

ALABAMA EARLY LEARNING GUIDELINES



Acknowledgements

The Alabama Early Learning Guidelines are the result of collaboration between the Alabama Department of Human Resources and various stakeholders across the state. Several individuals contributed their time and expertise to the development of the Guidelines including the members of the Alabama Early Learning Guidelines Advisory Committee: Constance Dial – Child Care Center Director; Jessie Eleby – Bishop State Community College; Linda Hampton, Cassandra Crosby, and Kimberly Peoples – Head Start Collaboration Office; Margaret Jackson – Family Child Care Provider; Cathy Jones – Special Education Services, State Department of Education; Rosemary Mobley – Even Start, State Department of Education; Arthur Nelson – Alabama Head Start Association; Gail Piggott and Michelle Raybon – Alabama Partnership for Children; Dr. Trellis Smith, Emily Cumbee, Danielle Golston and Melissa Scarpate – Office of School Readiness/Alabama Department of Children’s Affairs; Christyn Sells and Heather Howell – Poarch Band of Creek Indians; Lee Wright – Alabama Baptist State Convention; Debbie Thomas, Jeanetta Green, Dianne Wright, Josephine Barker, Maria Dacus, Deborah Gamble, Beverly Goodman, Julie Hight, and Stacey Sorrell – Child Care Services Division, Alabama Department of Human Resources. Barbara Green, Nikki Moore, Jennifer Page, ShunDria Robinson and Janiessa Smith-Waller, Child Care Services Division Licensing staff, participated in small group meetings that supported the work of the Advisory Committee.

Judy Collins and Dr. Rosemary Kendall of the National Child Care Information Center (NCCIC) supported the development of the Guidelines by providing guidance, technical support, and resources that helped to crystallize this endeavor.

Dr. Amanda Branscombe, Dr. Patricia Kuby, and Dr. Melissa Werner of Athens State University provided invaluable feedback and input to help ensure that the Guidelines were based on the latest research regarding child growth and development, and that they reflected sound early childhood theory and practices.

Child Care Quality Enhancement Contractors, agencies that contract with the Alabama Department of Human Resources to implement regional and statewide quality enhancement initiatives, contributed time and effort by providing and identifying locations to hold Alabama Early Learning Guidelines Public Awareness Sessions across the state. The Quality Contractors also publicized these Sessions, which yielded over 1,000 participants including caregivers, teachers, parents, trainers, and advocates.

Gratitude is extended to Alice Cherry for designing the graphics found throughout the Guidelines, and to Michelle Dacus Carr for the final technical editing of the Guidelines. Appreciation is also extended to Ashley Parker and Clementine McGinnis, Child Care Services Division Subsidy staff, for helping with final format editing.

Special thanks go to Josephine (Josie) Barker, whose countless hours of research, typing, editing, and seemingly endless energy and enthusiasm led the development of the Alabama Early Learning Guidelines from a vision to a reality.

INTRODUCTION

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INTRODUCTION



As a part of the national education reform effort, every state is required to develop statewide guidelines to promote early learning. Alabama's Early Learning Guidelines are presented as a guide of building blocks that are important to support early care and to educate providers in preparing each child for future success in school and life. The guidelines are intended to be inclusive of all children. The guidelines do not contain a comprehensive list of every skill, knowledge, or development for ages birth through age five. They are only a guide.

Research on early brain development underscores the need to focus on the early years to improve children's self-concept/emotional, social, language, physical, and cognitive development. The ages between birth and five are critical to child development, and these guidelines are developed along a continuum that embraces all ages within that span, with appropriate consideration for unique characteristics of development at each age. Children must receive appropriate nurturing and education within and outside their families from birth onward if they are to develop optimally.

Children grow, develop, and learn throughout their lives. A child's development can be followed by how she/he plays, learns, speaks and acts. Each child is unique. Children will exhibit a range of skills and knowledge and will not reach milestones at the same time or to the same proficiency. Children with developmental delays or disabilities may require adaptations to successfully achieve a milestone.



Alabama Early Learning Guidelines

- ◆ Alabama Early Learning Guidelines are written to promote continuity of high quality care and learning for children from birth through five years of age.

The Parent's Role

Parents are the most important people in their child's world; they are also their child's first and primary teachers. The most effective early childhood programs are those which involve parents in meaningful ways.

Good child care involves a close working relationship between the parents and the caregivers.

Some of the parents' responsibilities are as follows...

- Provide the caregiver with complete enrollment information as required by the center/home, including transportation plans, emergency medical, health records, and immunizations, etc.
- Tell the caregiver any special needs your child may have, including food allergies or dislikes, problems with naptimes, toilet habits, favorite toys and games, special health care or developmental needs (including equipment used for mobility, hearing, or speech).
- Know the qualifications and experience of the people caring for your child.
- Discuss with the caregiver the center's/home's policy for discipline: there should be no spanking, hitting, or humiliating treatment.
- Receive, read, and refer to the center's/home's written operating policies.
- Sign your child in and out as required.
- Be on time when picking up children. Notify the center if you plan to be late.

The Parent's Role (Cont.)

- Never send your child to the center/home sick.
 - Notify the caregiver if your child will be absent for any reason.
 - Know the cost of care and what is included in the fees. Obtain, in writing, the payment schedule. Are fees paid in advance, weekly or monthly? Does caretaker provide discounted fees for more than one child, holidays, etc? Be sure to pay all fees on time.
 - Dress your child in clean, neat clothing that is appropriate for the weather. Send extra clothing for necessary changes.
 - Know the center's/home's procedure for giving medication to children.
 - Participate in the center's/home's parents' meetings, training, conferences, and other special activities.
 - Talk with the caregiver if you have concerns or problems. Talk about your child's progress, participation, and activities at the center.
 - Invite the caregiver to share information or attend special meetings about your child's development (including Individualized Family Service Plan, IFSP, meetings or Individualized Education Program, IEP, meetings).
 - Encourage your child to talk about his or her activities.
 - Visit the center/home during the time your child is in attendance.
 - Become familiar with the state's child care standards used to license centers/homes.
- ◆ Report suspected violations of minimum standards to the center/home Director and the Department of Human Resources.



The Caregiver

Caregivers have the responsibility of caring for your child in a manner that meets your approval and meets the developmental needs of your child. Below is a list of favorable attributes that a caregiver should possess, followed by a list of requirements prescribed by the State Department of Human Resources.

A caregiver should...

- Be friendly and eager to care for children
- Be warm and understanding, and give attention to each child's individual needs
- Understand and accept that all children have different developmental stages and moods
- Treat each child with respect
- Model good citizenship to teach children self-respect as well as respect for others
- Accept the family's cultural values
- Take time to discuss the child's progress or problems with the parents
- Be kind and loving toward all children
- Work cooperatively with co-workers and parents
- Feel good about their work as caregivers
- Be aware of family concerns and a child's special healthcare needs or developmental delays. Be aware of resources available for families in Alabama (Alabama's Early Intervention System Children's Rehabilitation Services, State Department of Education Special Education services, etc.).

The Caregiver (Cont.)

A caregiver must...

- Have prescribed training in the areas of child care and child development
- Meet the minimum age requirement of 19 years
- Follow sanitary regulations in feeding, diapering, and handling children
- Hold, cuddle, talk to, and play with children
- Allow infants out of cribs for reasonable periods of time during the day
- Never prop a bottle in a crib for infant feeding
- Provide children with routines and rules that they can understand while providing them with stimulating, interesting, and educational activities
- Strictly follow the child/staff ratios for ages and activities
- Comply with lifeguard requirements
- Manage children's behavior or discipline in a positive, constructive manner which is not threatening or humiliating • Never use corporal punishment
- In accordance with Alabama law, report suspected child abuse and/or neglect
- Never leave children unsupervised
- Notify parents immediately of any illness, accident, or other serious incident
- Release children only to persons identified and approved by parents
- Obtain parent's written permission before taking a child on a field trip
- Strictly follow the law requiring the use of seat belts or child restraints when transporting children
- Follow all minimum standard requirements for day care centers/homes



Suggestions

Suggestions for setting a positive tone for a partnership with parents:

- Q **Solicit and try out suggestions parents offer.** When parents feel their ideas are taken seriously, they are more likely to increase their involvement.
- Q **Promote a sense of pride in their child.** Noting something a child has done well and conveying this to the parent goes a long way in building a positive partnership.
- Q **Always maintain confidentiality.** What parents say about their child or their family is best used to help teachers work with that child and not discussed with others.
- Q **Develop a line of ongoing communications with parents.** When young children observe positive and genuine communication between their parents and teachers, they feel their two worlds are connected.
- Q **Involve parents in the daily program.** When parents participate in the program, children benefit in many ways.

Suggestions (Cont.)

Suggestions for setting a positive tone for a partnership with parents:

- Q **Hold an Open House for new parents.** Conduct a tour of the classroom. Explain the program's philosophy and goals, and invite questions.
- Q **Solicit parents' expectations and concerns.** Find out how they feel about having their child enter the program. Listen to what parents have to say and be responsive.
- Q **Get to know all the parents.** Learn their last names (sometimes different from each other's or the child's). Find out something about their interests, other family members, and their work, so you can relate to parents more personally.

Suggestions (Cont.)

Suggestions for setting a positive tone for a partnership with parents:

- Q **Convey the importance of parental involvement.** Let parents know that there are many ways in which they can be involved in their children's learning. Invite them to share their interests and talents with the children.
- Q **Encourage parents to share.** Work with parents in your program who have children with special healthcare needs or developmental delays to share helpful information with staff and other parents about their special child (including how special equipment works, how best to talk or play with their child).

Developmental Domains

- ◆ Self-Concept/Emotional Development
- ◆ Social Development ◆
- Language and Literacy Development
- ◆ Physical Development
- ◆ Cognitive Development



Self-Concept / Emotional Development



Self-Concept/Emotional Development

Children learn about themselves and their feelings


Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions. The child:

- ◆ Becomes aware of self as a unique individual
- ◆ Feels valued and attached to others
- ◆ Displays a wide range of feelings and emotions

Self-Concept/Emotional Development Birth - 6 Months



As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
1	<ul style="list-style-type: none"> • be awake and active for longer times 	<ul style="list-style-type: none"> • positive response and constant supervision to ensure that she/he is safe 	<ul style="list-style-type: none"> • constantly check on her/him by interacting with, looking at, and touching the child
2	<ul style="list-style-type: none"> • begin to establish emotional attachments or “bonding” relationships with parents/family and caregivers 	<ul style="list-style-type: none"> • positive and prompt responses to her/his needs and emotional moods 	<ul style="list-style-type: none"> • give her/him a real sense of security by holding, smiling at, and talking pleasantly to child
3	<ul style="list-style-type: none"> • express her/his needs and emotions with different cries and vocal sounds 	<ul style="list-style-type: none"> • to know that you will learn, identify, and respond to needs, cries, and sounds 	<ul style="list-style-type: none"> • observe and interact to become familiar with her/his different cries and sounds to know what the child is trying to tell you

Self-Concept/Emotional Development Birth - 6 Months


As the child grows, she/he will... →	And so the child needs: →	You can help the child learn if you...
4 <ul style="list-style-type: none"> smile in response to a friendly face or voice 	<ul style="list-style-type: none"> positive interaction with parents, family, caregivers, and others in her/his environment 	<ul style="list-style-type: none"> interact with her/him by talking pleasantly and smiling
5 <ul style="list-style-type: none"> coo, gurgle, and squeal when awake 	<ul style="list-style-type: none"> opportunities to express herself/himself and see how expressions and actions affect others 	<ul style="list-style-type: none"> observe and interact with her/him by imitating and praising child
6 <ul style="list-style-type: none"> stop crying when parents, family members, and/or caregivers come near 	<ul style="list-style-type: none"> to know that you are there by seeing and/or hearing you 	<ul style="list-style-type: none"> let her/him know that you are there by talking and responding to and/or touching child
7 <ul style="list-style-type: none"> entertain self by playing with fingers, hands, and toes 	<ul style="list-style-type: none"> a safe, nurturing environment and time for rolling over, moving, and entertaining self <p> Child needs opportunities to play indoors and outdoors and safe floor time.</p>	<ul style="list-style-type: none"> interact with her/him by imitating child and naming body parts when playing


Self-Concept/Emotional Development Birth - 6 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
8	<ul style="list-style-type: none"> develop an awareness of self as a separate individual from others 	<ul style="list-style-type: none"> interaction on an individual basis when alone with you or when others are present 	<ul style="list-style-type: none"> describe what child is looking at, use her/his name when talking with child, and describe her/him when holding in front of mirror
9	<ul style="list-style-type: none"> seek attention of parent or caregiver by using body movements and/or vocal sounds 	<ul style="list-style-type: none"> to be observed and interact as she/he moves and/or makes sounds to express feelings and needs 	<ul style="list-style-type: none"> respond to her/him by naming movements and imitating sounds to identify feelings and needs
10	<ul style="list-style-type: none"> imitate sounds, facial expressions, and actions of others 	<ul style="list-style-type: none"> to see a variety of expressions and actions, and to hear different sounds 	<ul style="list-style-type: none"> use different expressions, actions, and sounds when reading, singing songs, and doing fingerplays

11	<ul style="list-style-type: none"> • spend less time crying, and will laugh out loud 	<ul style="list-style-type: none"> • a safe and caring environment that is rich in things that can be touched and explored <p> Child should have limited time in swings, bouncy seats, and devices that limit movement and exploration.</p>	<ul style="list-style-type: none"> • observe child to ensure that she/he is safe and needs are taken care of <p> Provide safe toys that make sounds (rattles and shakers), move (mobiles and balls), and can be mouthed.</p>
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Self-Concept/Emotional Development 6-12 Months

	As the child grows, she/he will...	→	You can help the child learn if you...
1	<ul style="list-style-type: none"> • cry when she/he needs help 	<ul style="list-style-type: none"> • to be helped before she/he becomes out of control 	<ul style="list-style-type: none"> • respond to her/his cries by checking diaper, feeding, holding, and/or talking to child
2	<ul style="list-style-type: none"> • begin to hold her/his own bottle 	<ul style="list-style-type: none"> • opportunities to hold her/his own bottle 	<ul style="list-style-type: none"> • encourage her/him to hold bottle and praise child when she/he tries
3	<ul style="list-style-type: none"> • begin to try to feed herself/himself 	<ul style="list-style-type: none"> • opportunities to use her/his fingers and hands for eating 	<ul style="list-style-type: none"> • give her/him finger foods to practice feeding self  Be patient! (See Page 189 on Preventing Choking)

4	<ul style="list-style-type: none"> want to hold and try to use her/his drinking cup 	<ul style="list-style-type: none"> help in learning how to handle appropriate cups, such as sippy cups 	<ul style="list-style-type: none"> give her/him cups to practice holding and drinking from  <p>Be patient!</p>
5	<ul style="list-style-type: none"> play 	<ul style="list-style-type: none"> opportunities for active play 	<ul style="list-style-type: none"> provide safe and interesting materials that promote interaction, discovery, and independence

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Self-Concept/Emotional Development 6-12 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
6	<ul style="list-style-type: none"> have emotional attachments to particular people 	<ul style="list-style-type: none"> many opportunities to interact with people she/he has become attached to 	<ul style="list-style-type: none"> talk to and hold her/him, and call parents, family members, and friends by name as you and child look at their photos and hear their voices
7	<ul style="list-style-type: none"> become familiar with different types of sounds, tones of voices, and types of music 	<ul style="list-style-type: none"> to hear different types of sounds, tones of voices, and types of music in a safe and pleasant environment 	<ul style="list-style-type: none"> identify different sounds and use different tones of voice, such as happy, sad, and scared when reading stories; play different types of music
8	<ul style="list-style-type: none"> indicate her/his wants through movements and sounds 	<ul style="list-style-type: none"> responses to her/his wants to feel that she/he is successful at communicating 	<ul style="list-style-type: none"> become familiar with her/his movements and sounds, and respond by asking questions and giving child what she/he wants, if appropriate

Self-Concept/Emotional Development 6-12 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
9 <ul style="list-style-type: none"> • respond to her/his own image in a mirror 	<ul style="list-style-type: none"> • to see herself/himself in a mirror 	<ul style="list-style-type: none"> • talk to and dance with her/him in front of mirror and provide an unbreakable mirror for child to look at and talk to self
10 <ul style="list-style-type: none"> • explore her/his environment 	<ul style="list-style-type: none"> • time and freedom to play with a variety of materials, both indoors and outdoors 	<ul style="list-style-type: none"> • plan activities and provide materials that encourage interest, curiosity, persistence, and success

Self-Concept/Emotional Development 12-18 Months




As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you ...

1	<ul style="list-style-type: none"> start to move freely 	<ul style="list-style-type: none"> a safe and uncluttered environment to move freely, practice climbing, and walk while holding on 	<ul style="list-style-type: none"> encourage her/him to walk and practice “letting go” both indoor and outdoor
2	<ul style="list-style-type: none"> ask for what she/he wants through sounds and motions 	<ul style="list-style-type: none"> to be encouraged to express wants through words and motions 	<ul style="list-style-type: none"> name and describe sounds, motions, things, and people through conversation
3	<ul style="list-style-type: none"> begin to express that diaper needs changing 	<ul style="list-style-type: none"> prompt response to diapering needs 	<ul style="list-style-type: none"> look at and tell child what you are doing; use appropriate words to identify body parts and bodily functions
4	<ul style="list-style-type: none"> be able to sit still for a short while 	<ul style="list-style-type: none"> opportunities to sit for short periods of time 	<ul style="list-style-type: none"> encourage her/him to sit while eating and listening to short stories

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Self-Concept/Emotional Development 12-18 Months

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
→	→	
<ul style="list-style-type: none"> try to achieve a sense of selfidentity 	<ul style="list-style-type: none"> to learn the difference between self and others 	<ul style="list-style-type: none"> identify her/him and others by name, and identify which sex she/he is, , such as boy or girl, man or woman
5		

6	<ul style="list-style-type: none"> become more independent 	<ul style="list-style-type: none"> opportunities to “do” for self 	<ul style="list-style-type: none"> provide toys that respond to child’s actions, and let her/him try to do things for self; give support when needed  Be patient!
7	<ul style="list-style-type: none"> start to show different social emotions, such as affection, jealousy, anger, and sympathy 	<ul style="list-style-type: none"> to be able to show emotions in a caring and supportive environment 	<ul style="list-style-type: none"> model appropriate ways to express and respond to different emotions, such as talking with, redirecting, and giving her/him a hug  Calmly respond to negative emotions.
8	<ul style="list-style-type: none"> better control her/his own behaviors 	<ul style="list-style-type: none"> to learn how to respond appropriately to her/his feelings 	<ul style="list-style-type: none"> accept feelings, set limits, give praise for appropriate behavior; provide positive discipline; and provide alternatives to negative behavior  Children have feelings too!

Self-Concept/Emotional Development 18-24 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> start to help when washing her/his hands 	<ul style="list-style-type: none"> to learn how and when she/he should wash hands 	<ul style="list-style-type: none"> let her/him do as much as possible when washing hands, such as turning on water, getting soap, and drying hands
2	<ul style="list-style-type: none"> be able to eat and drink with only a little spilling 	<ul style="list-style-type: none"> opportunities to use spoon and cup at meals and snacks 	<ul style="list-style-type: none"> show her/him how to use spoon and cup, and encourage child’s effort

3	<ul style="list-style-type: none"> be able to dress self in simple clothing 	<ul style="list-style-type: none"> chances to try to dress self 	<ul style="list-style-type: none"> let her/him try to dress self in simple clothing, such as pants with elastic waist and shoes with Velcro <p> Be patient!</p>
4	<ul style="list-style-type: none"> choose toys to play with and help pick up toys 	<ul style="list-style-type: none"> opportunities to choose and help pick up toys 	<ul style="list-style-type: none"> provide a variety of toys, and model picking up and placing toys in the proper place
5	<ul style="list-style-type: none"> let you know when she/he needs to use the toilet 	<ul style="list-style-type: none"> a child-size seat or potty and immediate response to her/his need 	<ul style="list-style-type: none"> recognize her/his signals for needing to use the toilet, and engage in appropriate conversation about bodily function



Self-Concept/Emotional Development 18-24 Months


	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
6	<ul style="list-style-type: none"> recognize when people are feeling happy, sad, angry, or scared 	<ul style="list-style-type: none"> to learn that she/he can respond to feelings in an appropriate way 	<ul style="list-style-type: none"> show and talk about how you feel, and praise her/him for showing feelings and responding appropriately to people's feelings
7	<ul style="list-style-type: none"> show affection for you and others that she/he knows 	<ul style="list-style-type: none"> a safe, nurturing, and caring environment to show love and affection 	<ul style="list-style-type: none"> respond to her/his love and affection by smiling at, talking to, and hugging child; express interest in her/his activities

8	<ul style="list-style-type: none"> show different emotions and moods 	<ul style="list-style-type: none"> a safe environment to express emotions 	<ul style="list-style-type: none"> become familiar with her/his different moods, and respond in appropriate ways to child's changing behavior; encourage independence, and be patient
9	<ul style="list-style-type: none"> become aware of her/his own feelings 	<ul style="list-style-type: none"> a stable environment that is calm and comforting 	<ul style="list-style-type: none"> show understanding and care by talking about and describing her/his feelings and behaviors


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Self-Concept/Emotional Development 2 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
<p>1</p> <ul style="list-style-type: none"> be able to eat and drink with limited spilling <p> Be patient!</p>	<ul style="list-style-type: none"> chances to feed herself/himself and limited appropriate choices 	<ul style="list-style-type: none"> give her/him opportunities to choose appropriate food and drink <p>(See Page 189 on Preventing Choking.)</p>
<p>2</p> <ul style="list-style-type: none"> choose toys and begin to put them away when asked to do so 	<ul style="list-style-type: none"> labeled storage areas that are easy for her/him to reach and use 	<ul style="list-style-type: none"> let her/him put things away, offer help when needed <p> Be patient! She/he may take longer than you.</p>

3	<ul style="list-style-type: none"> • be able to get own water 	<ul style="list-style-type: none"> • opportunities to get water for self 	<ul style="list-style-type: none"> • let her/him get own water from fountain, faucet or pitcher; provide assistance if needed
4	<ul style="list-style-type: none"> • have “accidents” when toilet-trained 	<ul style="list-style-type: none"> • praise when she/he uses the toilet successfully, and noncritical help when child has an “accident” 	<ul style="list-style-type: none"> • provide dry clothes, avoid making her/him feel bad or guilty about “accidents” <p> Be patient! Accidents will happen.</p>

Self-Concept/Emotional Development 2 Years


As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5 <ul style="list-style-type: none"> change mind and moods quickly 	<ul style="list-style-type: none"> understanding and assurance that it is okay to change mind and moods, and help to realize that actions have consequences 	<ul style="list-style-type: none"> validate and respond to her/his different moods by talking to child, and letting her/him try different actions and activities; show appropriate ways to be sad and angry, such as crying and using words to say “I’m angry or sad”  <p>Have a sense of humor!</p>
6 <ul style="list-style-type: none"> sometimes be able to make choices 	<ul style="list-style-type: none"> to develop skills in making decisions, and to learn about results of different choices 	<ul style="list-style-type: none"> explain appropriate choices and let her/him make choices, such as choosing a learning center to play in, or the food she/he will have at meal time

7	<ul style="list-style-type: none"> • sometimes want to hold onto the “old”, rather than try the “new” 	<ul style="list-style-type: none"> • chances to try new experiences 	<ul style="list-style-type: none"> • offer new experiences, time, and support to get used to them, such as trying new foods at mealtime  <p>Don't give up.</p>
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Self-Concept/Emotional Development


2 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
8	<ul style="list-style-type: none"> • sometimes respond to what you ask her/him to do and sometimes do the opposite 	<ul style="list-style-type: none"> • boundaries to keep self and others safe 	<ul style="list-style-type: none"> • have simple rules and discuss predictable routines and calmly explain what she/he can or cannot do
9	<ul style="list-style-type: none"> • enjoy playing 	<ul style="list-style-type: none"> • opportunities to choose what she/he want to play 	<ul style="list-style-type: none"> • provide a flexible schedule
10	<ul style="list-style-type: none"> • enjoy social interaction 	<ul style="list-style-type: none"> • opportunities to play with others 	<ul style="list-style-type: none"> • provide materials for social play and alternate between child choice and adult directed activities



11	<ul style="list-style-type: none"> display aggressive behaviors, such as hitting, biting and shoving 	<ul style="list-style-type: none"> to know that feelings are okay but inappropriate aggressive behavior is not acceptable 	<ul style="list-style-type: none"> model and show types of behaviors with others that you want her/him to develop and redirect inappropriate behaviors to more acceptable behaviors; help child understand what makes her/him angry  <p>Always use a calm voice.</p>
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Self-Concept/Emotional Development 3 Years


	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> be friendly, laugh often, and be eager to please 	<ul style="list-style-type: none"> a safe and supportive environment to be friendly, laugh, and do pleasing things, such as sharing and reading books that are funny and model friendship 	<ul style="list-style-type: none"> model ways to make friends, and show appreciation when child does things that are pleasing by smiling, nodding, and hugging her/him

2	<ul style="list-style-type: none"> • have occasional nightmares and fear of the dark 	<ul style="list-style-type: none"> • to know that she/he is safe and that you are there 	<ul style="list-style-type: none"> • comfort and reassure her/him by listening to, talking to, and hugging child; let child know that dreams feel real <p> Limit exposure to violence on TV.</p>
3	<ul style="list-style-type: none"> • often talk to self 	<ul style="list-style-type: none"> • caregiver’s understanding that self-talk is developmentally appropriate 	<ul style="list-style-type: none"> • support her/his self-talk by encouraging pretend and dramatic play with dolls, stuffed animals, and action figures
4	<ul style="list-style-type: none"> • show affection toward children who are younger or get hurt 	<ul style="list-style-type: none"> • a caring and supportive environment to show affection 	<ul style="list-style-type: none"> • model ways to show affection and caring, and praise her/him when child shows affection toward others by smiling, patting, hugging, and sharing

Self-Concept/Emotional Development 3 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5 <ul style="list-style-type: none"> sometimes have a special security blanket, stuffed animal or toy for comfort 	<ul style="list-style-type: none"> to know that her/his security/comfort item is acceptable and important 	<ul style="list-style-type: none"> provide opportunities for ownership and control and let her/him have security/comfort item at appropriate times
6 <ul style="list-style-type: none"> need affection, support and comfort when she/he is afraid, hurt or sad 	<ul style="list-style-type: none"> to know that it is acceptable to cry when afraid, hurt or sad 	<ul style="list-style-type: none"> talk about fears and provide affection, support and comfort by listening to, patting or hugging her/him, and plan experiences to ease child's fears
7 <ul style="list-style-type: none"> want to do for herself/himself 	<ul style="list-style-type: none"> caregiver's understanding and valuing that she/he is developing "independence" 	<ul style="list-style-type: none"> let her/him do what child wants and can do for self, such as dressing and pouring own milk or juice
8 <ul style="list-style-type: none"> possibly have difficulty adjusting to being away from parents <p> Children under stress may return to thumb sucking or bedwetting or security item to help them cope.</p>	<ul style="list-style-type: none"> caregiver's understanding that she/he may experience "separation anxiety" 	<ul style="list-style-type: none"> comfort and reassure her/him by talking to, listening to, and hugging child; examine the demands placed on child <p> Be sensitive to how each child copes with demands.</p>

Self-Concept/Emotional Development 4 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1 <ul style="list-style-type: none"> sometimes become physical/aggressive when angry 	<ul style="list-style-type: none"> to know that she/he can control her/his feelings and behavior 	<ul style="list-style-type: none"> show her/him acceptable behaviors, redirect inappropriate behaviors to more acceptable behaviors, and model problem-solving  Rules and limits are necessary.
2 <ul style="list-style-type: none"> show pride in accomplishments 	<ul style="list-style-type: none"> safe opportunities for attempting and completing tasks to experience a sense of satisfaction 	<ul style="list-style-type: none"> encourage and praise her/his efforts and accomplishments by smiling, nodding, and talking
3 <ul style="list-style-type: none"> often seem selfish and unable to understand taking turns 	<ul style="list-style-type: none"> to develop skills, and to understand the process such as sharing and taking turns 	<ul style="list-style-type: none"> model and provide activities that encourage sharing and taking turns, such as board and sport games and sharing a favorite toy
4 <ul style="list-style-type: none"> demand doing many things for self 	<ul style="list-style-type: none"> opportunities to do as many things as she/he can for self 	<ul style="list-style-type: none"> encourage her/him to do things for self, such as opening milk or juice carton, tying shoes, or putting together a difficult puzzle, drawing, painting, and building



4 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
5	<ul style="list-style-type: none"> show very different emotions within a short period of time 	<ul style="list-style-type: none"> to develop self-control and understand emotions 	<ul style="list-style-type: none"> show and encourage acceptable behavior by talking about choices, such as take deep breaths or walk away when angry, and teach to express feelings with words
6	<ul style="list-style-type: none"> show jealousy of others who seem to be taking an adult's attention away from her/him 	<ul style="list-style-type: none"> attention and time from an adult and understanding of adult's roles and responsibilities 	<ul style="list-style-type: none"> give individual attention and time to her/him by praising child's work and letting her/him be a helper
7	<ul style="list-style-type: none"> desire to please adults 	<ul style="list-style-type: none"> to know when she/he does things that are pleasing 	<ul style="list-style-type: none"> praise and encourage her/him when child does pleasing things, such as sharing and taking turns; show child you value her/him
8	<ul style="list-style-type: none"> enjoy being silly/playful 	<ul style="list-style-type: none"> caregiver's understanding that being silly/playful is developmentally appropriate 	<ul style="list-style-type: none"> model appropriate times and ways to be silly/playful such as reading books and making up stories about when it is okay to be and not to be silly; help develop limits

Self-Concept/Emotional Development 5 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
1	<ul style="list-style-type: none"> show many different feelings 	<ul style="list-style-type: none"> help in understanding her/his feelings 	<ul style="list-style-type: none"> give her/him opportunities and ways to show feelings, such as talking, reading, using puppets, and drawing
2	<ul style="list-style-type: none"> start to understand the feelings of others 	<ul style="list-style-type: none"> to learn ways to understand others' feelings, such as asking questions and watching others' facial expressions and behaviors 	<ul style="list-style-type: none"> encourage and praise her/him when child shows understanding of others' feelings; model appropriate response to others' feelings such as using words, walking away, and asking for help
3	<ul style="list-style-type: none"> often be able to express feelings in words 	<ul style="list-style-type: none"> to be encouraged and praised when she/he expresses feelings in words 	<ul style="list-style-type: none"> show how to express feelings in words by talking, making cards, and reading stories
4	<ul style="list-style-type: none"> take full responsibility for using the toilet 	<ul style="list-style-type: none"> permission to use the toilet as needed 	<ul style="list-style-type: none"> remind her/him of the appropriate steps when using the toilet; encourage independence

Self-Concept/Emotional Development 5 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> • be caring and affectionate, especially toward injured children, younger children, and animals 	<ul style="list-style-type: none"> • to be able to show affection in a caring and supportive environment 	<ul style="list-style-type: none"> • model appropriate behavior; encourage and praise her/him when child shows affection by smiling , patting and hugging <p> Do not force affection.</p>
6	<ul style="list-style-type: none"> • have better self-control of emotions 	<ul style="list-style-type: none"> • to see acceptable ways of showing different emotions such as being angry, sad or scared 	<ul style="list-style-type: none"> • praise her/him when acceptable behaviors are shown when expressing emotions
7	<ul style="list-style-type: none"> • dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side 	<ul style="list-style-type: none"> • opportunities and time to dress self and tie shoes 	<ul style="list-style-type: none"> • show her/him how to correctly dress self and tie shoes by using dramatic play, activity boards for lacing, snapping and zipping, and dressing dolls and stuffed animals  Be patient!
8	<ul style="list-style-type: none"> • enjoy responsibility and have a strong need to feel accepted and powerful 	<ul style="list-style-type: none"> • opportunities that encourage and support taking responsibility and being accepted 	<ul style="list-style-type: none"> • give her/him meaningful, authentic responsibility and show acceptance, such as being a line leader, doing chores, and being a helper
9	<ul style="list-style-type: none"> • plan and carry out activities and projects independently 	<ul style="list-style-type: none"> • opportunities and time to experiment and carry out plans, build, create, play with toys, look at books 	<ul style="list-style-type: none"> • provide an interesting environment that encourage exploring, experimenting, problem solving, creativity





Social Development





Social Development

Children learn about other people

Goal: To develop social interaction skills



The child will...

- ◆ Develop trusting relationships with nurturing adults.
- ◆ Show interest in peers.
- ◆ Demonstrate caring and cooperation.
- ◆ Try out roles and relationships through imitations.

Social Development

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Birth - 6 Months

As the child grows, she/he will... →		And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> • make babbling sounds  Babble means to make beginning sounds over and over again, da, da; ma, ma; ba ba.	<ul style="list-style-type: none"> • to be talked to often in response to the babbling 	<ul style="list-style-type: none"> • respond to babbling sounds by repeating sounds and introducing new ones
2	<ul style="list-style-type: none"> • look for person who is talking 	<ul style="list-style-type: none"> • to be talked to often 	<ul style="list-style-type: none"> • use real conversation when talking with the child from different areas in the room
3	<ul style="list-style-type: none"> • enjoy familiar routines 	<ul style="list-style-type: none"> • regular routines 	<ul style="list-style-type: none"> • provide consistent routines such as feeding, bathing, diapering and playing
4	<ul style="list-style-type: none"> • reach out to familiar people 	<ul style="list-style-type: none"> • attention from familiar people 	<ul style="list-style-type: none"> • respond positively to her/his gestures/movements
5	<ul style="list-style-type: none"> • become more outgoing and social 	<ul style="list-style-type: none"> • opportunities to interact with others 	<ul style="list-style-type: none"> • encourage a variety of interactions such as smiles, coos, reaching and touching
6	<ul style="list-style-type: none"> • become upset if toys or other objects are taken away 	<ul style="list-style-type: none"> • to be comforted, reassured and/or redirected  Redirect means to provide other appropriate choices.	<ul style="list-style-type: none"> • provide a prompt and positive response when she/he is upset

Social Development



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Birth - 6 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
7	<ul style="list-style-type: none"> smile in response to a friendly face or voice 	<ul style="list-style-type: none"> to see friendly faces and hear friendly voices, including other infants 	<ul style="list-style-type: none"> get eye contact with the child, smile, and talk pleasantly; stop and give child time to respond <p> This is called the ping-pong effect and the beginning of conversation.</p>
8	<ul style="list-style-type: none"> usually stop crying when picked up and held 	<ul style="list-style-type: none"> reassurance, comfort and her/his needs met 	<ul style="list-style-type: none"> promptly investigate and respond to cries <p> Holding babies in response to their crying is not spoiling them!!!</p>
9	<ul style="list-style-type: none"> begin to develop a sense of security and trust with parents and caregivers 	<ul style="list-style-type: none"> to feel secure 	<ul style="list-style-type: none"> are there to meet her/his needs through new experiences
10	<ul style="list-style-type: none"> imitate, maintain, or avoid interactions 	<ul style="list-style-type: none"> opportunities to interact with parents, caregivers, and other children 	<ul style="list-style-type: none"> get to know each child and encourage interactions, such as singing and playing

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Social Development Birth - 6 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
11 <ul style="list-style-type: none"> show individual responses to different people and situations 	<ul style="list-style-type: none"> care giving that responds to her/his individual temperament <p> Temperament is the manner of thinking, behaving and reacting characteristics of an individual.</p>	<ul style="list-style-type: none"> recognize temperament of child, fearful, flexible, and/or feisty and respond appropriately
12 <ul style="list-style-type: none"> respond to her/his name and caregiver's actions 	<ul style="list-style-type: none"> activities to become aware of self and others 	<ul style="list-style-type: none"> use her/his name when talking and playing <p> Use children's name when planning and doing activities.</p>
13 <ul style="list-style-type: none"> respond to self in mirror 	<ul style="list-style-type: none"> opportunities to look at self 	<ul style="list-style-type: none"> provide unbreakable mirrors


Social Development 6-12 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1 • recognize and bond with primary caregivers	• frequent contact to bond with primary caregivers	• provide care by the same person/people each day and allow her/him time to adjust before primary caregiver leaves
2 • recognize familiar people and may be shy of strangers	• opportunities to get to know and recognize others	• reassure her/him and stay near when strangers are present
3 • begin to respond to more than one familiar person at a time	• opportunities to play and interact with more than one person, especially other babies	• encourage her/him to try going back and forth from you to others
4 • begin to be sociable by initiating interactions with other children and adults	• opportunities to interact with other children and adults	• encourage interactions with other children and adults and provide time, space and materials for play


Social Development 6-12 Months

As the child grows she/he will... →	And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> • show affection 	<ul style="list-style-type: none"> • acceptance of her/his affection from others and adults
6	<ul style="list-style-type: none"> • return and give affections, such as hugs, smiles, and nods of approval 	<ul style="list-style-type: none"> • get to know her/him so you can recognize child's signals <p> Hold, look at, and/or speak calmly to child when she/he is frightened.</p>
7	<ul style="list-style-type: none"> • identify family members, friends, and pets 	<ul style="list-style-type: none"> • to see pictures and hear names of family members, friends, and pets
	<ul style="list-style-type: none"> • provide pictures of family members, friends, and pets and talk positively about them 	

Social Development 12-18 Months



As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> • be sociable but able to play alone for a short time 	<ul style="list-style-type: none"> • opportunities to play by self and with others
2	<ul style="list-style-type: none"> • provide toys and activities that encourage social and self play, such as large puzzles, blocks, and dolls 	<ul style="list-style-type: none"> • imitate the actions and activities of others
3	<ul style="list-style-type: none"> • opportunities to imitate 	<ul style="list-style-type: none"> • model and encourage her/him to watch and imitate others
4	<ul style="list-style-type: none"> • show affectionate responses and begin social interactions 	<ul style="list-style-type: none"> • respond positively to her/his affection, such as with smiles, hugs, and nods
4	<ul style="list-style-type: none"> • enjoy listening to and making music, dancing, and singing 	<ul style="list-style-type: none"> • to hear songs and rhymes that encourage body motions
		<ul style="list-style-type: none"> • play music, dance, sing songs, and make music with instruments <p> Musical instruments can be made with items such as boxes, spoons, pots, and/or pans.</p>

Social Development 12-18 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5 <ul style="list-style-type: none"> • begin to achieve a sense of self-identity 	<ul style="list-style-type: none"> • to find out the difference between self and others 	<ul style="list-style-type: none"> • talk positively about child, call her/him by name, and show pictures of self and others
6 <ul style="list-style-type: none"> • follow simple directions 	<ul style="list-style-type: none"> • limits and guidelines 	<ul style="list-style-type: none"> • give simple directions, such as “Come here”; “Stop”; and “Sit down.”
7 <ul style="list-style-type: none"> • begin to be eager and want to do more in her/his surroundings 	<ul style="list-style-type: none"> • to be given opportunities to try and do things 	<ul style="list-style-type: none"> • encourage child to try many different things such as playing with new toys, taking short walks, climbing, and exploring <p style="text-align: center;">  Allow child to move safely and frequently from place to place. </p>

8	<ul style="list-style-type: none"> begin to briefly wait for responses to her/his requests 	<ul style="list-style-type: none"> prompt responses to her/his requests 	<ul style="list-style-type: none"> explain why she/he is waiting; praise her/his attempts to wait by smiling, clapping, and offering words of encouragement, such as “Thank you for waiting while I tie your shoes.”
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Social Development 18-24 Months



	<p style="text-align: center;">As the child grows, she/he will...</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">And so the child needs...</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">You can help the child learn if you...</p>
1	<ul style="list-style-type: none"> mostly play next to, but not with, other children <p> This is called parallel play.</p>	<ul style="list-style-type: none"> opportunities to play without interruption from others 	<ul style="list-style-type: none"> provide a variety of activities in different pretend-play areas, such as building, arts and books <p> Provide more than one “popular” toy.</p>
2	<ul style="list-style-type: none"> engage in make-believe or dramatic play 	<ul style="list-style-type: none"> opportunities for dramatic play 	<ul style="list-style-type: none"> provide space, toys, and materials for dramatic play, such as toy telephones, and dress-up clothes


Social Development

3	<ul style="list-style-type: none"> learn to seek help from caregivers, if needed 	<ul style="list-style-type: none"> to know that caregiver's help is available, if needed 	<ul style="list-style-type: none"> assist child when needed
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18-24 Months

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
→	→	
<p style="text-align: center;">4</p> <ul style="list-style-type: none"> show tremendous curiosity about people and things in their surroundings 	<ul style="list-style-type: none"> a safe environment with constant supervision 	<ul style="list-style-type: none"> provide the child with a variety of toys, equipment, material, and planned activities <p> Rotate toys and materials occasionally.</p>
<p style="text-align: center;">5</p> <ul style="list-style-type: none"> alternate between clinging to parents and caregivers or resisting them 	<ul style="list-style-type: none"> understanding from parents and caregivers that this behavior is appropriate 	<ul style="list-style-type: none"> allow the child to adjust, and provide reassurance <p> Have patience with the child.</p>
<p style="text-align: center;">6</p> <ul style="list-style-type: none"> offer toys to other children, but usually be possessive of playthings 	<ul style="list-style-type: none"> opportunities to share with others 	<ul style="list-style-type: none"> praise and encourage when she/he shares with others; understand when she/he does not wish to share

7	<ul style="list-style-type: none">display aggressive behaviors such as hitting, biting, shoving, and grabbing toys	<ul style="list-style-type: none">to know that feelings are okay, but inappropriate aggressive behavior is not acceptable	<ul style="list-style-type: none">model and show types of behaviors with others that you want her/him to develop; redirect inappropriate behaviors to more acceptable behaviors; and help child understand what makes her/him angry <p> Always use a calm voice.</p>
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Social Development 2 Years

As the child grows, she/he will... →		And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> • use more imagination 	<ul style="list-style-type: none"> • opportunities to use imagination 	<ul style="list-style-type: none"> • provide toys and materials for make-believe play, such as dolls, puppets, dress-up clothes, block building, books, music, art, crawl-through and riding toys
2	<ul style="list-style-type: none"> • enjoy being with other children, but may use unacceptable social behavior <p> There is a reason for different behaviors.</p>	<ul style="list-style-type: none"> • constant supervision when playing near or with others 	<ul style="list-style-type: none"> • praise and encourage positive sociable behavior, such as taking turns and saying “please” and “thank you”; set limits and redirect unacceptable behavior by changing activities
3	<ul style="list-style-type: none"> • imitate adults’ activities 	<ul style="list-style-type: none"> • opportunities to be included in daily routines and a safe environment 	<ul style="list-style-type: none"> • include child in daily routines, such as setting the table for snack or lunch

Social Development 3 Years

4	<ul style="list-style-type: none"> enjoy small group activities 	<ul style="list-style-type: none"> opportunities to play in small groups 	<ul style="list-style-type: none"> plan daily activities and provide toys and materials for small group activities, such as art, water and sand play, music, building, and reading
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2 Years


As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...	
→	→		
5	<ul style="list-style-type: none"> develop trusting relationships with caregivers 	<ul style="list-style-type: none"> opportunities to build relationships 	<ul style="list-style-type: none"> respond to her/his needs and show interest in what the child is doing by providing questions and materials to expand child's ideas
6	<ul style="list-style-type: none"> show interest in children of the same age 	<ul style="list-style-type: none"> opportunities to interact with children of her/his age 	<ul style="list-style-type: none"> provide sufficient toys and equipment for her/him to share with others during small group activities

Social Development

7	<ul style="list-style-type: none"> begin to cooperate with less physical aggressiveness 	<ul style="list-style-type: none"> opportunities to cooperate with others 	<ul style="list-style-type: none"> model caring and cooperation and encourage child to talk with others
As the child grows, she/he will... →		And so the child needs... →	
1	<ul style="list-style-type: none"> sometimes take turns, but will not always be willing to do so 	<ul style="list-style-type: none"> opportunities to take turns 	<ul style="list-style-type: none"> provide activities in which she/he will take turns, such as being a line leader or helper, or playing games
2	<ul style="list-style-type: none"> join in simple games and group activities 	<ul style="list-style-type: none"> many opportunities to join in games and activities 	<ul style="list-style-type: none"> provide games and activities, such as “Ring-around the Roses”, “Simon Says”, “Red Light”
3	<ul style="list-style-type: none"> observe other children playing and may join in for a short time 	<ul style="list-style-type: none"> opportunities to play alone, or with others 	<ul style="list-style-type: none"> provide toys and activities for her/him to play by self or with other children



Social Development 3 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you ...
4	<ul style="list-style-type: none"> • use objects in pretend play 	<ul style="list-style-type: none"> • opportunities for dramatic play 	<ul style="list-style-type: none"> • provide many toys and objects for make-believe play in a variety of learning areas
5	<ul style="list-style-type: none"> • become defensive of toys and other possessions 	<ul style="list-style-type: none"> • opportunities to decide if she/he wants to share 	<ul style="list-style-type: none"> • help child understand the process of sharing 💡 Allow child to decide whether or not to share.
6	<ul style="list-style-type: none"> • sit and listen to stories up to ten minutes at a time 	<ul style="list-style-type: none"> • daily opportunities to listen to short stories 	<ul style="list-style-type: none"> • involve her/him in telling the story
7	<ul style="list-style-type: none"> • not bother others and dislike being bothered by others while listening to stories 	<ul style="list-style-type: none"> • others to understand how she/he feels 	<ul style="list-style-type: none"> • teach her/him to express feelings


	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
8	<ul style="list-style-type: none"> engage in make-believe play 	<ul style="list-style-type: none"> opportunities to play alone and with others 	<ul style="list-style-type: none"> provide materials to encourage make-believe activities, such as puppets and dress-up clothes
9	<ul style="list-style-type: none"> begin making friends 	<ul style="list-style-type: none"> to be able to choose friends 	<ul style="list-style-type: none"> encourage friendship through daily indoor/outdoor activities as child interacts with others <p> Friendships are short-lived at this age.</p>
10	<ul style="list-style-type: none"> enjoy adult attention 	<ul style="list-style-type: none"> to know that you are attentive and interested 	<ul style="list-style-type: none"> listen carefully and respond to what the child is saying and doing
11	<ul style="list-style-type: none"> enjoy sitting with arms around friends, or holding hands 	<ul style="list-style-type: none"> opportunities to be with friends 	<ul style="list-style-type: none"> provide time and planned activities to encourage and develop friendships

Social Development 3 Years


Social Development 4 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1 <ul style="list-style-type: none"> • be outgoing, friendly, and overly enthusiastic at times 	<ul style="list-style-type: none"> • guidance and opportunities to express feelings 	<ul style="list-style-type: none"> • model friendly behavior and allow time for sharing emotions, thoughts, and ideas
2 <ul style="list-style-type: none"> • sometimes have imaginary playmates or companions 	<ul style="list-style-type: none"> • opportunities to engage in creative play and activities 	<ul style="list-style-type: none"> • interact with child through discussion about child's interest <p> Know that imaginary playmates or companions are acceptable.</p>
3 <ul style="list-style-type: none"> • boast, exaggerate, and make up stories 	<ul style="list-style-type: none"> • opportunities to talk 	<ul style="list-style-type: none"> • listen to the child <p> Explain the difference between truth and fantasy, if harmful to child or others.</p>
4 <ul style="list-style-type: none"> • cooperate with others and participate in group activities 	<ul style="list-style-type: none"> • opportunities to interact with others 	<ul style="list-style-type: none"> • provide activities such as center time, circle time, and show-and-tell


Social Development 4 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5 <ul style="list-style-type: none"> enjoy make-believe activities and roleplaying 	<ul style="list-style-type: none"> role-playing opportunities 	<ul style="list-style-type: none"> provide materials to engage in dramatic play and a variety of other activities
6 <ul style="list-style-type: none"> rely more on verbal expressions than physical aggression 	<ul style="list-style-type: none"> to be guided in talking with the person involved to solve problems 	<ul style="list-style-type: none"> model the appropriate and desired behavior  Don't force apologies.
7 <ul style="list-style-type: none"> engage in name-calling and teasing 	<ul style="list-style-type: none"> guidance and understanding of acceptable behavior 	<ul style="list-style-type: none"> redirect and model the behavior desired
8 <ul style="list-style-type: none"> develop close friendships with playmates 	<ul style="list-style-type: none"> opportunities to be with friends 	<ul style="list-style-type: none"> provide time, space, materials, and planned activities to encourage and develop friendships

Social Development 5 Years

<p>As the child grows, she/he will...</p> <p style="text-align: center;">→</p>	<p>And so the child needs...</p> <p style="text-align: center;">→</p>	<p>You can help the child learn if you ...</p>
<p>1</p> <ul style="list-style-type: none"> • enjoy friendships and often have one or two special playmates 	<ul style="list-style-type: none"> • opportunities to engage in activities with friends 	<ul style="list-style-type: none"> • allow time for her/him to interact with friends
<p>2</p> <ul style="list-style-type: none"> • often play cooperatively 	<ul style="list-style-type: none"> • opportunities for interactions with others 	<ul style="list-style-type: none"> • model the desired behaviors and plan activities to encourage cooperative play, such as board games
<p>3</p> <ul style="list-style-type: none"> • participate in group play and shared activities <p> Group play involves three or more.</p>	<ul style="list-style-type: none"> • many opportunities to play and express ideas in group settings 	<ul style="list-style-type: none"> • suggest ideas such as playing school, house, and store and other activities that children suggest
<p>4</p> <ul style="list-style-type: none"> • enjoy telling jokes and making people laugh 	<ul style="list-style-type: none"> • opportunities to express self 	<ul style="list-style-type: none"> • read books daily and say silly rhymes; encourage her/him to tell jokes/rhymes

Social Development 5 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> often follow directions and carry out responsibilities 	<ul style="list-style-type: none"> opportunities to follow simple three-step directions or task
6	<ul style="list-style-type: none"> continue to ask many questions 	<ul style="list-style-type: none"> opportunities to ask questions
7	<ul style="list-style-type: none"> boast about accomplishments 	<ul style="list-style-type: none"> many opportunities to talk about accomplishments
8	<ul style="list-style-type: none"> argue about many things and have a strong sense of “fairness” 	<ul style="list-style-type: none"> guidance in solving disagreements
		<ul style="list-style-type: none"> give clear and specific tasks to complete
		<ul style="list-style-type: none"> listen, answer questions, and encourage child to explore possible answers  Be patient!
		<ul style="list-style-type: none"> provide specific praise and encouragement for her/his accomplishments
		<ul style="list-style-type: none"> model desired behavior and praise child for practicing fairness, such as saying “I like the way you waited for your turn.”

Social Development 5 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
9	<ul style="list-style-type: none"> • be independent, yet still want and need help 	<ul style="list-style-type: none"> • many opportunities to be independent in a safe environment 	<ul style="list-style-type: none"> • provide help as needed
10	<ul style="list-style-type: none"> • enjoy pretend-play 	<ul style="list-style-type: none"> • opportunities for makebelieve play 	<ul style="list-style-type: none"> • provide materials for center time and dramatic play; record children's stories





Language and Literacy Development



Language and Literacy Development

Children learn to communicate

Goal: To communicate successfully with others.

The child will:


- ◆ Respond to verbal and non-verbal communication.
- ◆ Communicate through language and gestures.
- ◆ Identify with a home language.

Birth-6 Months

As the child grows, she/he will... →		And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startle response 	<ul style="list-style-type: none"> to feel reassured that she/he is safe and secure 	<ul style="list-style-type: none"> recognize her/his reactions by talking in a comforting way, hugging, and playing soothing music
2	<ul style="list-style-type: none"> show a preference for certain sounds, especially for human speech 	<ul style="list-style-type: none"> a calm and quiet environment in which to hear others talk to them 	<ul style="list-style-type: none"> create a communication and listening environment by singing, talking, reading, and playing soothing music to her/him
3	<ul style="list-style-type: none"> turn head in response to sound from either side 	<ul style="list-style-type: none"> freedom of movement to turn head 	<ul style="list-style-type: none"> provide activities such as talking, ringing bells, and clapping hands to observe that the child turns in the direction of sounds


Language and Literacy Development


Birth-6 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
4	<ul style="list-style-type: none"> hear and make different sounds 	<ul style="list-style-type: none"> to hear sounds and words spoken correctly 	<ul style="list-style-type: none"> communicate with child and respond to his/her sounds and gestures
5	<ul style="list-style-type: none"> make sounds other than crying 	<ul style="list-style-type: none"> opportunities to hear and make a variety of sounds 	<ul style="list-style-type: none"> make different sounds such as talking in simple words and phrases, reading, singing, and clapping
6	<ul style="list-style-type: none"> communicate by crying in different ways when hungry, hurt, scared, or uncomfortable 	<ul style="list-style-type: none"> responses from parents and caregivers that comfort her/him 	<ul style="list-style-type: none"> respond to crying and solve the problem <p> Children whose cries are responded to cry less and for a shorter time.</p>

7	<ul style="list-style-type: none"> react to sounds and make sounds by cooing and blowing bubbles 	<ul style="list-style-type: none"> to hear and make different sounds 	<ul style="list-style-type: none"> sing, talk, read, and clap hands
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Language and Literacy Development Birth-6 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
8	<ul style="list-style-type: none"> make sounds (coo) and move body when engaging in a face-to-face exchange with parents and others 	<ul style="list-style-type: none"> to hear language with different tones of voice and see different facial expressions 	<ul style="list-style-type: none"> talk face-to-face throughout the day, repeat simple sounds and words, and encourage child to respond <p> Add words to sounds: “Oh, you see the bird in the window.”</p>

9	<ul style="list-style-type: none"> • search for source of sounds in immediate surroundings 	<ul style="list-style-type: none"> • to hear sounds from different places within her/his surroundings 	<ul style="list-style-type: none"> • provide sounds such as music, instruments, and voices to encourage child to search for sounds <p> Explain the sound to the child.</p>
10	<ul style="list-style-type: none"> • laugh out loud 	<ul style="list-style-type: none"> • to hear and see laughter and experience joy 	<ul style="list-style-type: none"> • play activities that result in laughter, such as making faces, clapping hands, and tickling feet


Language and Literacy Development 6-12 Months

	As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
	→	→	
1	<ul style="list-style-type: none"> • imitate some non-speech sounds 	<ul style="list-style-type: none"> • many non-speech sounds to imitate 	<ul style="list-style-type: none"> • imitate child's actions with many non-speech sounds such as lipsmacking, humming, and tongue- clicking

2	<ul style="list-style-type: none"> begin babble (baby talk) to communicate 	<ul style="list-style-type: none"> language responses from others 	<ul style="list-style-type: none"> notice babbling and respond to the babbling  Extend the interaction: “dadada”; “Oh, your daddy will be here soon.”
3	<ul style="list-style-type: none"> turn head when called by name or when familiar objects or persons are named 	<ul style="list-style-type: none"> many opportunities to hear own name and the names of familiar objects and persons 	<ul style="list-style-type: none"> call her/him by name and talk about objects/persons and name the objects/persons’ the child sees and hears
4	<ul style="list-style-type: none"> begin to repeat sounds or words of more than one syllable that have meaning to her/him 	<ul style="list-style-type: none"> to play with sounds and new words 	<ul style="list-style-type: none"> make sounds and speak new words for the child to try

Language and Literacy Development 6-12 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
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5	<ul style="list-style-type: none"> begin to say recognizable words 	<ul style="list-style-type: none"> many opportunities to use new words and relate them to actual people and objects 	<ul style="list-style-type: none"> respond enthusiastically to recognizable word such as “Mama” and “Dada”
6	<ul style="list-style-type: none"> begin to communicate and name many things 	<ul style="list-style-type: none"> to hear, regularly, names of many objects 	<ul style="list-style-type: none"> tell the names of the things she/he sees and uses throughout the day
7	<ul style="list-style-type: none"> listen to conversations and understand what is being said 	<ul style="list-style-type: none"> to be talked with regularly 	<ul style="list-style-type: none"> talk with the child clearly and correctly in complete sentences <p> Do not talk about concerns about the child and others while child is present.</p>
8	<ul style="list-style-type: none"> show emotions by making different sounds and expressions 	<ul style="list-style-type: none"> an appropriate response 	<ul style="list-style-type: none"> respond to her/his expressions when child is pleased, angry, or satisfied and give words to describe emotions

Language and Literacy Development 6-12 Months

As the child grows, she/he will... →		And so the child needs... →	You can help the child learn if you...
9	<ul style="list-style-type: none"> notice pictures 	<ul style="list-style-type: none"> simple vinyl or cloth books or pictures 	<ul style="list-style-type: none"> look at pictures and talk with her/him about them in books, in the house or center, or at the store; talk about labels or items you are looking at
10	<ul style="list-style-type: none"> be aware of daily routines and activities 	<ul style="list-style-type: none"> words for routines and activities 	<ul style="list-style-type: none"> talk about daily routines and activities as they take place, such as diapering, feeding, or dressing the child


Language and Literacy Development 12-18 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
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1	<ul style="list-style-type: none"> • babble words and try using words to describe actions 	<ul style="list-style-type: none"> • opportunities to use new words and to relate them to her/his and your actions  First true words are used about the things that are most interesting to the child.	<ul style="list-style-type: none"> • tell child the names of the actions she/he and you are doing
2	<ul style="list-style-type: none"> • begin to name familiar objects and their owners 	<ul style="list-style-type: none"> • opportunities to name objects and their owners 	<ul style="list-style-type: none"> • respond positively when she/he attempts to or names an object and its owner such as “daddy’s shoes”
3	<ul style="list-style-type: none"> • begin to name and point out familiar pictures in a book 	<ul style="list-style-type: none"> • colorful and large picture books and magazines 	<ul style="list-style-type: none"> • look at picture books and magazines with child and practice naming pictures
4	<ul style="list-style-type: none"> • show increased interest in music and rhythm 	<ul style="list-style-type: none"> • opportunities to interact with music 	<ul style="list-style-type: none"> • play and sing simple songs and do fingerplays with child such as “Eensy Weensy Spider” and “Thumbkin”

Language and Literacy Development 12-18 Months

<p>As the child grows, she/he will...</p> <p>→</p>	<p>And so the child needs...</p> <p>→</p>	<p>You can help the child learn if you...</p>
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5	<ul style="list-style-type: none"> show increased interest in conversational turn-taking 	<ul style="list-style-type: none"> opportunities for taking turns in conversation 	<ul style="list-style-type: none"> provide opportunities for talking, such as asking questions
6	<ul style="list-style-type: none"> begin to point to and name body parts and learn about self 	<ul style="list-style-type: none"> many opportunities to name body parts, ask questions, make comments 	<ul style="list-style-type: none"> refer to body parts by name on the child, on dolls, and in pictures; encourage child to repeat names; sing songs and do fingerplays related to body parts
7	<ul style="list-style-type: none"> begin to understand when asked to do something 	<ul style="list-style-type: none"> opportunities to try to follow directions 	<ul style="list-style-type: none"> show things she/he can do and give one-step directions, such as “Pick up your toys.”
8	<ul style="list-style-type: none"> respond to simple questions with “yes” or “no” and/or appropriate head movements 	<ul style="list-style-type: none"> opportunities to respond to simple questions 	<ul style="list-style-type: none"> ask simple questions for “yes” or “no” responses and/or appropriate head movement, such as “Do you want a cracker?” <p> Respect child’s choice.</p>

Language and Literacy Development 12-18 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
9	<ul style="list-style-type: none"> • use one word questions to ask for or name something 	<ul style="list-style-type: none"> • opportunities to ask questions 	<ul style="list-style-type: none"> • respond to her/his questions
10	<ul style="list-style-type: none"> • greet people with a smile or concern 	<ul style="list-style-type: none"> • information about people 	<ul style="list-style-type: none"> • greet child, explain other people


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Language and Literacy Development 18-24 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> • begin to actually understand how to use language to communicate 	<ul style="list-style-type: none"> • opportunities to use language in conversation 	<ul style="list-style-type: none"> • talk with child using correct simple sentences, such as “Clap your hand.”
2	<ul style="list-style-type: none"> • begin to make phrases or short sentences of two or three words 	<ul style="list-style-type: none"> • opportunities to use this new sentence-forming skill throughout the day 	<ul style="list-style-type: none"> • talk with her/him and extend phrases, such as the child may say, “Me, go outside.” You will say, “Yes, it is time to go outside.”

3	<ul style="list-style-type: none"> • be able to recognize, name, and/or pick out common objects 	<ul style="list-style-type: none"> • opportunities to play naming games and point out objects 	<ul style="list-style-type: none"> • play naming games, such as naming common objects and body parts
4	<ul style="list-style-type: none"> • begin to use appropriate manners in speech and/or action 	<ul style="list-style-type: none"> • courteous responses to her/his efforts at being polite 	<ul style="list-style-type: none"> • model polite and courteous words and actions when interacting with her/him, such as “please”, “thank you”, nod, and smile
5	<ul style="list-style-type: none"> • begin to express her/his needs using simple sentences and/or actions 	<ul style="list-style-type: none"> • prompt responses to her/his needs 	<ul style="list-style-type: none"> • talk with her/him as you promptly respond to the child’s needs

Language and Literacy Development 18-24 Months



As the child grows, she/he will...	→	And so the child needs...	→	You can help the child learn if you...
6	<ul style="list-style-type: none"> • ask many questions 	<ul style="list-style-type: none"> • responses to her/his questions 	<ul style="list-style-type: none"> • value the child’s questions and provide clear and direct answers 	<ul style="list-style-type: none"> •  Be patient and understanding with the child.

7	<ul style="list-style-type: none"> • speak 50 to 300 different words 	<ul style="list-style-type: none"> • to hear the names of things and objects in her/his familiar environment 	<ul style="list-style-type: none"> • have meaningful and enthusiastic conversations with her/him  <p>Some children will say 50 words at 13 months and others will be able to say 50 words at 28 months.</p>
8	<ul style="list-style-type: none"> • enjoy stories about self and family 	<ul style="list-style-type: none"> • to hear about self and family 	<ul style="list-style-type: none"> • read and tell stories about her/his family
9	<ul style="list-style-type: none"> • sing along with familiar tunes 	<ul style="list-style-type: none"> • opportunities to sing 	<ul style="list-style-type: none"> • provide her/him with a variety of songs

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Language and Literacy Development 2 Years

	As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
	→	→	
1	<ul style="list-style-type: none"> • understand longer sentences and use we, she, he, I 	<ul style="list-style-type: none"> • to hear more complex, twopart sentences 	<ul style="list-style-type: none"> • talk with her/him in longer sentences, such as “We will go to the store when it stops raining.”


2	<ul style="list-style-type: none"> talk more and use phrases and clauses to create more adult-like sentences 	<ul style="list-style-type: none"> many opportunities to have conversations with children and adults 	<ul style="list-style-type: none"> encourage conversation with her/him and listen without hushing or ignoring  Be patient.
3	<ul style="list-style-type: none"> sing and/or say nursery rhymes, songs, and fingerplays 	<ul style="list-style-type: none"> opportunities to take part in and enjoy these activities 	<ul style="list-style-type: none"> provide activities daily, such as “If you are happy and know it”, “Jack and Jill”, and “I’m a little Teapot”
4	<ul style="list-style-type: none"> begin to name and match colors, sizes, and shapes 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide activities such as matching games
5	<ul style="list-style-type: none"> use sentences to say “no” 	<ul style="list-style-type: none"> opportunities to appropriately say “no”  Saying “no” appropriately is important to establishing independence. 	<ul style="list-style-type: none"> remain calm and know that at times it is appropriate for the child to say “no”

Language and Literacy Development 2 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
--	---	---

6	<ul style="list-style-type: none"> continue to ask many questions 	<ul style="list-style-type: none"> opportunities for conversation 	<ul style="list-style-type: none"> value her/his questions and provide clear and direct answers
7	<ul style="list-style-type: none"> begin to communicate the difference between one and many 	<ul style="list-style-type: none"> opportunities to say or show one or many objects 	<ul style="list-style-type: none"> talk about one and many during activities, such as counting, sorting, and matching
8	<ul style="list-style-type: none"> respond to verbal and nonverbal signals for routines and changes 	<ul style="list-style-type: none"> to practice routines daily 	<ul style="list-style-type: none"> talk about and be consistent with daily routines and schedules <p> Allow time for transition: changes in schedule and/or routine.</p>
9	<ul style="list-style-type: none"> talk with other children while playing together 	<ul style="list-style-type: none"> opportunities to talk with other children 	<ul style="list-style-type: none"> encourage her/him to listen and talk to others, develop friendships
10	<ul style="list-style-type: none"> begin to communicate feelings when having conflicts with others 	<ul style="list-style-type: none"> opportunities to use language to resolve conflicts 	<ul style="list-style-type: none"> assist her/him in resolving conflicts by using appropriate words to identify feelings

Language and Literacy Development 3 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1 <ul style="list-style-type: none"> answer simple questions appropriately 	<ul style="list-style-type: none"> opportunities to answer questions 	<ul style="list-style-type: none"> ask questions and wait for answers, such as “What is your name?” and “How old are you?”
2 <ul style="list-style-type: none"> engage in conversation by taking turns talking and listening 	<ul style="list-style-type: none"> opportunities to talk and listen to others 	<ul style="list-style-type: none"> allow time for her/him to engage in conversation
3 <ul style="list-style-type: none"> say nursery rhymes and sing songs 	<ul style="list-style-type: none"> many opportunities to hear a variety of nursery rhymes and songs 	<ul style="list-style-type: none"> provide a variety of nursery rhymes and songs, such as “Jack and Jill”, “Hickory Dickory Dock”, and “Twinkle, Twinkle Little Star” <p> Include culturally appropriate rhymes and songs and those from different cultures.</p>

4	<ul style="list-style-type: none"> ask/gesture for desired objects or assistance 	<ul style="list-style-type: none"> to know that she/he will receive help when needed 	<ul style="list-style-type: none"> respond appropriately and quickly to requests
5	<ul style="list-style-type: none"> talk about known objects and people not present 	<ul style="list-style-type: none"> opportunities to talk about objects and people not present 	<ul style="list-style-type: none"> give her/him opportunities to discuss family, home, and pets while in your care


Language and Literacy Development 3 Years

As the child grows, she/he will...	And so the child needs...		You can help the child learn if you...
→	→		
6	<ul style="list-style-type: none"> show interest in books 	<ul style="list-style-type: none"> daily experiences with books, individually or in a group setting 	<ul style="list-style-type: none"> read daily one to one or in small groups, using picture books and rhymes
7	<ul style="list-style-type: none"> show interest in written words 	<ul style="list-style-type: none"> opportunities to be exposed to written words 	<ul style="list-style-type: none"> help child recognize written words and connect them to spoken words, such as labeling common objects
8	<ul style="list-style-type: none"> begin to learn “directional” words 	<ul style="list-style-type: none"> experiences and examples that show directional words 	<ul style="list-style-type: none"> talk about and play games with directional words, such as under and beside

9	<ul style="list-style-type: none"> talk about the actions of others 	<ul style="list-style-type: none"> opportunities to talk about what others are doing 	<ul style="list-style-type: none"> have conversations so child can talk about family, friends, and storybook characters
10	<ul style="list-style-type: none"> continue to ask many questions 	<ul style="list-style-type: none"> many experiences and opportunities to ask questions to extend knowledge 	<ul style="list-style-type: none"> value the child's questions and provide clear and direct answers

Language and Literacy Development

3 Years

	As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
	→	→	
11	<ul style="list-style-type: none"> join in social interactions 	<ul style="list-style-type: none"> opportunities to interact with others 	<ul style="list-style-type: none"> provide activities, such as circle time and center time
12	<ul style="list-style-type: none"> show interest in seeing her/his name 	<ul style="list-style-type: none"> opportunities to see her/his name printed 	<ul style="list-style-type: none"> print her/his name in work and encourage child to write name <p> Early writing will not be recognizable; encourage and praise attempts.</p>

Language and Literacy Development


4 Years

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
→	→	
1 <ul style="list-style-type: none"> • answer “who?”, “what?”, “when?” “where”, “how?”, and “why?” questions during conversation 	<ul style="list-style-type: none"> • opportunities to answer questions 	<ul style="list-style-type: none"> • provide activities that will encourage simple questions and answers such as “Why are you happy?” and “What makes you laugh?”
2 <ul style="list-style-type: none"> • refer to activities and events in the past tense 	<ul style="list-style-type: none"> • opportunities to talk with others and to use the past tense of verbs 	<ul style="list-style-type: none"> • talk about familiar past experiences, such as what she/he had for breakfast this morning
3 <ul style="list-style-type: none"> • match listener’s level of understanding by changing tone of voice and sentence structure 	<ul style="list-style-type: none"> • opportunities to participate in conversational activities and other experiences that require talking 	<ul style="list-style-type: none"> • model appropriate tone of voice and sentences in conversation for example, to baby brother: “Milk gone?” and to mother: “Did the baby drink all of his milk?”

4	<ul style="list-style-type: none"> want to write her/his name 	<ul style="list-style-type: none"> to practice writing, drawing, and copying 	<ul style="list-style-type: none"> provide writing materials, such as paper, markers, pencils, crayons, pictures, and alphabet letters; model writing.
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Language and Literacy Development

4 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> begin to make the connection between spoken and written words 	<ul style="list-style-type: none"> opportunities to see spoken words written 	<ul style="list-style-type: none"> take dictation about her/his favorite foods, pets, and play activities  Writing down what child says will help the child to see connections between spoken and written words.
6	<ul style="list-style-type: none"> use detailed sentence structure to describe events and activities 	<ul style="list-style-type: none"> opportunities to talk 	<ul style="list-style-type: none"> include questions with more details in your conversations, such as “What color was the cat, and where did he go?”
7	<ul style="list-style-type: none"> recite rhymes and sing simple songs 	<ul style="list-style-type: none"> opportunities to sing and recite 	<ul style="list-style-type: none"> teach her/him a variety of simple songs, fingerplays, and rhymes, such as the ABC song, “Humpty Dumpty”, and “Thumbkin”

8	<ul style="list-style-type: none"> answer appropriately when asked what to do if tired, cold, or hungry 	<ul style="list-style-type: none"> experiences and opportunities to answer questions 	<ul style="list-style-type: none"> ask questions, such as “What do you do if you are tired, cold, or hungry?”
9	<ul style="list-style-type: none"> give first and last name, family members’ names, gender (girl or boy), and telephone number 	<ul style="list-style-type: none"> opportunities to share personal information 	<ul style="list-style-type: none"> let her/him talk, draw, and answer questions about self and family; encourage her/him to label pictures; write down what child says and read it back to her/him

Language and Literacy Development

5 Years

	As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
	→	→	
1	<ul style="list-style-type: none"> have a vocabulary of 1500 words or more 	<ul style="list-style-type: none"> to engage in frequent conversation 	<ul style="list-style-type: none"> encourage her/him to talk to others, such as peers and family members
2	<ul style="list-style-type: none"> tell familiar stories using pictures 	<ul style="list-style-type: none"> opportunities to tell stories 	<ul style="list-style-type: none"> provide time for sharing, such as, “Show and Tell, and “Story Time”
3	<ul style="list-style-type: none"> identify and name colors 	<ul style="list-style-type: none"> activities and games to identify colors 	<ul style="list-style-type: none"> provide activities with color mixing using tempera paint, watercolors, food colors and games, such as “Color Bingo” and matching

4	<ul style="list-style-type: none"> • use sentences with 7 words or more 	<ul style="list-style-type: none"> • opportunities to talk, using complete sentences 	<ul style="list-style-type: none"> • encourage and provide activities for her/him to talk, such as starting a story and having child add sentences
5	<ul style="list-style-type: none"> • state the name of city/ town where child lives, birthday, and family members' names 	<ul style="list-style-type: none"> • opportunities to share personal information 	<ul style="list-style-type: none"> • let her/him talk about self, family, and where she/he lives

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Language and Literacy Development 5 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
6	<ul style="list-style-type: none"> • want to read and act out stories 	<ul style="list-style-type: none"> • a variety of books and opportunities to act out stories 	<ul style="list-style-type: none"> • provide free time and dramatic play, items
7	<ul style="list-style-type: none"> • have speech that is nearly 100% understandable 	<ul style="list-style-type: none"> • opportunities to talk with others 	<ul style="list-style-type: none"> • model clear and correct speech/talking
8	<ul style="list-style-type: none"> • practice writing skills 	<ul style="list-style-type: none"> • a variety of writing experiences and activities 	<ul style="list-style-type: none"> • model writing and provide needed materials, such as paper, pencils, crayons, and markers; encourage book making

9	<ul style="list-style-type: none"> • use past tense of verbs 	<ul style="list-style-type: none"> • opportunities to talk with others and use the past tense of verbs 	<ul style="list-style-type: none"> • talk about familiar past experiences such as “I walked the dog last night.” and “It rained yesterday.”
10	<ul style="list-style-type: none"> • understand singular and plural nouns 	<ul style="list-style-type: none"> • a variety of activities using nouns 	<ul style="list-style-type: none"> • provide games/activities showing one and many, such as “One Little Speckled Frog” and “Simon Says”

Language and Literacy Development 5 Years

	<p>As the child grows, she/he will...</p> <p style="text-align: center;">→</p>	<p>And so the child needs...</p> <p style="text-align: center;">→</p>	<p>You can help the child learn if you...</p>
11	<ul style="list-style-type: none"> • define simple words by their use 	<ul style="list-style-type: none"> • opportunities to define simple words 	<ul style="list-style-type: none"> • show and talk about how things are used, such as “A bed is to sleep in.”
12	<ul style="list-style-type: none"> • answer telephone appropriately and call person to the telephone or take a message 	<ul style="list-style-type: none"> • opportunities to practice telephone answering skills 	<ul style="list-style-type: none"> • model and role play correct telephone usage, such as saying “Hello”, “Hold on please”, “Mom, telephone” or “May I take a message?”

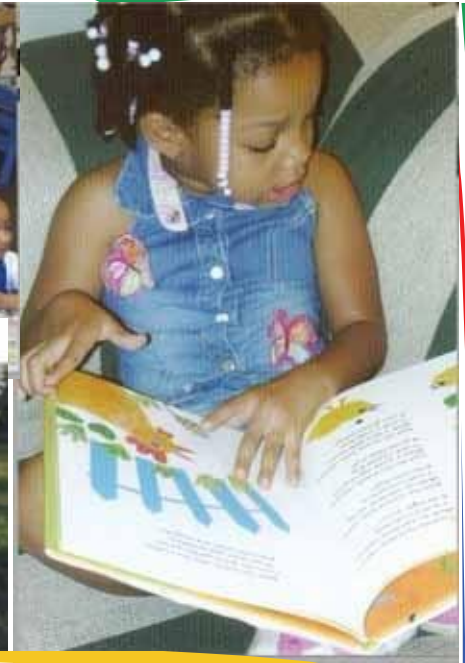
13	<ul style="list-style-type: none"> • use “would” and “could” appropriately 	<ul style="list-style-type: none"> • opportunities to use the words “would” and “could” 	<ul style="list-style-type: none"> • teach her/him when to use words correctly, such as “I would/could have helped you set the table.”
14	<ul style="list-style-type: none"> • ask “why?” questions 	<ul style="list-style-type: none"> • many experiences and opportunities to ask questions 	<ul style="list-style-type: none"> • speak clearly and answer her/his questions
15	<ul style="list-style-type: none"> • write her/his name 	<ul style="list-style-type: none"> • opportunities to write her/his name 	<ul style="list-style-type: none"> • provide crayons, pencils, paper, and a variety of activities, such as tracing, copying, and drawing

Language and Literacy Development

5 Years

	As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
	→	→	
16	<ul style="list-style-type: none"> • speak home language 	<ul style="list-style-type: none"> • opportunities to talk and share, using home language 	<ul style="list-style-type: none"> • provide opportunities for her/him to speak and write in home language

17	<ul style="list-style-type: none">• show interest in social and workplace roles	<ul style="list-style-type: none">• opportunities for dramatic and theme play, such as restaurant, grocery store, doctor's office, and school	<ul style="list-style-type: none">• provide items for community helpers, such as lab coat, stethoscope, and hats
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Physical Development





Physical Development

Children learn to move and do

Goal: To help children develop physical skills necessary to move and do in the world

The child will:

- ◆ Develop gross motor skills
- ◆ Develop fine motor skills
- ◆ Coordinate eye and hand movements
- ◆ Develop self-help skills


Physical Development Birth-6 Months

		81	
		Physical Development Birth-6 Months	You can help the child learn if you...
	As the child grows, she/he	And so the child needs... will...	
	→	→	
1	<ul style="list-style-type: none"> engage in motor activities 	<ul style="list-style-type: none"> gentle touch, sound, and that 	<ul style="list-style-type: none"> gently rub the child's hand
2	<ul style="list-style-type: none"> are primarily language uncontrollable 		<ul style="list-style-type: none"> provide colorful objects, pictures, and toys in immediate surroundings
3	<ul style="list-style-type: none"> hold hand(s) in a fist 	<ul style="list-style-type: none"> a gentle touch 	<ul style="list-style-type: none"> place objects (toys) in child's hand to grasp
4	<ul style="list-style-type: none"> turn head from side to side when placed in a face position 	<ul style="list-style-type: none"> time on tummy, with close side supervision, when awake down 	<ul style="list-style-type: none"> provide activities, such as grasping objects and massaging palms
5	<ul style="list-style-type: none"> grasp objects with entire reach to hand 	<ul style="list-style-type: none"> objects (toys) within encourage grasping 	<ul style="list-style-type: none"> provide exercises, such as gently pushing and pulling arms and legs, and gently bouncing child
6	<ul style="list-style-type: none"> hold hands in an open or small semi-open position 	<ul style="list-style-type: none"> activities to enhance motor skills 	<ul style="list-style-type: none"> Remember to be gentle.
6	<ul style="list-style-type: none"> develop muscle tone 	<ul style="list-style-type: none"> activities that increase physical development 	




Remember hands, objects, and toys must be age-appropriate and safe. Children must be supervised at all times by sight and sound.


Physical Development Birth-6 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
7	<ul style="list-style-type: none"> improve in muscle strength and control 	<ul style="list-style-type: none"> opportunities for movement 	<ul style="list-style-type: none"> provide a safe, uncluttered, environment so that the child will be able to move
8	<ul style="list-style-type: none"> raise head and upper body on arms when in a face down position 	<ul style="list-style-type: none"> tummy time in a safe environment when awake 	<ul style="list-style-type: none"> provide toys and pictures to place in front of child and above child's eye level
9	<ul style="list-style-type: none"> turn head to either side when on back 	<ul style="list-style-type: none"> time on back with close supervision 	<ul style="list-style-type: none"> provide activities such as talking to child from different locations in room
10	<ul style="list-style-type: none"> clasp hands above face, wave arms about, and reach for objects 	<ul style="list-style-type: none"> opportunities that encourage reaching, waving, and grasping 	<ul style="list-style-type: none"> provide her/him with mobiles and other toys <p> Remember child is lying down, so underside of mobile should be visible.</p>
11	<ul style="list-style-type: none"> improve in eye coordination 	<ul style="list-style-type: none"> interesting things to watch 	<ul style="list-style-type: none"> when baby is on the floor and alert, hold bright object 12 inches over head and move

			back and forth slowly so child can follow
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Physical Development Birth-6 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
12	<ul style="list-style-type: none"> surprisingly roll onto side and then from front to back to side at will 	<ul style="list-style-type: none"> a safe, open environment 	<ul style="list-style-type: none"> place child in open area that allows child to move freely in any direction  Time spent in restraining devices, such as baby swings, bouncy seats, walkers, and feeding chairs should be limited.

13	<ul style="list-style-type: none">• progress from sitting with full support to sitting with little support	<ul style="list-style-type: none">• assistance and an environment that will support the child until able to sit up straight	<ul style="list-style-type: none">• slowly pull child to a sitting position and offer support with hands and props until the child is able to sit alone  <p>Remember muscles are developing.</p>
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Physical Development


6-12 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
<p>1</p> <ul style="list-style-type: none"> • crawl to get from one place to another 	<ul style="list-style-type: none"> • a clean and safe environment to crawl 	<ul style="list-style-type: none"> • provide opportunities that encourage crawling such as placing toys out of reach of child or rolling items away from child <p> Some babies who are developing typically may not crawl, however, check with health care provider.</p>
<p>2</p> <ul style="list-style-type: none"> • pull himself upright, and stand firmly while holding on 	<ul style="list-style-type: none"> • opportunities to move around and practice beginning walking 	<ul style="list-style-type: none"> • encourage child to walk by providing sturdy object to pull up on and later help child to walk by holding her/his hands
<p>3</p> <ul style="list-style-type: none"> • crawl up and down steps 	<ul style="list-style-type: none"> • opportunities to practice this skill in a safe environment 	<ul style="list-style-type: none"> • make play steps from soft items such as large blocks, pillows, boxes and adult bodies

4	<ul style="list-style-type: none"> gradually gain control of back muscles 	<ul style="list-style-type: none"> opportunities to practice sitting up with little or no support 	<ul style="list-style-type: none"> play exercise games by gently pulling child from her/his back to sitting position
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Physical Development 6-12 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> bring hands in front of body and hold them together 	<ul style="list-style-type: none"> opportunities and encouragement to practice 	<ul style="list-style-type: none"> provide safe age-appropriate objects, such as rattles, and baby keys so child can grab for them with both hands <p> Watch for choking hazards.</p>
6	<ul style="list-style-type: none"> turn body and grab an object with both hands 	<ul style="list-style-type: none"> opportunities and encouragement to practice 	<ul style="list-style-type: none"> place a toy at the child's side, and let her/him turn and reach for it
7	<ul style="list-style-type: none"> be able to hold a toy in each hand at the same time 	<ul style="list-style-type: none"> to practice grabbing one object as she/he holds another 	<ul style="list-style-type: none"> give the child another toy while child holds toy in opposite hand

8	<ul style="list-style-type: none"> learn about things by handling them 	<ul style="list-style-type: none"> to learn the size, shape, weight, and feel of things 	<ul style="list-style-type: none"> give her/him many different and interesting things to look at and handle, such as a busy box, feeling box, and stacking toys  Eyes and hands are learning to work together.
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Physical Development 6-12 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
9	<ul style="list-style-type: none"> look all around at things near and far 	<ul style="list-style-type: none"> interesting objects to look at 	<ul style="list-style-type: none"> move around to catch child's attention, and place colorful, bright, and/or musical toys around the room
10	<ul style="list-style-type: none"> spend time looking at own hand 	<ul style="list-style-type: none"> opportunities and encouragement to practice 	<ul style="list-style-type: none"> provide a wrist rattle or glove puppets so child can look at hand
11	<ul style="list-style-type: none"> enjoy playing with all kinds of objects 	<ul style="list-style-type: none"> to be given a large variety of safe objects to play with 	<ul style="list-style-type: none"> give things child can use easily, such as baskets, hats, and tote bags


12	<ul style="list-style-type: none"> • use different actions with different objects 	<ul style="list-style-type: none"> • practice with various objects that can be used in different ways 	<ul style="list-style-type: none"> • show how to use things (pulling a toy, squeezing a toy to make it squeak, and stacking/nesting toys)
13	<ul style="list-style-type: none"> • hold onto objects, look at them, and put them in mouth 	<ul style="list-style-type: none"> • safe and different objects to play with and hold 	<ul style="list-style-type: none"> • give child safe and clean objects, such as rattles and teething rings that she/he can easily hold <p> Remember to disinfect toys that have been mouthed before another child touches them.</p>

Physical Development


6-12 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
14	<ul style="list-style-type: none"> hold cup with both hands and drink from it 	<ul style="list-style-type: none"> unbreakable cups to practice 	<ul style="list-style-type: none"> show child how to do this; then let the child try
15	<ul style="list-style-type: none"> like to play with many objects, dropping one and picking up another, one by one 	<ul style="list-style-type: none"> opportunities and encouragement to practice 	<ul style="list-style-type: none"> show the child how to pick up objects and drop them one by one into a container, such as a cardboard box, shoe box, or cereal box
16	<ul style="list-style-type: none"> throw objects 	<ul style="list-style-type: none"> opportunities to practice throwing objects 	<ul style="list-style-type: none"> engage child in throwing a ball
17	<ul style="list-style-type: none"> begin to use thumb and forefinger to grip  <p>This is called pincher grip.</p>	<ul style="list-style-type: none"> opportunities to pick up small items from a flat surface 	<ul style="list-style-type: none"> show child how to pick up cheerios, crackers, or finger foods with thumb and forefinger
18	<ul style="list-style-type: none"> play simple games 	<ul style="list-style-type: none"> opportunities to play 	<ul style="list-style-type: none"> play games, such as “Peek-a-Boo”, and “This Little Piggy”


Physical Development 12-18 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
1	<ul style="list-style-type: none"> hold cup with both hands and drink from it 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide unbreakable cups and time to drink  Spills will occur as child learns to drink from a cup.
2	<ul style="list-style-type: none"> try to stack blocks on top of each other 	<ul style="list-style-type: none"> opportunities to play with blocks of varying sizes 	<ul style="list-style-type: none"> show her/him different ways to stack blocks
3	<ul style="list-style-type: none"> scribble on paper while holding crayon in fist 	<ul style="list-style-type: none"> opportunities to scribble freely 	<ul style="list-style-type: none"> provide large non-toxic crayons and large sheets of sturdy paper, such as grocery bags or cardboard
4	<ul style="list-style-type: none"> begin to turn pages in books 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide books of various sizes that are colorful and sturdy
5	<ul style="list-style-type: none"> develop overhand throwing 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide balls and toys that she/he can throw safely


Physical Development 12-18 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you ...
6 <ul style="list-style-type: none"> like to run around and sit still for a short period of time to play 	<ul style="list-style-type: none"> a safe environment and many interesting objects to develop large and small motor skills 	<ul style="list-style-type: none"> provide activities, such as a box of greeting cards to pull out and look at, or a box of pots, pans, and plastic cups and spoons  Appropriately active at this age.
7 <ul style="list-style-type: none"> walk well unsupported 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide push and pull toys and activities that encourage walking, dancing, marching, and running
8 <ul style="list-style-type: none"> move from sitting or stooping to standing without help 	<ul style="list-style-type: none"> opportunities to practice standing alone 	<ul style="list-style-type: none"> provide activities, songs, and exercise that encourage sitting and standing, such as “Ring Around the Roses” and “The Wheels on the Bus”


Physical Development 12-18 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you ...
<p>9</p> <ul style="list-style-type: none"> hit/pound objects 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> show her/him how to pound and hammer and let child try by pounding large pegs into a pegboard/workbench  Always supervise pounding and hammering activities.
<p>10</p> <ul style="list-style-type: none"> travel and carry objects from one place to another 	<ul style="list-style-type: none"> many opportunities to find and explore things 	<ul style="list-style-type: none"> provide a safe indoor and outdoor environment so that the child can explore freely

Physical Development 18-24 Months


As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1 <ul style="list-style-type: none"> • turn pages of book one by one 	<ul style="list-style-type: none"> • many opportunities to practice 	<ul style="list-style-type: none"> • provide interesting books and magazines and encourage her/him to turn the pages as the both of you look through them
2 <ul style="list-style-type: none"> • string beads together 	<ul style="list-style-type: none"> • opportunities to practice string 	<ul style="list-style-type: none"> • provide large beads and other materials for her/him to string, and show child how to string <p> Make sure beads, and other items are too big to swallow.</p>
3 <ul style="list-style-type: none"> • roll, pound, and squeeze clay 	<ul style="list-style-type: none"> • opportunities to play with clay and play-dough 	<ul style="list-style-type: none"> • encourage her/him to play freely with these materials

Physical Development


4	<ul style="list-style-type: none"> correctly place shapes in a form board/puzzle 	<ul style="list-style-type: none"> opportunities to play with simple puzzles 	<ul style="list-style-type: none"> show and encourage her/him to play with puzzles  Make sure puzzles have a few large pieces.
5	<ul style="list-style-type: none"> imitate a vertical stroke on paper 	<ul style="list-style-type: none"> opportunities to practice with paper and crayons 	<ul style="list-style-type: none"> show and encourage her/him to make single crayon strokes on large paper

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18-24 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
6	<ul style="list-style-type: none"> walk directly to places she/he knows and remembers 	<ul style="list-style-type: none"> opportunities to find, replace, and store things 	<ul style="list-style-type: none"> sing songs such as “Clean Up” and play games such as “Hide and Seek”  Child may want to invent own game.
7	<ul style="list-style-type: none"> kick or throw a ball forward 	<ul style="list-style-type: none"> opportunities to kick and throw balls inside and outside 	<ul style="list-style-type: none"> show and encourage her/him how to kick and throw a ball

Physical Development


8	<ul style="list-style-type: none"> walk up and down stairs alone, both feet on one step at a time and holding onto railing 	<ul style="list-style-type: none"> opportunities to climb up and down steps 	<ul style="list-style-type: none"> provide supervised time to practice walking and climbing <p> Child may need you to hold her/his hands.</p>
9	<ul style="list-style-type: none"> look at magazines and tear paper 	<ul style="list-style-type: none"> magazines and paper that can be easily torn 	<ul style="list-style-type: none"> provide magazines and paper that she/he can tear easily
10	<ul style="list-style-type: none"> remove hat and mittens, snap large snaps, and unzip a large zipper 	<ul style="list-style-type: none"> opportunities to dress and undress self 	<ul style="list-style-type: none"> show and encourage her/him how to put on and take off clothing, and allow time to practice

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2 Years

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...	
→	→		
1	<ul style="list-style-type: none"> stand on either foot and balance, jump, and stand on tiptoes 	<ul style="list-style-type: none"> freedom and opportunities to play and to be physically active with feet and legs 	<ul style="list-style-type: none"> provide directional games and activities such as “Simon Says”, which encourage child to stand on one foot

Physical Development

2	<ul style="list-style-type: none"> walk between two straight lines about 8 inches apart 	<ul style="list-style-type: none"> opportunities to engage in activities where balance is required 	<ul style="list-style-type: none"> provide activities designed to help achieve balance, such as walking on narrow strip of carpet or a balance beam with supervision
3	<ul style="list-style-type: none"> be very active and more coordinated <p> Child is not able to sit still long.</p>	<ul style="list-style-type: none"> constant supervision and a safe environment for active free play 	<ul style="list-style-type: none"> provide riding and push-pull toys, such as tricycles, cars, wagons, and boats

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2 Years

	As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
	→	→	
4	<ul style="list-style-type: none"> imitate you folding paper or clothing 	<ul style="list-style-type: none"> practice with folding 	<ul style="list-style-type: none"> show and encourage her/him to fold

Physical Development


5	<ul style="list-style-type: none"> fit things into one another and take things apart and put them back together 	<ul style="list-style-type: none"> objects that can be taken apart and put back together 	<ul style="list-style-type: none"> provide safe toys and objects to put together and take apart, such as snapping beads, Lego's, linking chains, and nesting toys
6	<ul style="list-style-type: none"> draw a circle 	<ul style="list-style-type: none"> many opportunities to draw 	<ul style="list-style-type: none"> provide crayons, markers, and paper

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3 Years


	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> walk, jump, hop, and run on two feet 	<ul style="list-style-type: none"> opportunities to exercise these skills 	<ul style="list-style-type: none"> provide movement activities, such as "Follow the Leader" and "Hopscotch"
2	<ul style="list-style-type: none"> throw and catch a large ball with some success 	<ul style="list-style-type: none"> medium and large balls to practice throwing and catching 	<ul style="list-style-type: none"> provide balls and plan activities or games, such as "Dodge Ball" and "Catch"

Physical Development

3	<ul style="list-style-type: none"> hold crayon or marker between first two fingers and thumb 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide crayons, markers, and paper
4	<ul style="list-style-type: none"> begin to cut with scissors 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide appropriate scissors for cutting <p> Children who have trouble cutting paper will enjoy cutting play dough “snakes.”</p>

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3 Years

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
→	→	
5 <ul style="list-style-type: none"> feed self without assistance 	<ul style="list-style-type: none"> to be allowed to feed self 	<ul style="list-style-type: none"> provide appropriate foods and utensils as she/he feeds self <p> Be patient with the child. See Help Prevent Choking (Page 189)</p>

Physical Development

6	<ul style="list-style-type: none"> walk up and down stairs independently, using alternating feet 	<ul style="list-style-type: none"> opportunities to climb in a safe environment 	<ul style="list-style-type: none"> provide supervised time to practice walking and climbing
7	<ul style="list-style-type: none"> balance momentarily on one foot 	<ul style="list-style-type: none"> opportunities to balance self on one foot 	<ul style="list-style-type: none"> provide support, praise, and games/activities, such as “The Hokey Pokey”
8	<ul style="list-style-type: none"> hop on one foot, kick a large ball, and jump in place 	<ul style="list-style-type: none"> opportunities to hop, kick, and jump 	<ul style="list-style-type: none"> provide a safe environment and activities, such as hop scotch, kickball, and jump rope

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4 Years

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
→	→	
1	<ul style="list-style-type: none"> walk forward on a straight line, hop on one foot, and cross legs when sitting on the floor 	<ul style="list-style-type: none"> opportunities to do these activities
		<ul style="list-style-type: none"> provide activities and games, such as walking on narrow strip of carpet, balance beam, hop scotch and circle time

Physical Development



2	<ul style="list-style-type: none"> pedal and steer a wheeled toy with confidence and skill 	<ul style="list-style-type: none"> opportunities to pedal and steer 	<ul style="list-style-type: none"> provide a safe environment and activities, such as riding on a bike path or obstacle course
3	<ul style="list-style-type: none"> climb ladders, steps, trees, and playground equipment 	<ul style="list-style-type: none"> opportunities to practice climbing 	<ul style="list-style-type: none"> provide constant supervision, a safe environment, and developmentally appropriate climbing equipment
4	<ul style="list-style-type: none"> throw a ball overhand 	<ul style="list-style-type: none"> opportunities to practice throwing a ball of various sizes overhand 	<ul style="list-style-type: none"> provide balls, such as basketballs and nerf balls to practice throwing

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4 Years


<p>As the child grows, she/he will...</p> <p style="text-align: center;">→</p>	<p>And so the child needs...</p> <p style="text-align: center;">→</p>	<p>You can help the child learn if you...</p>
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Physical Development

5	<ul style="list-style-type: none"> • jump over or from objects five or six inches high and land with both feet together 	<ul style="list-style-type: none"> • opportunities to jump over or from a variety of safe objects 	<ul style="list-style-type: none"> • provide constant supervision, a safe environment, and appropriate equipment, such as a rope, balance beam, or steps
6	<ul style="list-style-type: none"> • run, stop, start, and move around objects with ease 	<ul style="list-style-type: none"> • opportunities to use these skills in a safe and supervised environment 	<ul style="list-style-type: none"> • provide games and activities, such as “Simon Says”, “Freeze”, “Tag”, and “Red Light”
7	<ul style="list-style-type: none"> • build a tower with ten or more blocks, using dominant hand 	<ul style="list-style-type: none"> • opportunities to build with blocks 	<ul style="list-style-type: none"> • provide blocks of different shapes and sizes for games and activities
8	<ul style="list-style-type: none"> • form shapes and objects out of clay/play dough 	<ul style="list-style-type: none"> • opportunities to use clay/play dough <p> Develops fine motor skills.</p>	<ul style="list-style-type: none"> • provide other items, such as rolling pins and cookie cutters
9	<ul style="list-style-type: none"> • paint, draw, and describe the picture 	<ul style="list-style-type: none"> • opportunities to paint and draw freely 	<ul style="list-style-type: none"> • provide paper, brushes, and various color markers, crayons, and paint <p> Ask child to tell you about picture.</p>

Physical Development

4 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
10 <ul style="list-style-type: none"> make shapes and letters 	<ul style="list-style-type: none"> daily opportunities to practice 	<ul style="list-style-type: none"> provide shapes and letters for the child to make, using a variety of materials, such as beans, macaroni, and sand
11 <ul style="list-style-type: none"> hold a crayon or marker, using the first two fingers and thumb  The first two fingers and thumb is called the tripod grasp. 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide crayons and markers and model holding them correctly
12 <ul style="list-style-type: none"> become more accurate at hitting nails and pegs with a hammer 	<ul style="list-style-type: none"> safe opportunities to practice 	<ul style="list-style-type: none"> provide age appropriate materials, and instruct and supervise as she/he nails
13 <ul style="list-style-type: none"> thread small beads on a string 	<ul style="list-style-type: none"> opportunities to thread beads 	<ul style="list-style-type: none"> provide beads and strings of different sizes and shapes
14 <ul style="list-style-type: none"> pick up puzzle pieces and manipulate the pieces into place 	<ul style="list-style-type: none"> opportunities to put together a variety of puzzles 	<ul style="list-style-type: none"> provide a variety of age appropriate puzzles



Physical Development

5 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
1	<ul style="list-style-type: none"> walk, run, hop on one foot, jump, slide from side to side and begin to skip 	<ul style="list-style-type: none"> daily opportunities to use these skills 	<ul style="list-style-type: none"> provide games, exercise and movement songs such as “Dodge ball” and “Red Light” in a supervised and safe environment
2	<ul style="list-style-type: none"> throw and catch a large ball easily 	<ul style="list-style-type: none"> opportunities to practice 	<ul style="list-style-type: none"> provide activities and games where she/he can throw and catch a variety of balls
3	<ul style="list-style-type: none"> hold crayons, pencils and paint brushes in more adultlike grasp 	<ul style="list-style-type: none"> daily opportunities to hold crayons, pencils, and paint brushes 	<ul style="list-style-type: none"> provide activities and materials
4	<ul style="list-style-type: none"> use thumb and individual fingers to pick up small objects 	<ul style="list-style-type: none"> opportunities to pick up small objects 	<ul style="list-style-type: none"> provide the child with a variety of small safe objects

Physical Development

5 Years

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5 <ul style="list-style-type: none"> walk backwards, heel to toe, balance on either foot with good control for ten seconds and walk a balance beam 	<ul style="list-style-type: none"> daily opportunities to use these skills inside and outside  Develops large muscles.	<ul style="list-style-type: none"> provide equipment, and model balancing activities
6 <ul style="list-style-type: none"> probably learn to do a forward roll 	<ul style="list-style-type: none"> safe opportunities to practice 	<ul style="list-style-type: none"> provide supervision and a safe environment
7 <ul style="list-style-type: none"> bend to touch toes without flexing knees 	<ul style="list-style-type: none"> opportunities to use this skill 	<ul style="list-style-type: none"> provide activities and songs, such as “Head, Shoulder, Knees, and Toes”
8 <ul style="list-style-type: none"> ride a tricycle or wheeled toy with speed and skillful steering, and probably learn to ride a bicycle 	<ul style="list-style-type: none"> many opportunities to practice 	<ul style="list-style-type: none"> provide a safe environment, constant supervision, and appropriate equipment  Wear helmet and pads.
9 <ul style="list-style-type: none"> build three-dimensional structures with small cubes by copying from a model 	<ul style="list-style-type: none"> opportunities to practice this skill 	<ul style="list-style-type: none"> provide models and a variety of small building cubes





Cognitive Development





Cognitive Development


Children learn to think

Goal: To help children develop problem solving abilities and concept attainment The child will:

- ◆ Gain an understanding of basic concepts and relationships
- ◆ Apply knowledge to new situations
- ◆ Develop strategies for solving problems


Cognitive Development

Birth-6 Months

As the child grows, she/he will... →		And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> distinguish between different sounds and voices 	<ul style="list-style-type: none"> to hear sounds, and adults and children talking 	<ul style="list-style-type: none"> provide a variety of sounds, including male and female adults and other children talking to and in the presence of the child <p> Children respond differently to male and female voices.</p>
2	<ul style="list-style-type: none"> prefer to listen to mother's and primary caregiver's voices 	<ul style="list-style-type: none"> to be spoken to constantly 	<ul style="list-style-type: none"> encourage interaction between the child, parents, and caregivers

3	<ul style="list-style-type: none"> • often move body to speech of a parent or caregiver 	<ul style="list-style-type: none"> • to be spoken to from different areas in the room 	<ul style="list-style-type: none"> • speak directly, clearly, and warmly to her/him, and give child time to respond through eye and/or body movements
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Cognitive Development Birth-6 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
4	<ul style="list-style-type: none"> • look about, even in a darkened area 	<ul style="list-style-type: none"> • constant supervision, and a safe environment 	<ul style="list-style-type: none"> • provide ample lighting for the area
5	<ul style="list-style-type: none"> • follow a slowly moving object through a complete arc of 180 degrees <p> Child will first follow objects with eyes, head, and then body.</p>	<ul style="list-style-type: none"> • opportunities to look at objects of color that move and have different textures and make sounds 	<ul style="list-style-type: none"> • provide safe objects that move and may make sounds, such as mobiles and rattles; make hand and body movements
6	<ul style="list-style-type: none"> • continue to gaze in direction of moving objects that seem to disappear 	<ul style="list-style-type: none"> • opportunities to look at objects that seem to disappear 	<ul style="list-style-type: none"> • provide interaction with a toy, or by talking and/or singing

7	<ul style="list-style-type: none"> distinguish between objects 	<ul style="list-style-type: none"> a variety of objects within her/his environment 	<ul style="list-style-type: none"> provide interesting objects to look at, such as pictures on wall and toys
8	<ul style="list-style-type: none"> correctly find the source of a sound 	<ul style="list-style-type: none"> a variety of sounds 	<ul style="list-style-type: none"> provide bells, rattles, singing, and music to stimulate child's attention

Cognitive Development Birth-6 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
9	<ul style="list-style-type: none"> watch hand movements 	<ul style="list-style-type: none"> a variety of hand movement activities 	<ul style="list-style-type: none"> provide activities such as “Patty Cake”, hand-clapping” or finger plays
10	<ul style="list-style-type: none"> focus on and reach for object, and distinguish between textures, solids, and liquids 	<ul style="list-style-type: none"> opportunities to safely explore different textures, solids, and liquids 	<ul style="list-style-type: none"> place variety of objects directly in front of and within reach of her/him

11	<ul style="list-style-type: none"> • make same type of gesture as one that was modeled 	<ul style="list-style-type: none"> • opportunities to imitate 	<ul style="list-style-type: none"> • make gestures of waving “bye-bye” or patting on the head
12	<ul style="list-style-type: none"> • correctly find the source of a sound 	<ul style="list-style-type: none"> • a variety of sounds 	<ul style="list-style-type: none"> • provide bells, rattles, and music to stimulate child’s attention
13	<ul style="list-style-type: none"> • connect sound and rhythms with movements 	<ul style="list-style-type: none"> • many opportunities to hear sounds 	<ul style="list-style-type: none"> • provide music for movement, singing, and chanting

Cognitive Development Birth-6 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
14	<ul style="list-style-type: none"> • become aware of starting and stopping 	<ul style="list-style-type: none"> • daily routines 	<ul style="list-style-type: none"> • provide clear beginnings and endings of daily activities, such as feeding and diapering
15	<ul style="list-style-type: none"> • experience different environments 	<ul style="list-style-type: none"> • opportunities to go to different rooms and outside 	<ul style="list-style-type: none"> • provide daily time in different rooms on the

			floor and being held and outside
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Cognitive Development 6-12 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
1	<ul style="list-style-type: none"> continue to look toward the source of sounds 	<ul style="list-style-type: none"> to be spoken to and to hear other sounds from all areas of the room 	<ul style="list-style-type: none"> provide interactions, such as playing music or making various sounds
2	<ul style="list-style-type: none"> smile and respond to faces or objects 	<ul style="list-style-type: none"> many opportunities to interact with people and objects 	<ul style="list-style-type: none"> play games such as “Peek-a-Boo”; provide toys and an unbreakable mirror
3	<ul style="list-style-type: none"> recognize that objects can change 	<ul style="list-style-type: none"> to see and hear about the change in objects 	<ul style="list-style-type: none"> describe the change in objects, such as “I am going to fill your bottle”; “Here is a ring to add to the stack”; and “If you push this one, it pops up.”
4	<ul style="list-style-type: none"> follow a moving object with eyes, and will briefly look for an object that has disappeared 	<ul style="list-style-type: none"> opportunities to observe objects that appear, disappear, and reappear 	<ul style="list-style-type: none"> provide a variety of pop-up toys, such as “Jack-in-the-Box”, and shape sorters

Cognitive Development 6-12 Months

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As the child grows, she/he will... →		And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> • recognize and anticipate activities 	<ul style="list-style-type: none"> • interactions with others 	<ul style="list-style-type: none"> • provide opportunities to see others and hear them; describe what you are doing, such as “I am opening your food;” “Let me wind up the toy;” and “I am going to take off your bib.”
6	<ul style="list-style-type: none"> • reject an object or toy after playing with it many times 	<ul style="list-style-type: none"> • opportunities to handle objects and toys 	<ul style="list-style-type: none"> • provide toys and objects that encourage handling and exploring for size, shape, and texture
7	<ul style="list-style-type: none"> • watch a fast-moving object as it goes up, down, or sideways 	<ul style="list-style-type: none"> • moving objects 	<ul style="list-style-type: none"> • talk about what is going on and provide safe items, such as pop-up toys and large bouncing balls

Cognitive Development 6-12 Months

8	<ul style="list-style-type: none"> usually not turn objects over to see the other side 	<ul style="list-style-type: none"> many interesting objects to play with 	<ul style="list-style-type: none"> show child an object , turn it over, then let the child try it
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As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...	
→	→		
9	<ul style="list-style-type: none"> be able to line up an object in one hand with another object in other hand 	<ul style="list-style-type: none"> objects to play with 	<ul style="list-style-type: none"> place objects in a line, and encourage her/him to imitate as you describe what the child is doing
10	<ul style="list-style-type: none"> be able to grab an object which moves after she/he begins to reach for it 	<ul style="list-style-type: none"> moving objects to reach for 	<ul style="list-style-type: none"> move an object, and allow her/him to reach for it as you talk about what is happening

Cognitive Development 6-12 Months

11	<ul style="list-style-type: none">• imitate simple movements	<ul style="list-style-type: none">• opportunities to interact with others	<ul style="list-style-type: none">• play simple hand games and finger plays, such as “Patty Cake” and “Where is Thumbkin” or touch and say the name of body parts such as “This is my nose” or “This is your nose.”
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Cognitive Development


12-18 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
<p>1</p> <ul style="list-style-type: none"> • look at and point to pictures in a book 	<ul style="list-style-type: none"> • opportunities to look at and handle books 	<ul style="list-style-type: none"> • provide books and magazines with large, colorful pictures; encourage child to point out what she/he sees as you describe what child touches
<p>2</p> <ul style="list-style-type: none"> • find an object by looking in the right place when it is hidden in first one place, then another, and then a third place 	<ul style="list-style-type: none"> • opportunities to seek and find objects 	<ul style="list-style-type: none"> • play games by hiding  objects in several places Leave part of the object exposed so child can see it.
<p>3</p> <ul style="list-style-type: none"> • understand and follow simple requests 	<ul style="list-style-type: none"> • opportunities to respond to requests 	<ul style="list-style-type: none"> • give her/him a group of toys; then ask for one  If she/he doesn't cooperate, try again later.

4	<ul style="list-style-type: none"> point to three body parts when asked 	<ul style="list-style-type: none"> to hear the correct name of body parts 	<ul style="list-style-type: none"> show and name body parts
5	<ul style="list-style-type: none"> point to and tell you a specific object she/he wants 	<ul style="list-style-type: none"> opportunities to learn the names of many objects 	<ul style="list-style-type: none"> encourage child to ask for things by name while you say the object's name

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Cognitive Development 12-18 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
<p>6</p> <ul style="list-style-type: none"> notice features of sameness and differences 	<ul style="list-style-type: none"> opportunities to play with objects that have characteristics that are the same, and objects that are different 	<ul style="list-style-type: none"> provide the child with opportunities to play with puzzles, form boards, and objects with various shapes and sizes as you talk with the child about what makes the objects the same and different  Be patient!



Cognitive Development

7	<ul style="list-style-type: none"> • have an interest when others point out objects in her/his surroundings 	<ul style="list-style-type: none"> • opportunities to look at various points within her/his surroundings and to hear the names of locations 	<ul style="list-style-type: none"> • point to and walk child to objects in different locations as you describe the locations of objects in her/his environment, such as “See, the rocking chair is by your bed.”
8	<ul style="list-style-type: none"> • give you several common objects when asked for by name 	<ul style="list-style-type: none"> • opportunities to give you objects that are named 	<ul style="list-style-type: none"> • praise and encourage her/him for correctly identifying objects during daily activities
9	<ul style="list-style-type: none"> • have an interest in exchanging objects with others 	<ul style="list-style-type: none"> • opportunities to give objects to others and have them returned 	<ul style="list-style-type: none"> • provide the child with authentic opportunities to exchange objects, name objects being exchanged, and play games of give and take

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12-18 Months


As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
→	→	
10 <ul style="list-style-type: none"> • have an interest in pointing to objects 	<ul style="list-style-type: none"> • opportunities to point to objects in the environment, such as pictures in books or magazines 	<ul style="list-style-type: none"> • talk about objects in pictures in the book or environment; talk about objects within the

			environment and in books in relation to other objects
11	<ul style="list-style-type: none"> • have an interest in the ability to make changes 	<ul style="list-style-type: none"> • opportunities to make changes to characteristics of substances 	<ul style="list-style-type: none"> • allow her/him to blow on hot foods, such as noodles and soup, and to blow bubbles
12	<ul style="list-style-type: none"> • notice same/different and some/all 	<ul style="list-style-type: none"> • opportunities to practice sorting 	<ul style="list-style-type: none"> • provide a variety of sorting toys and assist in problemsolving  Help child if needed or wanted.
13	<ul style="list-style-type: none"> • have an interest in using objects as tools 	<ul style="list-style-type: none"> • opportunities to use a variety of tools 	<ul style="list-style-type: none"> • provide objects for use as tools in a variety of ways, such as a fork and spoon for eating and digging; talk about what the child is doing  Use age-appropriate objects and tools.

Cognitive Development

Cognitive Development

18-24 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1 <ul style="list-style-type: none"> • follow simple directions in the order given 	<ul style="list-style-type: none"> • practice doing things when asked 	<ul style="list-style-type: none"> • give child simple directions that she/he can easily follow, such as “Pick up the doll and put it on the shelf.”
2 <ul style="list-style-type: none"> • refer to self by name, and name other familiar objects 	<ul style="list-style-type: none"> • opportunities to use her/his name and names of objects 	<ul style="list-style-type: none"> • sing songs and tell stories using her/his name; discuss objects that you use together
3 <ul style="list-style-type: none"> • be able to understand longer sentences 	<ul style="list-style-type: none"> • opportunities to hear longer sentences in conversation 	<ul style="list-style-type: none"> • increase the length of sentences in conversations with child
4 <ul style="list-style-type: none"> • understand amount words, such as <i>more</i>, <i>less</i>, and <i>another</i>  This is beginning counting.	<ul style="list-style-type: none"> • conversation using amount words 	<ul style="list-style-type: none"> • use words <i>more</i>, <i>less</i>, and <i>another</i>, such as “Would you like another toy?”

18-24 Months

As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...	
5	<ul style="list-style-type: none"> continue to use objects as tools 	<ul style="list-style-type: none"> opportunities to practice using objects as tools for reaching, pushing, and pulling 	<ul style="list-style-type: none"> describe tools and how to use them, such as how to use a spoon to dig
6	<ul style="list-style-type: none"> point to matching or similar objects 	<ul style="list-style-type: none"> practice looking at details of objects 	<ul style="list-style-type: none"> provide simple activities, such as matching shoes, colors, and shapes, and describe how they are alike and/or different
7	<ul style="list-style-type: none"> develop a sense of ownership 	<ul style="list-style-type: none"> opportunities to identify things that belong to her/him 	<ul style="list-style-type: none"> provide her/him with cubbies, bags, and places that are her/his
8	<ul style="list-style-type: none"> understand that words can label sameness and differences 	<ul style="list-style-type: none"> opportunities to show understanding of same and different 	<ul style="list-style-type: none"> use and show actions that are opposite and the same

Cognitive Development

9	• understand that some have more, and some have less	• opportunities to make groups that are more or less than other groups	• provide materials that allow the child to make groups of different sizes
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Cognitive Development

18-24 Months

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
10	<ul style="list-style-type: none"> begin to understand that parts of an object can make a whole 	<ul style="list-style-type: none"> opportunities to take things apart and then put back together as a whole 	<ul style="list-style-type: none"> provide her/him with toys that can be taken apart and put back together, such as puzzles and dolls

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2 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> be able to say what gender she or he is 	<ul style="list-style-type: none"> opportunities to talk about self 	<ul style="list-style-type: none"> refer to child as a girl or boy, and engage in activities that identify gender
2	<ul style="list-style-type: none"> point to smaller body parts when asked 	<ul style="list-style-type: none"> practice naming body parts 	<ul style="list-style-type: none"> praise and encourage child when she/he correctly points to body parts, such as nose, eyes, and ears


Cognitive Development

3	<ul style="list-style-type: none"> recognize and sort familiar objects with the same color, shape, or size 	<ul style="list-style-type: none"> opportunities to sort 	<ul style="list-style-type: none"> provide activities, games, and materials for sorting, such as “Color/Shape Bingo”, puzzles, and stacking toys
4	<ul style="list-style-type: none"> become interested in how many objects she/he has 	<ul style="list-style-type: none"> opportunities to practice counting objects 	<ul style="list-style-type: none"> provide activities and objects to count, such as blocks, counting bears, and crayons


2 Years

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
→	→	
5 <ul style="list-style-type: none"> join in singing nursery rhymes and songs 	<ul style="list-style-type: none"> opportunities to hear nursery rhymes and songs 	<ul style="list-style-type: none"> provide tapes, read books, play games, and sing songs
6 <ul style="list-style-type: none"> point out small details in a picture 	<ul style="list-style-type: none"> to look at a variety of detailed pictures 	<ul style="list-style-type: none"> talk with child and provide pictures, books, and magazines; encourage child to talk freely
<ul style="list-style-type: none"> frequently ask the names of 	<ul style="list-style-type: none"> answers to her/his questions 	<ul style="list-style-type: none"> have frequent conversation;


Cognitive Development

7	various objects and activities		allow child to ask questions and talk freely Be patient! 
8	<ul style="list-style-type: none"> • become more interested in the concept of some and all 	<ul style="list-style-type: none"> • opportunities to have some objects, to put others with them, and to include all objects 	<ul style="list-style-type: none"> • provide objects that can be combined to make groups of some and all

3 Years


As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> • listen attentively to ageappropriate stories 	<ul style="list-style-type: none"> • opportunities to listen to a variety of stories
2	<ul style="list-style-type: none"> • sort objects based on shape or color 	<ul style="list-style-type: none"> • opportunities to sort
		<ul style="list-style-type: none"> • tell or read short stories in small groups of 2-6  Keep stories short. • provide objects that have different patterns, colors, and shapes

Cognitive Development

3	<ul style="list-style-type: none"> enjoy interaction, stories, and activities with riddles, guessing, and suspense 	<ul style="list-style-type: none"> opportunities to listen and respond to a variety of stories 	<ul style="list-style-type: none"> provide stories and activities that include riddles, guessing, and suspense
4	<ul style="list-style-type: none"> name and match primary colors <p> Primary colors are red, blue, and yellow.</p>	<ul style="list-style-type: none"> opportunities to name and match colors 	<ul style="list-style-type: none"> provide games and activities, such as “Color Bingo”, crayons, markers, and paper; talk about colors by describing what child is wearing


Cognitive Development

3 Years


As the child grows, she/he will... →		And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> pretend to read to others 	<ul style="list-style-type: none"> opportunities to explore and discuss a variety of reading materials 	<ul style="list-style-type: none"> listen to and provide time to share her/his stories; encourage and praise child's effort
6	<ul style="list-style-type: none"> act out real life situations 	<ul style="list-style-type: none"> opportunities to role-play 	<ul style="list-style-type: none"> allow child time and materials to perform different roles, such as setting the table and feeding the baby.
7	<ul style="list-style-type: none"> draw a circle, a square, and some letters <p> Praise child's effort.</p>	<ul style="list-style-type: none"> opportunities to draw 	<ul style="list-style-type: none"> provide drawing materials, such as crayons, markers, chalk, paper, easel, and paint
8	<ul style="list-style-type: none"> understand and point to a triangle, a circle, and a square 	<ul style="list-style-type: none"> opportunities to identify shapes 	<ul style="list-style-type: none"> provide activities, such as matching and sorting; talk about the shapes of the objects

9	<ul style="list-style-type: none"> enjoy stories that give real information 	<ul style="list-style-type: none"> a variety of reading materials with real life stories 	<ul style="list-style-type: none"> read and play stories on tape, CD/DVD, computer, and record player
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Cognitive Development 3 Years

As the child grows, she/he will...	→	And so the child needs...	→	You can help the child learn if you...
10	<ul style="list-style-type: none"> have an interest in changing things in her/his environment 	<ul style="list-style-type: none"> opportunities to change things in her/his environment 	<ul style="list-style-type: none"> provide materials and activities that show change, such as mixing sand and water and making simple snacks 	<ul style="list-style-type: none">  Be patient.
11	<ul style="list-style-type: none"> be interested in who has more or less 	<ul style="list-style-type: none"> opportunities to count and talk about more and less 	<ul style="list-style-type: none"> provide opportunities to count her/his objects and others' objects. 	
12	<ul style="list-style-type: none"> continue to have an interest in counting 	<ul style="list-style-type: none"> opportunities to count 	<ul style="list-style-type: none"> provide activities that involve counting 	

Cognitive Development

13	<ul style="list-style-type: none"> notice how people are alike and different 	<ul style="list-style-type: none"> opportunities to see people who are alike and different 	<ul style="list-style-type: none"> talk with her/him about likeness and difference, such as hair, eye, and skin color <p> Talk in ways that value all people.</p>
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4 Years

As the child grows she/he will... →	And so the child needs... →	You can help the child learn if you...
1	<ul style="list-style-type: none"> have an interest in the order of things 	<ul style="list-style-type: none"> opportunities to put events and objects in order
2	<ul style="list-style-type: none"> have an interest in how stories, finger plays, and songs look in writing 	<ul style="list-style-type: none"> opportunities to hear and see stories, finger plays, and songs
3	<ul style="list-style-type: none"> have an interest in acting out stories 	<ul style="list-style-type: none"> opportunities for dramatic play

4	<ul style="list-style-type: none"> name about 10 letters, especially those in their name 	<ul style="list-style-type: none"> opportunities to see her/his name, and name letters in her/his name and other letters 	<ul style="list-style-type: none"> provide objects labeled with her/his name and games and activities, such as “Alphabet Bingo” and writing name on work
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Cognitive Development

4 Years

	As the child grows, she/he will... →	And so the child needs... →	You can help the child learn if you...
5	<ul style="list-style-type: none"> enjoy using words and creating silly language 	<ul style="list-style-type: none"> opportunities to orally express self 	<ul style="list-style-type: none"> model and allow child to tell stories and say nursery rhymes and riddles
6	<ul style="list-style-type: none"> be interested in books 	<ul style="list-style-type: none"> opportunities to see and hear a variety of books 	<ul style="list-style-type: none"> provide and create different types of books, such as alphabet, number, fairy tales, and poetry
7	<ul style="list-style-type: none"> enjoy learning about how things grow and operate 	<ul style="list-style-type: none"> opportunities to plant and build and to hear stories and see pictures of how things grow and how things operate 	<ul style="list-style-type: none"> read and act out stories, provide props, grow and build things, and take nature walks


Cognitive Development

8	<ul style="list-style-type: none"> understand the sequence of daily events 	<ul style="list-style-type: none"> opportunities to experience daily routines, plan, and anticipate special events 	<ul style="list-style-type: none"> provide and explain a daily schedule, talk about when things will happen, take nature walks, and plan special events
9	<ul style="list-style-type: none"> have an interest in playing school 	<ul style="list-style-type: none"> opportunities to play school 	<ul style="list-style-type: none"> provide props for school, such as writing material and books

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4 Years

	As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
	→	→	
10	<ul style="list-style-type: none"> have a growing interest in letters and numbers 	<ul style="list-style-type: none"> daily experiences with letters and numbers 	<ul style="list-style-type: none"> provide activities, such as number and alphabet bingo, puzzles, and songs
11	<ul style="list-style-type: none"> have a vivid imagination 	<ul style="list-style-type: none"> opportunities to express self 	<ul style="list-style-type: none"> allow child to express self through daily activities

12	<ul style="list-style-type: none"> • have an interest in day and night, before and after, and coming and going 	<ul style="list-style-type: none"> • opportunities to talk about time and the order of daily events 	<ul style="list-style-type: none"> • provide daily schedule of events and talk about time pieces, such as clocks and watches <p> This is the beginning of telling time.</p>
13	<ul style="list-style-type: none"> • have an interest in things real and not real 	<ul style="list-style-type: none"> • opportunities to play and talk about real and not real 	<ul style="list-style-type: none"> • provide a variety of objects that are real and not real, such as real and plastic fruit, real and play telephone
14	<ul style="list-style-type: none"> • follow a two-step direction 	<ul style="list-style-type: none"> • opportunities to listen and follow directions 	<ul style="list-style-type: none"> • give the child a variety of two-step directions to follow
15	<ul style="list-style-type: none"> • begin to picture read very simple picture books with a few words 	<ul style="list-style-type: none"> • opportunities to read a variety of simple books 	<ul style="list-style-type: none"> • provide a variety of books


Cognitive Development

4 Years

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...	
→	→		
16	<ul style="list-style-type: none"> • recognize several printed words 	<ul style="list-style-type: none"> • to see a variety of printed words 	<ul style="list-style-type: none"> • provide printed words and label items throughout the child's environment
17	<ul style="list-style-type: none"> • tell if paired words are the same or different in sound 	<ul style="list-style-type: none"> • opportunities to hear words that are the same or different 	<ul style="list-style-type: none"> • provide listening activities involving words such as ball/wall, cat/dog
18	<ul style="list-style-type: none"> • write a few capital letters 	<ul style="list-style-type: none"> • opportunities to write 	<ul style="list-style-type: none"> • provide writing materials
19	<ul style="list-style-type: none"> • possibly print own name 	<ul style="list-style-type: none"> • opportunities practicing own name 	<ul style="list-style-type: none"> • provide writing materials and a sample of her/his name in print
20	<ul style="list-style-type: none"> • understand the concept of size and amount 	<ul style="list-style-type: none"> • opportunities to compare sizes and amounts 	<ul style="list-style-type: none"> • provide a variety of activities and pictures showing tallest, biggest, same, and more

As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...
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Cognitive Development 5 Years

1	<ul style="list-style-type: none"> • build with small and large blocks 	<ul style="list-style-type: none"> • many opportunities to build 	<ul style="list-style-type: none"> • provide a variety of small and large blocks
2	<ul style="list-style-type: none"> • understand the concept of same shape and size 	<ul style="list-style-type: none"> • many opportunities to identify objects 	<ul style="list-style-type: none"> • provide a variety of objects that have the same shape and size, such as blocks, tiles, jar lids, beads, and buttons
3	<ul style="list-style-type: none"> • sort objects on the basis of both color and shape 	<ul style="list-style-type: none"> • opportunities to sort 	<ul style="list-style-type: none"> • provide different objects and activities, such as matching games and color bears
4	<ul style="list-style-type: none"> • sort a variety of objects in a group that have one thing in common 	<ul style="list-style-type: none"> • opportunities to sort 	<ul style="list-style-type: none"> • provide a variety of activities and objects to sort, such as seasonal clothing, foods, and household items May use  magazines to cut out pictures.
5	<ul style="list-style-type: none"> • understand the concept of smallest and shortest 	<ul style="list-style-type: none"> • many opportunities to identify objects 	<ul style="list-style-type: none"> • provide a variety of different objects, activities, and games showing smallest and shortest, such as nesting/stacking toys and comparing children's height

Cognitive Development 5 Years

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As the child grows, she/he will...		And so the child needs...	You can help the child learn if you...
→		→	
6	<ul style="list-style-type: none"> recognize many letters and some sounds 	<ul style="list-style-type: none"> opportunities to identify letters and sounds 	<ul style="list-style-type: none"> provide a variety of activities, such as taking dictation and creating charts and books
7	<ul style="list-style-type: none"> begin to understand time concepts 	<ul style="list-style-type: none"> opportunities to relate time to events 	<ul style="list-style-type: none"> discuss morning, noon, and nightly activities on a routine basis
8	<ul style="list-style-type: none"> begin to relate clock time to the daily schedule 	<ul style="list-style-type: none"> daily opportunities to talk about time and schedule 	<ul style="list-style-type: none"> provide a clock and schedule of daily activities and events and picture schedule with time
9	<ul style="list-style-type: none"> probably be able to tell time on the hour 	<ul style="list-style-type: none"> daily opportunities to practice telling time (one o'clock, two o'clock) 	<ul style="list-style-type: none"> show and let child identify different times on a clock
10	<ul style="list-style-type: none"> count to 20 and above 	<ul style="list-style-type: none"> opportunities to count out loud 	<ul style="list-style-type: none"> provide objects to count

Cognitive Development 5 Years

11	<ul style="list-style-type: none"> • recognize numbers from one to ten 	<ul style="list-style-type: none"> • opportunities to identify numbers 	<ul style="list-style-type: none"> • provide counting activities and games to match objects to a number
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As the child grows, she/he will...	And so the child needs...	You can help the child learn if you...	
→	→		
12	<ul style="list-style-type: none"> • identify objects in a series (first, second, last) 	<ul style="list-style-type: none"> • experiences to identify order of objects 	<ul style="list-style-type: none"> • provide the child with activities, such as race relays, line order, and order of events in stories
13	<ul style="list-style-type: none"> • understand the concept of “less than” 	<ul style="list-style-type: none"> • experiences comparing amounts 	<ul style="list-style-type: none"> • provide activities to identify and compare sets of objects
14	<ul style="list-style-type: none"> • understand the concept of “one-half” 	<ul style="list-style-type: none"> • opportunities to measure 	<ul style="list-style-type: none"> • provide activities, such as folding paper in half, measuring half cups of water and sand, and dividing fruit

Cognitive Development 5 Years

15	<ul style="list-style-type: none">• know the purpose of a calendar	<ul style="list-style-type: none">• opportunities to practice using a calendar	<ul style="list-style-type: none">• provide the child with a calendar, and name the year, months, and days of the week, special holidays, and birthdays
16	<ul style="list-style-type: none">• recognize and identify a penny, a nickel, and a dime	<ul style="list-style-type: none">• opportunities to identify money	<ul style="list-style-type: none">• provide coins to identify and sort and activities such as playing store





RESOURCES

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RESOURCES

The resource guide may be used to contact agencies and organizations for useful information, such as child care, health, safety, nutrition, early intervention, health insurance, general information for parents, services for children with disabilities,

and families. Local or toll free telephone numbers are listed, along with the website for each agency and organization.

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RESOURCES

RESOURCE	DESCRIPTION	TELEPHONE	WEBSITE
Alabama Early Intervention Child Find	Referrals to services for children with disabilities from birth to age 3	1-800-543-3098	www.rehab.state.al.us/
Alabama Child Care Foundation	Low cost health insurance for children	1-800-726-2289	www.adph.org/chip
Alabama Department of Children's Affairs/Office of School Readiness	Coordinates services for children throughout Alabama; developed Alabama Pre-K standards for 4 year olds; funds Pre-K sites across the state	334-223-0502 Fax:: 334-240-3054	www.dca.state.al.us

Alabama Department of Education	Provides developmental opportunities for all children, youth, and adults	334-242-9700	www.alsde.edu
Alabama Department of Human Resources	Monitors and licenses child care centers; administers the child care subsidy program and quality initiatives	1-866-528-1694	www.dhr.alabama.gov
Alabama Department of Public Health	Provides caring, high quality and professional services for the improvement and protection of the public's health	334-206-5300	www.adph.org
Alabama Head Start State Collaboration Office	A federal program that promotes collaboration between Head Start, state government initiatives and agencies, and others concerned with early care and education in Alabama	334-223-0502	www.dca.state.al.us
RESOURCE	DESCRIPTION	TELEPHONE	WEBSITE
Alabama Immunization Program	Immunization resources	1800-469-4599	www.adph.org
Alabama Medicaid	Information on applying for Medicaid and children's insurance	1-800-362-1504	www.medicaid.alabama.gov
Alabama Rehabilitation	Services for children and adults with disabilities	1-800-441-7607	www.rehab.state.al.us
All Kids	Free or low-cost health insurance for eligible children to age 18	1-888-373-5437	www.adph.org

American Academy of Pediatrics (AAP)	Provides general information for parents of children from birth through age 21	National Headquarters 847-434-4000 Washington, D.C. 202-347-8600	www.aap.org
American Academy of Pediatric Dentistry	Advocates policies, guidelines, and programs that promote optimal oral health and oral healthcare for children	National Headquarters 847-434-4000 Washington, D.C. 202-347-8600	www.aapd.org
Americans with Disabilities	Promotes the rights of people with disabilities	1-800-514-0301	www.usdoj.gov/crt/ada
Centers for Disease Control and Prevention	The forefront of public health efforts to prevent and control infectious and chronic diseases, injuries, workplace hazards, disabilities, and environmental health threats	1-800-311-3435	www.cdc.gov
Childhelp Hotline	Addresses child abuse prevention and reporting	1-800-422-4453	www.childhelpusa.org

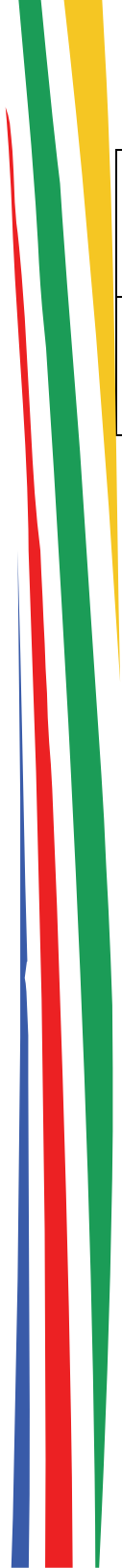
RESOURCE	DESCRIPTION	TELEPHONE	WEBSITE
Children's Connection Line	Information on children's health and safety; referrals to doctors	1-800-504-9768	www.chsys.org
Children's Defense Fund	Advocacy for children	1-800-233-1200	www.childrensdefense.org

Colgate Dental Health and Oral Hygiene Resource Center	Everything needed for a bright smile and clean, healthy teeth and gums	800-468-6502 212-310-2000	www.colgate.com
Council for Professional Recognition (CDA)	Created to improve the professional status of early childhood care providers	1-800-424-4310 202-265-9090	www.cdacouncil.org
Delicious Decisions	Website on nutrition	800-242-8721	www.deliciousdecisions.org
Family Village	Resources for children with disabilities	608-263-5776 Fax: 608-263-0529	www.familyvillage.wisc.edu
Family Voices	Advocacy for children with special healthcare needs and their families	1-888-835-5669 505-872-4774 Fax:505-872-4780	www.familyvoices.org
FDA Center for Food Safety and Nutrition	Food safety and nutrition resources	1-888-723-3366 1-888-safefood	www.cfsan.fda.gov
Five-A-Day	Website on nutrition	302-235-2329 Fax- 302-235-5555	www.5aday.org
Head Start Bureau	Comprehensive child development programs that serve children from birth to five, pregnant women, and their families	202-401-9215 Fax: 202-205-9688	www.acf.dhhs.gov
Healthy Beginning	Maternal and child health and nutrition/WIC	1-800-654-1385	www.adph.org/wic
I Am Your Child	Website on child care and development	202-238-4878 Fax: 202-986-2539	www.iamyourchild.org

RESOURCE	DESCRIPTION	TELEPHONE	WEBSITE
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Infant Hearing	Infant hearing loss	435-797-3584	www.infanthearing.org
Just Move	Website on exercise and physical activity	1-800-242-8721	www.justmove.org
NAEYC (National Association for the Education of Young Children)	Child care and early childhood	1-800-242-2460 (202) 232-8777	www.naeyc.org
Kids Health	Website on children's health	(302)- 651-4046	www.kidshealth.org
National Association for Family Child Care (NAFCC)	Provide technical assistance to family child care associations	(801)-269-9338 Fax 801-268-9507 E-mail NAFCC@NAFCC.org	www.nafcc.org
National Child Care Information Center (NCCIC)	National clearinghouse and technical assistance center that links parents, providers, policy makers, researchers, and the public to early care and education information	1-800-616-2242 TTY 800-516-2242 Fax 800-716-2242 E-mail info@nccic.org	www.nccic.org
National Head Start Association	A private not-for-profit membership organization dedicated exclusively to meeting the needs of Head Start children and their families	703-739-0875 Fax: 703-739-0878	www.nhsa.org
National Immunization Hotline	Immunization guidelines and local resources	1-800-232-2522 800-232-4636 TTY: 888-232-6348	www.cdc.gov/nip
National Mental Health Association	Information, advocacy, and referrals for adults and children	1-800-969-6642 703-684-7722 TTY: 800-433-5959	www.nmha.org

RESOURCE	DESCRIPTION	TELEPHONE	WEBSITE
National Organization for Rare Disorder	A unique federation of voluntary health organization dedicated to helping people with rare “orphan” diseases	1-800-999-6673 203-744-0100	www.rarediseases.org
National Parent Information Network	Parenting and parent involvement in education	NO NUMBER LISTED	www.npin.org
Newborn Hearing Screening	Referrals for infant hearing tests	1-877-388-5301 435-797-3584	www.infanthearing.org
NICHCY (National Center for Handicapped Children and Youth)	Website of disability resources	1-800-695-0285 Fax: 202-884-8441	www.nichcy.org
Nutrition	Website on nutrition	301-504-6409 Fax:301-505-6409	www.nutrition.gov
Poison Control	Emergency help for victims of poisoning	1-800-222-1222 or 1-800-462-0800	www.alapoissoncenter.org
Safe Kids	Website on child safety	202-393-2072	www.safekids.org
SIDS Alliance	Support and information on Sudden Infant Death Syndrome	1-800-221-7437 or 410-653-8226	www.sidsalliance.org



U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS)	FNS provides children and needy families better access to food and a more healthful diet	301-504-6409 Fax:301-505-6409	www.fns.usda.gov/fns/
Zero to Three	Website on early childhood	1-800-899-4301	www.zerotothree.org

Developmental Alerts



DEVELOPMENTAL ALERTS

- Developmental milestones are major markers or points of accomplishment in children's development. They are made up of important motor, social, emotional, cognitive, and language skills. They show up in somewhat orderly steps and within fairly predictable age ranges. Essentially, milestone behaviors are those that most normally developing children are likely to display at approximately the same age.
- The failure of one or more developmental milestones to appear within a reasonable range of time is a warning that a child may be developing a problem and should be observed closely.
- On the following pages are developmental alerts for children from one month to five years.

DEVELOPMENTAL ALERTS

1 Month – 3 Months

Check with a healthcare provider or early childhood specialist if, between **1 month through 3 months**, the infant does not:

- Show alarm or “startle” responses to loud noise
- Suck and swallow with ease
- Show gains in height, weight, and head circumference
- Grasp with equal strength in both hands
- Make eye-to-eye contact when awake and being held
- Quiet soon after being picked up
- Roll head from side to side when placed on stomach

DEVELOPMENTAL ALERTS

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4 Months – 7 Months

Check with a healthcare provider or early childhood specialist if, between **4 months through 7 months**, the infant does not:

- Continue to show steady and measurable increases in height, weight and head circumference
- Smile in response to the smiles of others (the social smile is considered a major and highly significant developmental milestone)
- Follow a moving object with eyes focusing together
- Bring hands together over mid-chest
- Turn head to locate sounds
- Begin to raise head and upper body when placed on stomach
- Reach for objects or familiar persons

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DEVELOPMENTAL ALERTS

8 Months – 11 Months

Check with a healthcare provider or early childhood specialist if, between **8 months through 11 months**, the infant does not:

- Show even, steady increase in weight, height, and head size (too slow or too rapid growth are both cause for concern)
- Explore own hands and objects placed in hands
- Hold and shake a rattle
- Smile, babble, and laugh aloud
- Search for hidden objects
- Use finger and thumb (pincer grasp) to pick up objects
- Play games such as “Pat-a-Cake” and “Peek-a-Boo”
- Appear interested in new or unusual sounds
- Reach for and grasp objects
- Sit alone
- Begin to eat some solid foods

DEVELOPMENTAL ALERTS

12 Months – 17 Months

Check with a healthcare provider or early childhood specialist if, between **12 months through 17 months**, the infant does not:

- Blink when fast-moving objects approach the eye
- Begin to cut teeth
- Imitate simple sounds
- Follow simple verbal requests: “come”, “no”, “bye-bye”
- Pull to stand
- Transfer objects from hand to hand
- Show anxiety toward strangers
- Interact playfully with parents, caregivers, brothers, and sisters
- Feed self; hold own bottle or cup; pick up and eat finger foods • Creep or crawl

DEVELOPMENTAL ALERTS

18 Months – 29 Months

Check with a health care provider or early childhood specialist if, between **18 months through 29 months**, the child does not:

- Attempt to talk or repeat words
- Understand some new words
- Respond to simple questions with “yes” or “no”
- Walk alone (or with very little help)
- Exhibit a variety of emotions: anger, delight, fear
- Show interest in pictures
- Recognize self in mirror
- Attempt self-feeding: hold own cup to mouth and drink

DEVELOPMENTAL ALERTS

30 Months – 35 Months

Check with a healthcare provider or early childhood specialist if, between **30 months through 35 months**, the child does not:

- Verbalize needs and desires
- Speak in 2 to 3 word phrases
- Follow a series of two simple commands
- Enjoy being read to
- Avoid bumping into objects
- Climb up and down stairs holding caregiver's hand
- Throw a ball
- Chew food; feed self small bites of fruits, meat
- Help take off own clothes, shoes, and socks

DEVELOPMENTAL ALERTS

36 Months – 47 Months

Check with a healthcare provider or early childhood specialist if, between **36 months through 47 months**, the child does not:

- Have intelligible speech most of the time
- Understand and follow simple commands and directions
- Give own name
- Enjoy playing near other children
- Use 3 to 4 word sentences
- Ask questions
- Stay with an activity for 5 to 10 minutes
- Jump in place without falling
- Balance on one foot
- Help with dressing self

DEVELOPMENTAL ALERTS

48 Months – 59 Months

Check with a healthcare provider or early childhood specialist if, between **48 months through 59 months**, the child does not:

- State own name in full
- Recognize simple shapes: circle, square, triangle
- Catch a large bounced ball
- Speak so as to be understandable to strangers
- Have good control of posture and movement
- Hop on one foot
- Appear interested in and responsive to surroundings
- Respond to statements without constantly asking to have them repeated
- Dress self with minimal adult assistance: manage buttons and zippers.
- Take care of own toileting needs: have good bowel and bladder control with infrequent accidents.

DEVELOPMENTAL ALERTS

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60 Months – 71 Months

Check with a healthcare provider or early childhood specialist if, between **60 months through 71 months**, the child does not:

- Alternate feet when walking down stairs
- Speak in a moderate voice: neither too loud, too soft, too high, too low, nor monotone
- Follow a series of 3 directions in order (“Stop, pick up the cup, and bring it here”)
- Use 4 to 5 words in acceptable sentence structure
- Cut on a line with scissors
- Sit still and listen to an entire short story (5 to 7 minutes)
- Maintain eye contact when spoken to (unless this is a cultural taboo)
- Play well with other children
- Perform self-grooming skills independently: brush teeth, wash hands and comb hair.

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Developmental Checklist

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DEVELOPMENTAL CHECKLIST

A developmental checklist, one for each child, is a useful observation tool for anyone working with infants and young children. The questions on the checklist can be answered in the course of a child's everyday activities over a period of a week or more. The checklist does not contain a comprehensive list of every skill, knowledge, or development that a child will go through during each age. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially, then at a later

date to show the child's progress. "No" answers signal that a problem may exist and that further investigation is probably a good idea. Several "no" answers indicate that additional investigation is a necessity.

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Birth - One

Date Yes/No	Date Yes/No	MOTOR SKILLS (GROSS/FINE)	Date Yes/No	Date Yes/No	COMMUNICATION SKILLS
		1. Rolls over			1. Turns head to voices and sounds
		2. Sits without support			2. Responds with gesture to "hi", "bye-bye" and "up" when these words are used with gestures
		3. Crawls			3. Responds to "no"
		4. Pulls self to stand			4. Babbles
		5. Stands alone			5. Tries to imitate sounds
		6. Cruises around furniture			6. Combines syllables: "ma-ma", "da-da", "bye-bye"
		7. Walks with adult assistance			
		8. Rolls a ball			ADAPTATIVE BEHAVIOR SKILLS
		9. Swats at toys			1. Feeds self cracker

DEVELOPMENTAL CHECKLIST

Child's Name _____

Observer _____

		10. Puts objects in mouth			2. Holds cups with two hands
		11. Transfers object from one hand to the other			3. Holds out arms and legs while being dressed
		12. Bangs toys together in front of himself			
		13. Drops things purposely			COGNITIVE SKILLS
		14. Picks things up with thumb and one finger			1. Follows moving objects with eyes
					2. Responds to and imitates facial expressions of others
					3. Responds to very simple directions

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, birth through one year may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

DEVELOPMENTAL CHECKLIST

Child's Name _____

Observer _____

Birth _____

- One

Date	Date		Date	Date	
Yes/No	Yes/No		Yes/No	Yes/No	
		SOCIAL/EMOTIONAL			COGNITIVE SKILLS

		1. Smiles spontaneously			4. Copies simple actions of others
		2. Recognizes main caregiver			5. Puts small objects in and out of container
		3. Responds differently to strangers than to familiar people			6. Recognizes differences among people
		4. Recognizes own name			
		5. Explores body with mouth and hands			
		6. Shows emotions: looks hurt, sad, happy, uncomfortable, angry			
		7. Claps hands, waves bye-bye in imitation of adult			

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, birth through one year may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

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One – Two Years

Date Yes/No	Date Yes/No	MOTOR SKILLS (GROSS/FINE)	Date Yes/No	Date Yes/No	COMMUNICATION SKILLS
		1. Walks alone			1. Points to objects when asked
		2. Picks up toys from floor without falling			2. Understands prepositions: on, in, under
		3. Squats			3. Follows simple direction
		4. Holds objects to her/his chest			4. Says first meaningful word
		5. Likes to close doors			5. Says own name
		6. Tries to walk backwards			6. Says single words
		7. Walks up and down stairs			7. Uses "mine" to indicate possession
		8. Moves to music			8. Has vocabulary of about 50 words

DEVELOPMENTAL CHECKLIST

Child's Name _____

Observer _____

		9. Stacks 3 blocks			
		10. Puts rings on a stick			ADAPTATIVE BEHAVIOR SKILLS
		11. Turns pages in book 3 or 4 at a time			1. Uses spoon
		12. Scribbles			2. Drinks from a cup alone
		13. Turns knobs			3. Hands over his dish when done
		14. Throws small ball			4. Removes shoes and socks
					5. Unzips large zipper
					6. Indicates when diaper needs change
		SOCIAL/EMOTIONAL			
		1. Responds to "no"			

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, one through two years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

Child's Name _____ Observer _____

DEVELOPMENTAL CHECKLIST

One – Two Years

Date Yes/No	Date Yes/No	SOCIAL/EMOTIONAL	Date Yes/No	Date Yes/No	COGNITIVE SKILLS
		2. Likes to play “Peek-a-Boo” games			1. Imitates actions and words of adults
		3. Likes to be chased			2. Responds to simple commands : “come here”, “get down”
		4. Imitates adults in simple tasks			3. Matches two similar objects
		5. Plays alongside another child			4. Names or points to familiar objects
		6. Actively explores environment			
		7. Refers to self by name			

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, one through two years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child’s progress.

Two - Three Years

Date Yes/No	Date Yes/No	MOTOR SKILLS (GROSS/FINE)	Date Yes/No	Date Yes/No	COMMUNICATION SKILLS

DEVELOPMENTAL CHECKLIST

Child's Name

Observer

		1. Kicks ball forward			1. Points to pictures of common objects when they are named
		2. Runs, leaning forward			2. Understands "what" and "where" questions
		3. Bends at waist to pick up objects			3. Understands "no", "can't", "don't"
		4. Jumps in place, two feet together			4. Enjoys simple storybooks and rhymes
		5. Walks on tiptoes			5. Talks in 2 word phrases
		6. Turns pages, one at a time			6. Gives first and last name
		7. Strings 4 large beads			7. Asks "what" and "where" questions
		8. Holds crayon with thumb and finger, not fist			8. Makes negative statements: "can't"
		9. Imitates circles and straight lines			9. Shows frustration at not being understood
		10. Pounds, squeezes, and pulls play dough			
					ADAPTATIVE BEHAVIOR SKILLS
					1. Uses spoon
					2. Drinks from a fountain
					3. Turns handle to open door
					4. Takes off coat
		SOCIAL/EMOTIONAL			5. Puts on coat with assistance
		1. Plays near other children			6. Washes and dries hands with assistance

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, two through three years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

DEVELOPMENTAL CHECKLIST

Child's Name _____ Observer _____

Two - Three Years

Date Yes/No	Date Yes/No	SOCIAL/EMOTIONAL	Date Yes/No	Date Yes/No	COGNITIVE SKILLS
		2. Participates in simple group games and activities			1. Responds to simple directions
		3. Knows if she/he is a boy or girl			2. Matches objects that go together
		4. Doesn't like to be held onto			3. Stacks rings on peg in order of size
		5. Cannot share			4. Recognizes self in mirror
		6. Joins briefly in play with other children			5. Can talk briefly about what he is doing
					6. Imitates adult's works
					7. Discriminates simple shapes

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, two through three years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

DEVELOPMENTAL CHECKLIST

Child's Name _____ Observer _____

Three - Four Years

Date Yes/No	Date Yes/No	MOTOR SKILLS (GROSS/FINE)	Date Yes/No	Date Yes/No	COMMUNICATION SKILLS
		1. Walks backwards			1. Follows directions about placing one item "beside" or "under" another
		2. Walks up stairs, one foot a step			2. Uses 50 words in spontaneous speech
		3. Stands on one foot momentarily			3. Uses 4 word sentences
		4. Rides tricycle			4. Understands passive sentences
		5. Climbs on playground			5. Describes what he is doing
		6. Cuts between the lines			6. Responds appropriately to the question "How old are you?" and "Are you a girl or boy?"
		7. Draws in path maze			7. Responds and makes verbal greetings
		8. Draws geometric shapes			
		9. Walks swinging arms and legs freely			ADAPTATIVE BEHAVIOR SKILLS
		10. Catches ball from straight arm position			1. Fixes simple food, spreading butter on cracker or bread
		11. Draws human figure or face with features			2. Snaps or hooks clothing in front
		12. Holds pen between first two fingers and thumb			3. Hangs clothing on hook
					4. Tells adult of toilet needs in time to get to toilet

DEVELOPMENTAL CHECKLIST

Child's Name _____ Observer _____

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, three through four years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

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Three - Four Years

Date Yes/No	Date Yes/No	COGNITIVE SKILLS	Date Yes/No	Date Yes/No	ADAPTATIVE BEHAVIOR SKILLS
		1. Stacks 6 to 7 blocks			5. Laces
		2. Responds to "one" and "one more"			6. Washes and dries hands and face
		3. Puts graduated sizes in order			7. Put shoes on correct feet
		4. Matches objects by color, shape, and size			8. Drinks from water fountain
		5. Remembers and names which 3 objects have been hidden			9. Unzips front of zipper on jacket, separating zipper
		6. Describes familiar objects without seeing them			10. Takes responsibility for toileting: requires assistance in wiping
		7. Recalls 1 or 2 elements of a story read			11. Buttons series of three or four buttons
		8. Matches simple shapes			12. Cleans up spills, getting own cloth
		9. Understands "more", "less", and "same"			13. Goes to toilet alone

DEVELOPMENTAL CHECKLIST

Child's Name _____ Observer _____

		10. Repeats finger plays with words and actions			SOCIAL/EMOTIONAL
		11. Counts by rote to 5			

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, three through four years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

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Three - Four Years

Date	Date	COGNITIVE SKILLS	Date	Date	SOCIAL/EMOTIONAL
Yes/No	Yes/No		Yes/No	Yes/No	
		12. Matches objects that have same function			2. Sings familiar songs with adults
		13. Builds bridge using 3 blocks			3. Spontaneously greets familiar person by hugging
		14. Understands "same" and "different"			4. Usually takes turns
		15. Sorts objects by one criterion			5. Puts toys away neatly when asked
		16. Understands concept of the number 3			6. Follows rules given by adults for new activities or simple games
					7. Spends most group time in solitary activity, watching other children

DEVELOPMENTAL CHECKLIST

Child's Name _____ Observer _____

					8. Asks for assistance when having difficulty
					9. Able to identify whether he or she is a boy or girl
					10. Laughs at combinations of incongruous events and use of words

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, three through four years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

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Four - Five Years

Date Yes/No	Date Yes/No	MOTOR SKILLS (GROSS/FINE)	Date Yes/No	Date Yes/No	COMMUNICATION SKILLS
		1. Throws ball overhand			1. Follows 3 unrelated directions in order of request
		2. Walks backward, toes to heel			2. Understands words used to compare
		3. Completes standing broad jump			3. Listens to long stories
		4. Turns somersault			4. Understands the sequence of events
		5. Hops on one foot			5. Listens to others when it is their turn to talk
		6. Skips			6. Tells a story
		7. Cuts on line			7. Asks "when", "how" and "why" questions
		8. Copies cross			8. Joins sentences together

DEVELOPMENTAL CHECKLIST

Child's Name _____ Observer _____

		9. Copies square			9. Uses phrases beginning with “because” and “so”
		10. Attempts to write own name			10. Tells about a story, but may confuse facts
		COGNITIVE SKILLS			ADAPTIVE BEHAVIOR SKILLS
		1. Plays with words: rhyming, made up words			1. Cuts easy foods with knife
		2. Points to and names 4-6 colors			2. Laces shoes

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, four through five years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child’s progress.

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Four - Five Years

Date Yes/No	Date Yes/No	COGNITIVE SKILLS	Date Yes/No	Date Yes/No	ADAPTIVE BEHAVIOR SKILLS
		3. Matches picture of familiar objects			3. Dresses self with minimal help
		4. Draws a person with 4 to 5 recognizable parts, such as head, arms, and legs, and can name or match drawn parts to own body			SOCIAL/EMOTIONAL

DEVELOPMENTAL CHECKLIST

Child's Name _____ Observer _____

		5. Identifies a few letters of the alphabet			1. Plays cooperatively with group of children
		6. Draws, names, and describes recognizable pictures			2. Play groups have distinct leaders and followers
		7. Counts by rote to 5			3. Is able to take turns
		8. Knows own street and town			4. Helps with errands or putting away toys
		9. Can talk about yesterday or last week, about today, and what will happen tomorrow			

NOTE: The Developmental Checklist does not contain a comprehensive list of every skill, knowledge or development that a child, four through five years may exhibit. The checklist is only a guide to assess where the child is in her/his development. The observation may be done initially and at a later date to show the child's progress.

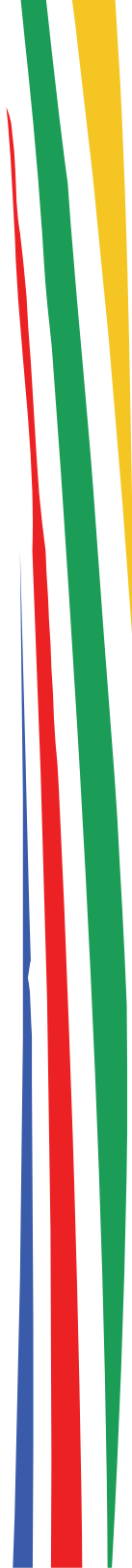


Nutrition

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Nutrition

As a child care provider, you play a key role in children's lives.



Q By working with children each day, you help them learn and grow. By serving them nutritious meals and snacks, you help children get the nourishment and energy they need to learn, grow, and be healthy.

Q Research has shown that there are crucial relationships between nutrition and health, and nutrition and learning. You are in a special position to show children what it means to eat for good health, including how important it is to eat a variety of foods.

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**Meal Pattern Chart for Infants
Birth – 11 Months**

Birth – 3 Months	4 Months – 7 Months	8 Months – 11 Months
Breakfast		
4 to 6 fluid ounces (fl oz) breast milk or formula	4 to 8 fl oz breast milk or formula 0 to 3 tablespoons (Tbsp) infant cereal	6 to 8 fluid ounces (fl oz) breast milk ^{1,2} or formula ³ 2 to 4 tablespoons (Tbsp) infant cereal ^{3,4} 1 to 4 Tbsp fruit and/or vegetable
Lunch		
4 to 6 fluid ounces (fl oz) breast milk or formula	4 to 8 fl oz breast milk or formula 0 to 3 Tbsp infant cereal 0 to 3 Tbsp fruit and/or vegetable	6 to 8 fl oz breast milk ^{1,2} or formula ³ 2 to 4 Tbsp infant cereal ³ ; and/or 1 to 4 Tbsp meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½ to 2 oz cheese; or 1 to 4 oz cottage cheese, cheese food, or cheese spread; and 1 to 4 Tbsp fruit and/or vegetable
Snack		

¹ It is recommended that breast milk be served in place of formula from birth through 11 months.

² For some breastfed infants who regularly consume less than the minimum of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered if the infant is still hungry.

³ Infant formula and dry infant cereal shall be iron-fortified. ⁴

A serving of this component shall be optional.

4 to 6 fluid ounces (fl oz) breast milk or formula	4 to 6 fl oz breast milk or formula	2 to 4 fl oz breast milk ^{1,2} or formula ³ or fruit juice ¹ 0 to ½ slice bread ^{4,2} or 0 to 2 crackers ^{4,6}
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Meal Pattern Chart for Children 1 Year – 12 Years

Ages	1 Year – 2 Years	3 Years – 5 Years	6 Years – 12 Years
Breakfast			
Milk Must be fluid milk	½ cup	¾ cup	1 cup
Vegetable or Fruit or Juice	¼ cup	½ cup	½ cup

¹ Fruit juice shall be full-strength.

² Bread and bread alternates shall be made from whole-grain or enriched meal or flour.

Grains/Breads			
A serving is a bread or bread alternate and/or cereal:			
Bread, enriched or wholegrain			
Cereal, enriched or wholegrain	½ slice	½ slice	1 slice
Cold dry cereal ²			
or	¼ cup* ¼	1/3 cup **	¾ cup ***
Hot cooked cereal	cup	¼ cup	½ cup
Cooked pasta or noodle products	¼ cup	¼ cup	½ cup

¹ **If you are serving juice:** Try not to serve juice to meet the fruit/vegetable requirement too many times throughout the day. It may fill up the children and take the place of other needed nutrients.

² **If you are serving cold dry cereal for breakfast:**

* For ages 1 and 2 years, serve ¼ cup (volume) or 1/3 oz (weight), whichever is less.

** For ages 3 through 5 years, serve 1/3 cup (volume) or ½ oz (weight), whichever is less.

*** For ages 6 through 12 years, serve ¾ cup (volume) or 1 oz (weight), whichever is less.

Meal Pattern Chart for Children 1 Year – 12 Years

Ages	1 Year – 2 Years	3 Years – 5 Years	6 Years – 12 Years
Lunch or Supper			
Milk Must be fluid milk	½ cup	¾ cup	1 cup
Meat or Meat Alternate Meat, poultry, or fish (cooked, lean meat without bone)	1 oz		2 oz
Cheese		1½ oz	
Egg (large)	1 oz		2 oz
Cooked dry beans or peas	½	1½ oz ¾	1
Peanut butter or other nut or seed butters	¼ cup	⅜ cup	½ cup
Nuts and/or seeds ¹	2 Tbsp	3 Tbsp	4 Tbsp
Yogurt, plain or sweetened ²	½ oz	¾ oz	1 oz
	4 oz	6 oz	8 oz

Meal Pattern Chart for Children

Vegetable or Fruit or Juice³ Serve two different vegetables and/or fruits to equal	¼ cup	½ cup	¾ cup
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1 Year – 12 Years (Continued)

Ages	1 Year – 2 Years	3 Years – 5 Years	6 Years – 12 Years
Lunch or Supper			
Grains/Breads A serving is a bread or bread alternate and/or cooked cereal: Bread, enriched or whole-grain Cooked cereal grains, enriched or wholegrain Cooked pasta or noodle products	½ slice ¼ cup ¼ cup	½ slice ¼ cup ¼ cup	1 slice ½ cup ½ cup

Meal Pattern Chart for Children

If you are serving nuts and seeds for lunch or supper: This portion can meet only one-half of the total serving of the meat/meat alternate requirements.

For determining combinations:

1 oz of nuts or seeds = 1 oz of cooked lean meat, poultry, or fish.

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1 Year – 12 Years (Continued)

Caution: Children under 4 years of age are at the highest risk of choking. For this age group, USDA recommends that nuts and/or seeds be ground or finely chopped and served to children in prepared food.

2 Commercially prepared yogurt is now permitted as a meat/meat alternate.

You may serve 4 oz (weight) or ½ cup (volume) of plain, sweetened, or flavored yogurt to fulfill the equivalent of 1 oz of the meat/meat alternate component. For younger children, 2 oz (weight) or ¼ cup (volume) fulfills the equivalent of ½ oz of the meat/meat alternate requirement.

3 If you are serving juice: Try not to serve juice to meet the fruit/vegetable requirement too many times throughout the day. It may fill up the children and take the place of other needed nutrients.

Meal Pattern Chart for Children

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Meal Pattern Chart for Children

Select 2 of the 4 components shown. If you select milk as one of the components, you may not serve fruit juice as the other component.

Ages	1 Year – 2 Years	3 Years – 5 Years	6 Years –12 Years
Supplement (Snack)			
Milk Must be fluid mild	½ cup	½ cup	1 cup
Meat or Meat Alternate Meat, poultry, or fish (cooked, lean meat without bone)	½ oz	½ oz	1 oz
Cheese	½ oz	½ oz	1 oz
Egg (large)	½	½	½
Cooked dry beans or peas	½	½	½
Peanut butter or other nut or seed butters	1/8 cup	1/8 cup	1/8 cup
Nuts and/or seeds ¹	1 Tbsp	1 Tbsp	2 Tbsp
Yogurt, plain or sweetened ²	½ oz	½ oz	1 oz
	2 oz	2 oz	4 oz

Vegetable or Fruit or Juice³	½ cup	½ cup	¾ cup
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Meal Pattern Chart for Children Supplement *Snack* (Continued)

Ages	1 Year – 2 Years	3 Years – 5 Years	6 Years – 12 Years
Supplement (Snack)			
Grains/Breads A serving is a bread or bread alternate and/or cereal:			
Bread, enriched or wholegrain	½ slice	½ slice	1 slice
Cereal, enriched or wholegrain cold dry cereal ⁴ or hot cooked cereal	¼ cup*	1/3 cup**	¾ cup***
	¼	¼ cup	½ cup
Cooked pasta or noodle products	¼ cup	¼ cup	½ cup

¹ **If you are serving nuts and seeds for a supplement (snack):**

For determining combinations:

1 oz of nuts or seeds = 1 oz of cooked lean meat, poultry, or fish.

Caution: Children under 4 years of age are at the highest risk of choking. For this age group,

USDA recommends that nuts and/or seeds be ground or finely chopped and served to children in prepared food.

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Meal Pattern Chart for Children Supplement ***Snack (Continued)***

² Commercially prepared yogurt is now permitted as a meat/meat alternate.

You may serve 4 oz (weight) or ½ cup (volume) of plain, sweetened, or flavored yogurt to fulfill the equivalent of 1 oz of the meat/meat alternate component. For younger children, 2 oz (weight) or ¼ cup (volume) fulfills the equivalent of ½ oz of the meat/meat alternate requirement.

³ If you are serving juice: Try not to serve juice to meet the fruit/vegetable requirements too many times throughout the day. It may fill up the children and take the place of other needed nutrients.

⁴ If you are serving cold dry cereal for a supplement (snack):

- * For ages 1 and 2 years, serve: ¼ cup (volume) or 1/3 oz (weight), whichever is less.
- ** For ages 3 through 5 years, serve: 1/3 cup (volume) or ½ oz (weight), whichever is less.
- *** For ages 6 through 12 years, serve: ¾ cup (volume) or 1 oz (weight), whichever is less.

Eating and Food Behaviors of Infants

Here are some things to keep in mind:

- **Providing infants with the right foods will promote good health.** It will also give them a chance to enjoy new tastes and textures as they learn good eating habits.
- **It is the responsibility of the infant's parents and child care provider to decide:**
 - ☞ whether to serve breast milk or formula
 - ☞ if serving formula, what kind
 - ☞ when to introduce solid foods
 - ☞ what solid foods to introduce
- **It is important to talk with the child's parents about what type of food and food textures they want introduced.** Introduce one new food at a time, with a week between each new food. If a food does not agree with the baby, you will know the foods to eliminate...
- **Older infants enjoy and can usually manage finger foods (bite-size portions).** They have few teeth, but can chew with their gums. Chewing on small pieces of bread, crackers, and teething biscuits can help ease their teething pains.

Here are some tips:

- **Avoid giving infants foods that you do not want them to love when they get older.** Occasionally feeding infants such foods as fast food and sweets is fine, but serving these foods on a regular basis can make them strong favorites that will be hard for children to eliminate later in life.
- **Provide variety and repetition of food to keep it interesting.** By doing this, you will get infants used to the foods you want them to accept.
- **Make mealtime relaxed and enjoyable.** At this age, mealtimes may take up to 45 minutes or longer. The more relaxed and cheerful the atmosphere, the more quickly foods will get eaten. Offer small portions, use a soft baby spoon, and wait while the child finishes each mouthful before offering more. Try not to overfill the spoon to try and speed things up; this will actually slow things down.
- **Be a food role model.** Practice the same eating habits you would want the children to follow. For example, if you eat fruit as a snack, the children will want to eat fruit as well.

Eating and Food Behaviors of Toddlers

Here are some things to keep in mind:

- **Physical growth begins to slow down a bit, and the child’s appetite may begin to decrease.** This often causes parents and caregivers to be unnecessarily concerned that toddlers are not eating enough, or are not eating enough of the “right” foods.

While a decrease in appetite is common at this age, if a toddler’s weight does not seem normal, ask the parents to check with their doctor to be sure that the child is in good health.

- **Children learn to hold and drink from a cup and will quit eating when they are full.**

Healthy toddlers will decide which foods and how much of the foods offered they will eat. They may enjoy one food for a few weeks, and then refuse it.

- **Definite food preferences begin to be established.** Toddlers prefer lukewarm foods over hot or cold foods. They usually do not like highly seasoned foods, but enjoy sweets.

- **Children will try new foods if offered in a pleasant, appealing manner.** Young children are learning what foods they like and dislike. Be sure to:

☞ Offer new foods frequently. Toddlers may need to see a new food offered 6 to 12 times before they will decide to like it. Once children have accepted a food, continue to offer it so the food will remain familiar.

☞ Let children know they do not have to eat foods they do not want. This attitude will help children feel comfortable when trying new foods.

- **While children know how much they need to eat, parents and child care providers are the “gatekeepers” who decide which foods to offer and when meals and snacks will be served.** If nutritious foods are served, toddlers can’t go wrong in what they choose to eat. Offering children nutritious and appropriate foods helps them get the nutrients and energy they need. It also sets a good example, starting at a very young age.

Good foods to try are: fresh fruits and vegetables; breads, crackers, low-sugar cereals, pasta, potatoes, rice, tortillas, and cooked grains; meats, poultry and fish; dairy products, including milk, eggs, yogurt and cheese; beans and peas; and foods with small amounts of spices and herbs.

Eating and Food Behaviors of Preschoolers

Here are some things to keep in mind:

- **Preschoolers' eating habits may be erratic.** They may be too busy and active to want to sit and eat. Their rate of growth is slowing down, so they may eat less food. They may simply talk throughout the entire meal and forget to eat.
- **They are establishing food preferences.** They know what they like and don't like. Be sure to pave the way for good habits in the future by providing healthy meals and snacks.
- **They may enjoy learning about food.** There are many ways to spark children's interest in food. Some suggestions:
 - ☞ Discuss different foods with the children.
 - ☞ Mix nutrition information in with reading, story telling, and other activities.
 - ☞ Allow the children to have input on what is served.
 - ☞ With proper supervision, let them help prepare various food items for a meal.
 - ☞ Get books and videos for the children. Select ones that send good messages about food.

Oral Health for Children


- ☞ Most people are unaware that a child's dental care actually begins before birth. Before babies are born, they have 20 primary (baby) teeth below the gums. These teeth develop during the 4th month of pregnancy. Wiping baby's gums with a clean, damp cloth after feeding will remove the plaque and bacteria that can harm erupting teeth. At about six months of age, your baby's first teeth will begin to push through the gums. It is common for babies to cry and drool when their teeth begin to come in.
- ☞ A child should see a dentist by her or his first birthday. In addition to checking for decay or other problems, the dentist will teach you how to properly clean the child's teeth, identify fluoride needs, and discuss any habits that could affect the future of a child's teeth, such as thumb sucking.
- ☞ Eating smart is good for the child's teeth and the rest of her/his body. Foods like raw vegetables, fresh fruits, or whole grain crackers and breads are lower in sugar and have great nutritional value.
- ☞ Eating the right foods can help protect the child's teeth from tooth decay, but it is only one part of good oral health. It is important that the child see the dentist regularly, so if there is a problem it can be diagnosed and treated quickly.
- ☞ Teaching the child proper oral care at a young age is an investment in her or his health that will pay lifelong dividends. You can start by setting an example; taking good care of your own teeth sends a message that oral health is something to be valued. Anything that makes taking care of teeth fun, like brushing along with the child, or letting her/him choose her/his own toothbrush encourages proper oral care.
- ☞ Eat a well-balanced diet that limits starchy or sugary foods, which produce plaque acids that cause tooth decay. When you do eat these foods, try to eat them with your meal, instead of as a snack; the extra saliva produced during a meal helps rinse food from the mouth.
- ☞ A balanced diet is necessary for the child to develop strong, decay-resistant teeth. In addition to a full range of vitamins and minerals, a child's diet should include plenty of calcium, phosphorous, and proper levels of fluoride.

Elements of Quality Early Childhood Programs

Elements of Quality Early Childcare Programs

There are elements that are essential to quality childcare programs. These elements are evident in all aspects of the program and therefore must be thoughtfully and deliberately developed. These elements and brief summary follow below and on the next few pages:

- RELATIONSHIPS
 - Caregiver-Family Relationship
 - Caregiver-Child Relationship

- 
- ENVIRONMENT – Physical
 - Program
 - HEALTH AND SAFETY
 - Nutrition
 - Sanitation
 - Safety
 - EXPERIENCES – Routines – Activities
 - Sensory Experiences
 - Language
 - DIVERSITY
 - Culture
 - Individual Differences

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CAREGIVER-FAMILY RELATIONSHIPS

- Caregivers understand that the family is the primary source of knowledge concerning the child and has the ultimate interest in the child.
- Relationships with families are supportive and encourage family members to seek and receive assistance, as needed, in developing parenting skills, understanding the growth and development of their children, and accessing community resources.

- Caregivers and families are partners in ongoing communication about the child's care and development.
- Caregivers understand the importance of parent-child attachments and support the family-child relationship.
- Caregivers respect and support family preferences and values in care giving behaviors.

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CAREGIVER-CHILD RELATIONSHIP

- Caregivers nurture and respond to the needs of each child.
- Trust and emotional security develop when each child is responded to promptly and consistently in a positive manner.
- Caregivers assist children in adjusting to the program's setting.

- Caregivers use their knowledge of child development to provide appropriate interactions with each child throughout the day.
- Caregivers learn and respond to each child's unique way of communicating, respond to the child's interest, give the child their full attention, especially during care giving routines, and model the behavior they want to teach.
- The program supports positive relationships and secures attachments between the caregiver and each child by providing low adult/child ratios, promoting continuity of care and responsive care giving.

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ENVIRONMENT

Physical

- Both indoor and outdoor materials and equipment meet the developmental needs of each child in the group.
- The physical environment provides appropriate space for sleeping, eating, diapering/toileting, and for movement and play.
- The atmosphere is comfortable for each child and the adults who care for them.

- The physical environment provides interest areas where materials with similar use are placed together.
- Child-sized furnishings are provided to promote independence and harmony.

Program

- The daily program includes materials and activities that are designed to meet the individual needs of each child.
- Children are assisted with toilet learning and self-feeding skills, based on individual needs.
- Children experience smooth transitions between activities.
- Prevention and redirection are techniques for guiding behavior.
- Management of behavior is based on an understanding of each child development and appropriate strategies to help the child develop her/his own self-control.
- Caregivers support the child's emerging self-control by fostering the child's developing language skills.

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HEALTH AND SAFETY

Nutrition

- Caregivers have basic knowledge of nutrition and age-appropriate feeding practices.
- Nutritional needs of each child are met.
- Caregivers work closely with families to ensure appropriate amounts and types of foods are served in a consistent

manner. **Sanitation**

- Sanitary practices and guidelines are in place to prevent the spread of disease.
- Caregivers and children wash their hands to prevent contamination.
- Bottles and food are handled in a safe and sanitary manner.

Safety

- A hazard-free environment is maintained for children both indoors and outdoors.
- The environment is planned so materials and equipment are age-appropriate and in good repair.
- Caregivers are engaged with children and therefore able to visually and physically monitor their behavior.

EXPERIENCES

Routines

- Consistent daily routines, such as sleeping, feeding/eating, and diapering/toileting provide opportunities for one-to-one contact between caregiver and child: a time touch, talk, listen, and respond to child's cues.
- Routines such as diapering, feeding, and sleeping are flexible and individualized to meet the needs of child.

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Activities

- Caregivers use knowledge of child development to provide individualized age-appropriate activities for each child.
- Caregivers support children's play, exploration, and experimentation with their environment.
- The daily schedule allows children opportunities throughout the day to choose activities based on their own interests.

Sensory Experiences

- An environment is provided that is rich in experiences and materials that children can explore with all their senses, thus promoting optimal development in all areas.
- Children are provided time and experiences each day to see, smell, hear, taste, and touch a variety of stimuli.

Language

- Caregivers talk, sing, read and communicate with children throughout the day.
- Caregivers respond in a positive manner to individual children's communication attempts. The caregiver understands and adapts the language interactions to include cultural and linguistic differences.
- Caregivers talk with each child about things that relate to that child's everyday experiences.
- Caregivers tell each child what is about to occur before a routine activity begins and describe actions as they occur.

DIVERSITY

Culture

- Caregivers understand that culture affects child-rearing practices and may therefore affect an individual child's development.

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- Caregivers and programs support, appreciate, and honor cultural diversity, including family and home experiences, language, beliefs, values, and patterns of interaction.

Individual Differences

- Caregivers recognize that children differ in temperament, preferences, culture, development, and interaction styles.

- Staff, administrators, and family members use their observations of each child to support learning experiences in ways that accommodate each child's unique characteristics and development.
- Appreciation of individual differences is reflected in decisions relative to the physical environment, the social/emotional environment, interpersonal relations, personnel selection, and the strategies that support learning and development.
- Some programs serve children with special needs in a manner that supports optimal growth and development.

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DID YOU KNOW?

DID YOU KNOW?

- 🕒 Infants should **ALWAYS** be placed on their back (face up) when they are resting, sleeping, or left alone.
- 🕒 Infants should be placed on their tummies (tummy time) **ONLY** when they are awake and supervised by someone responsible.
- 🕒 Supervised tummy time is encouraged to help make an infant's neck and back muscles strong.
- 🕒 When infants are napping or sleeping they should be placed in cribs approved by the Consumer Product Safety Commission (CPSC). Mattresses should **ALWAYS** fit snugly into the crib's frame.
- 🕒 An infant should never be placed to sleep or nap with pillows, stuffed toys, bumper pads, comforters, quilts, or sheepskin.
- 🕒 Infants and young children need gentle touching, holding, and eye contact, just as they need food to grow and develop.
- 🕒 Children should not be in the same room where individuals are smoking.
- 🕒 Infants should **NEVER** be shaken. Newborn babies have very weak neck muscles that are not yet able to support their heads. If you shake a baby you can damage her/his brain and delay normal development.
- 🕒 A baby or young child should be placed in a car safety seat every time she/he rides in the car.
- 🕒 The safest place for a car safety seat is in the back seat of the car.
- 🕒 Children who are less than one year or are less than 20 pounds should be placed in a rear-facing seat.

🕒 To prevent a baby or young child from choking, cut her/his food into small bites, and avoid foods like popcorn, peanuts, hot dogs or hard candy that can easily cause choking.

186 **DID YOU KNOW?**

- 🕒 A caregiver should be present when children are eating. Never allow an infant or young child to play with anything that is easy for her/him to swallow.
- 🕒 Hot liquids or food should never be carried near a child or while holding a baby.
- 🕒 A caregiver should know about the prevention of lead poisoning from paint, old plumbing and other sources.
- 🕒 Even a small amount of lead can cause learning and health problems.
- 🕒 You can call **Alabama Department of Public Health** at **1-800-252-1818** to find out more about lead poisoning.
- 🕒 You can get help for babies and young children that may have developmental delays. Call **Alabama Early Intervention System** for infants and toddlers from birth to age 3 at **1800-543-3098**. Call **Alabama Department of Education** for children from age 3 to 5 years at **1-800-392-8020**.
- 🕒 A plan for safe outdoor time for all young children must be in place to help prevent obesity later on.
- 🕒 Babies should not be left asleep in car seats unchecked because there is a risk they will stop breathing, warn experts.
- 🕒 Car seats are not an ideal place for safe infant sleep in the home.
- 🕒 Allowing a baby to fall asleep restrained in a relatively upright position could be deadly.
- 🕒 A rule of thumb could be if an object fits into or go through a toilet paper roll it was too small for infants.

- 🕒 Children should never be left unattended in cars.
- 🕒 In transporting children, count, count and count some more when leaving the car or bus.

¹⁸⁷ **DID YOU KNOW?**

- 🕒 Children need freedom to explore.
- 🕒 Children need respect for accomplishments.
- 🕒 New skills are based on previously learned skills.
- 🕒 Development includes learning from experiences.
- 🕒 Each child is unique, special and different from every other child.
- 🕒 Genetic makeup influences a child's temperament or disposition, energy level, and rate of physical and intellectual development.
- 🕒 From birth, the child begins to influence the behavior of parents and caregivers. In turn, parents and caregivers are influencing the child.
- 🕒 Development is a reciprocal, or give-and-take process, between a child and significant adults.
- 🕒 Children develop at different rates and are not alike in any of the areas of development.
- 🕒 Through movement and play, young children gain control of and use their bodies to increase their understanding of their world.
- 🕒 A child's sense of self and awareness of others are the most powerful elements which influences a young child's experiences and learning.
- 🕒 All children need a sense of accomplishments in order to feel comfortable when trying new things.

- 🕒 Children learn through experiences with people, objects and things in their world.
- 🕒 Children have stories, songs, dances, art, traditions, celebrations, beliefs and values that are unique to their culture and experience.
- 🕒 To promote healthy development, every child needs a source of continuous and accessible health care.
- 🕒 Children avoid stress in many different ways. Denial, regression, withdrawal, and impulsive acting out are the most common response.

HELP

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**YOU CAN
PREVENT**

CHOKING

Always watch or sit with children during meals and snacks. Young children, ages 2 to 3 especially, are at risk of choking on food and remain at risk until they can chew and swallow better by about age 4.

Watch children during meals and snacks to make sure they:

- ⌚ Sit quietly.
- ⌚ Eat slowly.
- ⌚ Chew food well before swallowing.
- ⌚ Eat small portions and take only one bite at a time.
- ⌚ Finish swallowing before leaving the table.

Fix table foods so that they are easy to chew:

- ⌚ Cut foods into small pieces or thin slices.
- ⌚ Cut round foods, like hot dogs, lengthwise into thin strips.
- ⌚ Remove all bones from fish, chicken, and meat.
- ⌚ Cook food, such as carrots or celery, until slightly soft then cut into sticks.
- ⌚ Remove seeds and pits from fruit.
- ⌚ Spread peanut butter thin.

The foods which are popular with young children are often the ones which have caused choking.
Food **The foods which are popular with young children are often the ones which have caused choking.**
Food **That may cause choking:**

children are often the ones which have

Firm, smooth, or slippery foods that slide down the throat before
caused choking. Food that may cause chewing, like:

choking:

- ⌚ hot dogs
- ⌚ hard candy
- ⌚ large pieces of fruit
- ⌚ granola
- ⌚ peanuts
- ⌚ whole grapes
- ⌚ cherries with pits

Small, dry or hard foods that are difficult to chew and easy to swallow whole, like:

- ⌚ popcorn
- ⌚ small pieces of raw carrot, celery or other raw hard vegetables
- ⌚ nuts and seeds
- ⌚ potato and corn chips
- ⌚ pretzels

Sticky or tough foods that do not break apart easily and are hard to remove from the airway, like:

- ⌚ spoonfuls or chunks of peanut butter or other nut/seed
- ⌚ chunks of meat
- ⌚ chewing gum
- ⌚ marshmallows, raisins and other dried fruit

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