing</p> <p>Describe your actions during routines, “Let’s put on a dry pair of pants and new socks.”</p> <p>Establish feeding routines and hold infant while bottle-feeding</p>	<p>Establish a routine and engage the child, based on their ability level, in the steps of self-care.</p> <p>Communicate with the child and talk with them regarding the self-care routine.</p> <p>Talk about safety during a walk, reminding infant to stop, look both directions before crossing the street.</p>	<p>Recognize that routine task such as eating, toileting, and dressing are important opportunities to help children learn about their world, acquire skills, and regulate their own behavior.</p> <p>Model how to blow your nose, wash your hands, and put on sunscreen while simultaneously using language to describe the actions and reasons for them.</p>

Domain V: Physical and Motor Development

Strand 4: Health, Safety, and Nutrition

Indicator c:	Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
	For example, the child may:	For example, the child may:	For example, the child may:
Child engages in developmentally appropriate eating habits and shows interest in a variety of nutritious food choices.	<p>Develop unique signals⁵³ (such as lip smacking, rooting, putting her hand in her mouth repeatedly, clenching hand or fist, pulling arms and legs toward her middle) to show a caregiver her hunger.</p> <p>Increase the size of feedings and length of time between feedings⁵⁶ from newborn through six months of age.</p> <p>Wake frequently to feed⁶⁰ until around four months of age. The amount of time between feedings may then begin to increase.</p> <p>Show appropriate gains according to physical growth charts.</p>	<p>Show readiness for single ingredient solid foods⁵⁴ by:</p> <ul style="list-style-type: none"> - Displaying good head control by holding head up for longer periods of time; - Shows texture tolerance by moving foods from the lips to the back of the mouth; - Sitting fully upright with minimal assistance; - Showing interest in foods nearby, eager or excited to be fed. <p>Show readiness for finger foods⁵⁷ by bringing hands or objects to mouth while sitting up.</p> <p>Show a growing interest in self-feeding⁶¹ with fingers or spoons.</p> <p>Signal fullness⁶³ by pushing food away, becoming distracted and playing, or closing mouth when offered food.</p> <p>Show appropriate gains according to physical growth charts. Growth is most rapid during the first 12 months and then growth begins to slow down after the child's first birthday.</p>	<p>Use a spoon to feed self⁵⁵ or drink from a glass or cup.</p> <p>Eat when hungry and stop when full.⁵⁸ A child may reject a once-loved food⁵⁹ or change how much food they eat from meal to meal.</p> <p>Show appropriate gains⁶² according to physical growth charts.</p>

53. <https://www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/How-Often-and-How-Much-Should-Your-Baby-Eat.aspx>

54. <https://healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Switching-To-Solid-Foods.aspx>

55. <https://healthychildren.org/English/ages-stages/toddler/nutrition/Pages/Self-Feeding.aspx>

56. <https://www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/How-Often-and-How-Much-Should-Your-Baby-Eat.aspx>

57. <https://healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Switching-To-Solid-Foods.aspx>

58. <https://healthychildren.org/English/ages-stages/toddler/nutrition/Pages/Self-Feeding.aspx>

59. <https://healthychildren.org/English/ages-stages/toddler/nutrition/Pages/Feeding-and-Nutrition-Your-One-Year-Old.aspx>

60. <https://healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Amount-and-Schedule-of-Formula-Feedings.aspx>

61. <https://healthychildren.org/English/ages-stages/toddler/nutrition/Pages/Self-Feeding.aspx>

62. <https://healthychildren.org/English/ages-stages/baby/Pages/Tracking-Your-Babys-Weight-and-Measurements.aspx>

63. <https://www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Is-Your-Baby-Hungry-or-Full-Responsive-Feeding-Explained.aspx>

Domain V: Physical and Motor Development

Strand 4: Health, Safety, and Nutrition

Examples of Caregiver Strategies - Infants and toddlers need safe places to sleep, play, and explore with constant adult supervision.

Young Infant (Birth-8 months)	Older Infant (6-18 months)	Toddler (15-36 months)
<p>During Well Visits, discuss your child’s growth charts with your Primary Care Physician. Ask about your child’s height, weight, and head circumference.</p> <p>Understand that breastmilk and/or formula is everything your infant needs until about six months of age. At six months, when infants start to show that they are ready, add solid foods.</p> <p>Feed on demand and take time to learn and respond to your child’s hunger and fullness cues.</p>	<p>During Well Visits, discuss your child’s growth charts with your Primary Care Physician. Ask about your child’s height, weight, and head circumference.</p> <p>Watch for signs of readiness for solid foods (at about six months of age). Gradually increase the texture of foods by pureeing, mashing, straining, peeling, and cutting up foods. The nutrition in breastmilk and/or formula are still needed until about twelve months of age. Breastfeeding can continue beyond twelve months of age if desired by both mom and infant.</p> <p>Introduce foods one at a time, waiting two or three days before introducing another. Signs of food allergies are diarrhea, vomiting, or rash; if these occur, stop offering this food and contact your pediatrician.⁶⁴</p> <p>Avoid foods that can cause choking⁶⁵ such as large pieces of food, whole grapes and tomatoes, whole nuts, chunks of peanut butter, fruit with pits, solid candies, and gum.</p> <p>Older infants may change how they tell you that they are hungry or full. Adjust your response to your infant’s hunger and fullness cues.</p>	<p>During Well Visits, discuss your child’s growth charts with your Primary Care Physician. Ask about your child’s height, weight, and head circumference.</p> <p>Role model⁶⁶ healthy eating habits by trying new foods yourself and having family meals together as often as you can.</p> <p>Encourage your child⁶⁷ during mealtime by describing the taste of new foods, honoring your child’s hunger and fullness, allowing your child to feed themselves, and rewarding with attention instead of food.</p> <p>Offer nutritious foods during meals and snacks⁶⁸ allowing your child to choose how much to eat.</p> <p>Avoid foods that can cause choking such as large pieces of food, whole grapes and tomatoes, whole nuts, chunks of peanut butter, fruit with pits, solid candies, and gum.</p>

64. <https://healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Food-Allergy-Reactions.aspx>

65. <https://healthychildren.org/English/ages-stages/toddler/nutrition/Pages/Feeding-and-Nutrition-Your-Two-Year-Old.aspx>

66. <https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/DGTipsheet12BeAHealthyRoleModel.pdf>

67. <https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/PhrasesThatHelpAndHinder.pdf>

68. <https://choosemyplate-prod.azureedge.net/resources/myplate-tip-sheets>

Domain V: Physical and Motor Development

The Alignment Matrix below references how the Arizona Early Learning Standards, Head Start Outcomes and Arizona's Kindergarten Standards parallel each other through development.

Strand 1: Gross Motor Development

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
<p>a. Child demonstrates use of large muscles for movement, position, and to explore the environment. Moves body, arms and legs with increasing balance, stability, control, and coordination.</p>	<p>Child demonstrates effective and efficient use of large muscles for movement and position.</p> <p>Child demonstrates effective and efficient use of large muscles to explore the environment.</p> <p>Child uses sensory information and body awareness to understand how their body relates to the environment.</p>	<p>Moves with maturing balance skills.</p> <p>Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).</p> <p>Moves with maturing manipulative skills. (e.g., reach, grasp, throw, catch).</p> <p>Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.</p>	<p>Performs locomotor skills.</p> <p>Jumps and lands with balance.</p> <p>Underhand throw with opposite foot forward. Drops a ball and catches it before it drops twice.</p> <p>Differentiates between movement in personal (self-space) and general space.</p> <p>Travels in three different pathways.</p>

Domain V: Physical and Motor Development

Strand 2: Fine Motor Development

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
<p>a. Child demonstrates use of small muscles using both hands or feet to make contact with objects or people. Moves hands, feet, fingers, and toes with increasing control and coordination.</p>	<p>Child uses hands for exploration, play, and daily routines.</p> <p>Child adjusts reach and grasp to use tools.</p>	<p>Uses fine motor skills in daily living.</p> <p>Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes).</p>	<p>Demonstrate and apply handwriting skills.</p>
<p>b. Child coordinates eye and hand movements to perform different actions.</p>	<p>Child coordinates hand and eye movements to perform actions.</p>	<p>Uses eye-hand coordination to perform simple task.</p> <p>Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions.</p>	

Domain V: Physical and Motor Development

Strand 3: Perceptual Development

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child uses their senses to understand, explore, and interact with objects, people, and their environment.	Child uses perceptual information to understand objects, experiences, and interactions. Child uses perceptual information in directing own actions, experiences, and interactions.		

Domain V: Physical and Motor Development

Strand 4: Health, Safety, and Nutrition

Alignment

ITDG (Indicator)	Head Start ELOF Infant/Toddler (Goals)	AzELS (Indicators)	Kindergarten (performance objectives)
a. Child demonstrates the use of safe behaviors with the support of adults.	Child uses safe behaviors with support from adults.	<p>Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.</p> <p>Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).</p> <p>Demonstrates transportation and street safety practices.</p> <p>Enforces personal boundaries (e.g., safety, self-advocacy, boundary awareness).</p>	<p>Demonstrate behaviors that avoid or reduce health risks</p> <p>Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.</p>
b. Child demonstrates healthy behaviors regarding personal care, hygiene, and daily routines with the support of adults	Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	<p>Demonstrates hygiene practices and personal care tasks with increasing independence.</p> <p>Demonstrates emerging knowledge of oral health.</p>	Demonstrate healthy practices and behaviors to maintain or improve personal health.
c. Child engages in developmentally appropriate eating habits and shows interest in a variety of nutritious food choices.	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	<p>Demonstrates healthy nutrition practices:</p> <ol style="list-style-type: none"> 1) Nutrition knowledge; 2) Nutrition choices. 	Make requests to promote personal health.

Domain V: Physical and Motor Development

ACCOMMODATIONS AND DIFFERENTIATION (UDL) FOR PHYSICAL AND MOTOR DEVELOPMENT

Multiple Ways to Engage Learners

Help children to understand why physical development is important (skills like balancing, traveling, large, and small muscle movement). When children understand their bodies and practice physical skills, it may increase their engagement, persistence, and self-regulation skills.

Multiple Ways to Represent Information to Learners

This is an opportunity to show children what they will learn about physical development and skills. Providing options for learning about physical development that include visual, auditory, and hands-on learning experiences.

Multiple Ways for Learners to Share that they Understand

Children may need alternative methods for demonstrating knowledge and skill in the physical domain. How something is done can be demonstrated, as well as described in many ways.

SUGGESTED ADAPTATIONS FOR PHYSICAL AND MOTOR DEVELOPMENT

Supply easy-to-grasp tools (e.g., scoops, tongs, magnifiers, etc.). Build up handles if necessary.

Arrange space so that children with mobility issues can navigate in and out of the space as well as turn around in the space without getting hurt.

Make eating utensil handles easier to grasp (e.g., lengthen or shorten, built up with pipe insulation, attach to the hand using a Velcro strap, attach to a glove with Velcro on the palm, etc.) or punch a pencil or paint brush through a Styrofoam ball to make it easier to hold.

Sitting with child on the floor and providing support (not a Bumbo chair).

Limit time in confinement devices (seats, boundaries, or swings) as the limit movement and interaction.

RESOURCES



ARIZONA RESOURCES

There are many quality resources for children and families in Arizona and within your community. This is not an all-inclusive list. This is a starting point.

Arizona Department of Education,
Early Childhood Education Unit
www.azed.gov/ece

Arizona Department of Health Services,
Bureau of Child Care Licensure
<http://www.azdhs.gov/licensing/childcare-facilities/index.php>

Arizona Child Care Resource and Referral
<http://www.arizonachildcare.org/>

Arizona Early Childhood Education Association
<http://azece.org/>

Arizona's Children Association
<http://www.arizonaschildren.org/>

Arizona Early Childhood Professional Development
Network and Workforce Registry
<http://azearlychildhood.org/>

Arizona Department of Economic Security Interagency
Coordinating Council (ICC) for Infants and Toddlers
<https://des.az.gov/interagency-coordinating-council-for-infants-and-toddlers>

Association for Supportive Child Care
<http://www.asccaz.org/>

Birth to Five Helpline
<https://www.firstthingsfirst.org/resources/birth-five-helpline/>
1-877-705-KIDS (5437)

Child and Family Resources, Inc
(Cochise, Graham, Greenlee, La Paz, Pima, Santa
Cruz or Yuma Counties) 520.323.4283 (Pima county)
1.800.905.4389
(Outside Pima county) Tucson, AZ
<http://www.Childfamilyresources.org>

Brain Building in Progress
Childhood Assessment System for OPM
<http://resourcesforearlylearning.org/fm/early-childhood-assessment/>

Children's Action Alliance
<http://azchildren.org/>

ADE ESS: Child Find
<http://www.azed.gov/special-education/az-find/>

First Things First
www.FirstThingsFirst.org

Read On Arizona
www.readonarizona.org

SPECIAL NEEDS

An Administrator's Guide to Preschool Inclusion
http://www.fpg.unc.edu/sites/default/files/resources/reports-and-policy-briefs/ECRII_Administrators_Guide_2000.pdf

Arizona Division of Early Childhood of the Council for Exceptional Children
<https://community.cec.sped.org/arizona/home>

Arizona Department of Health Services
[Office of Children with Special Health Care Needs \(OCSHN\)](https://www.azdhs.gov/)
<https://www.azdhs.gov/>

Arizona Early Intervention Program (AzEIP)
<https://des.az.gov/services/disabilities/developmental-infant>

Creating Adaptations for Routines and Activities (Cara's Kit)
<https://products.brookespublishing.com/CARAs-Kit-for-Toddlers-P619.aspx>

Council for Exceptional Children (CEC)
<http://www.cec.sped.org>

Division for Early Childhood (Council for Exceptional Children)
<https://www.dec-sped.org/>

Early Childhood Technical Assistance Center
www.ectacenter.org/enotes/enotes.asp

Early Childhood Technical Assistance Center (ECTA)
<http://www.ectacenter.org/googleresults.asp?cx=001354871196560068277%3Alkpeognsxh8&cof=FORID%3A11&q=REsources>

National Professional Development Center on Inclusion (NPDCI)
<http://npdci.fpg.unc.edu/>

Office of Special Education Programs (OSEP)
<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

Raising Special Kids
<http://www.raisingpecialkids.org/>

Blue Pages-Arizona's Disability Resource Guide
http://www.raisingpecialkids.org/_media/uploaded/b/0e2316635_1374683358_blue-pages.pdf

CHILD CARE

Child Care Aware
<https://www.childcareaware.org/>

Child Care Exchange
<http://www.childcareexchange.com>

Child Care Resources & Referral
<https://www.azccrr.com/>

National Network for Child Care
<http://www.ccrcca.org>

Office of Child Care
<https://www.acf.hhs.gov/occ>

FAMILY/PARENTS

Administration for Children and Families
Head Start Bureau
<http://www.acf.hhs.gov/programs/ohs/>

Arizona Families for home Education
www.afhe.org

Center of Disease Control
Milestone Tracker App
<https://www.cdc.gov/ncbddd/actearly/milestones-app.html>

Family Support America
<http://www.familysupportamerica.org/>

Maternal Infant Early Childhood Home Visiting (MIECHV)
<https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview>

Military Child Education Coalition
<https://www.militarychild.org/>

National Center for Family Literacy
<http://www.famlit.org/>

Parents Action for Children
www.iamyourchild.org

Parent Education Resources
<http://www.parent-education.com/index.html>

PBS Parents
www.pbs.org/parents

Pediatric Parenting
www.keepkidshealthy.com/

Strong Families AZ
<https://strongfamiliesaz.com/>

MULTICULTURAL EDUCATION

Center for Research on Education, Diversity and Excellence
<http://www.cal.org/what-we-do/projects/crede>

National Association for Multicultural Education
<http://nameorg.org/>

ORGANIZATIONS

American Academy of Pediatrics
<http://www.aap.org>

Association for Childhood Education International (ACEI)
<http://www.acei.org>

Center on the Social and Emotional Foundations for Early Learning
<http://csefel.vanderbilt.edu>

National Black Child Development Institute (NBCDI)
<http://www.nbcdi.org>

National Association for the Education of Young Children (NAEYC)
<http://www.naeyc.org>

National Academy of Sciences
<http://www.nationalacademies.org>

National Center for Pyramid Model Innovations
<https://challengingbehavior.cbcs.usf.edu>

National Head Start Association
<https://www.nhsa.org>

Arizona Association for the Education of Young Children
<http://azaeyc.org>

Southern Arizona AEYC
<https://sazaeyc.org/>

Virtual Lab School
<https://virtuallabschool.org>

Zero to Three
<http://www.zerotothree.org>

CURRICULUM RESOURCES

High/Scope
www.highscope.org

Developmental Interaction Approach
www.bnkst.edu

Constructivism
www.ncrel.org

Creative Curriculum
www.teachingstrategies.com

Project Approach
www.projectapproach.org

Montessori
www.montessori.org

Reggio Emilia
www.reggioalliance.org

Scaffolding Early Learning Program
www.mcnel.org/topics/earlychildhood/services/41/

CHILD ASSESSMENT TOOLS

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

PROGRAM ASSESSMENT TOOLS

- Arnett Caregiver Scales • WestEd Teach for Success (T4S)
- Assessment of Practices in Early Elementary Classrooms (APPEC)
- Business Administration Scale (BAS)
- Classroom Assessment Scoring System (CLASS)
- Early Childhood Education Quality Improvement Process (ECQUIP)
- Program Guidelines for High Quality Early Education: Birth through Kindergarten (PGHQ)
- Early Childhood Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R)
- Early Childhood Technical Assistance Center (ECTA) National Early Childhood Inclusion Indicators Initiative
- Early Language and Literacy Classroom Observations (ELLCO)
- Inclusive Classroom Profile (ICP) Ages 2-5 years old
- Preschool Program Quality Assessment (PQA)
- Program Administration Survey (PAS)

QUALITY IMPROVEMENT AND ACCREDITATION PROGRAMS

First Things First: Quality First
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012
(602) 771-5100
www.azftf.gov

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

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

National Accreditation Commission for
Early Care and Education Programs
P.O. Box 982
Christiansburg, VA 24073
(800) 537-1118
www.naccp.org

National Association for the Education of Young Children
1509 16th Street North West
Washington D.C. 20036
(800) 424-2460
www.naeyc.org

National Early Childhood Program Accreditation
1029 Railroad Street
Conyers, GA 30207
(800) 543-7461
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