

# FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS



OFFICE OF  
**Early Learning**  
LEARN EARLY. LEARN FOR LIFE.





# INTRODUCTION



# INTRODUCTION

The first five years of life is a period of rapid development for young children. Recent research supports that every child is born with well-developed senses and reflexes. Beginning at birth, young infants are able to form relationships with adults, develop trust, and explore the world. With adequate nutrition, an appropriate environment, and nurturing by responsive adults, young children become actively engaged in exploration and in learning about their environments. Each child's special temperament and family context ensure that, while development will follow a somewhat predictable sequence, the child's development will be unique.

Florida's Early Learning and Developmental Standards is a comprehensive document containing age-appropriate information and reflections about how young children explore, create, and think. The Standards are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in the workforce, and in life. The information in this document is offered to parents, caregivers, and teachers so that their interactions with young children in the home, and in School Readiness, Voluntary Pre-Kindergarten (VPK), and other early care and education programs can build upon children's emerging talents and strengths in appropriate and enriching ways.

In 2007, the Florida Office of Early Learning created a Steering Committee to provide guidance for a comprehensive set of Standards that would provide a developmentally appropriate educational path for Florida's children from birth through age four. This document addresses five developmental domains. For each developmental domain the Office has identified Standards which reflect the expectations regarding a child's age appropriate progress.

In 2011, the Florida Office of Early Learning (OEL) and the Department of Education's Office of Early Learning (DOE) worked collaboratively to develop one set of standards for Florida's four-year-olds participating in either the School Readiness or Voluntary Prekindergarten (VPK) Education Program. The revised four-year-old standards, adopted by the State Board of Education and promulgated into rule by OEL will continue to provide guidance for early learning programs.

# HOW TO USE THE STANDARDS

Florida's Early Learning and Developmental Standards is organized into five domains, or areas of development. These domains include the following: Physical Development; Approaches to Learning; Social and Emotional Development; Language and Communication; Cognitive Development and General Knowledge. Each domain is divided into sub-domains that focus on specific areas. The Standards themselves are found within those sub-domains. Four practical examples are provided to help the reader understand each Standard.

To make the Standards useful for parents, caregivers, and teachers, a series of Questions to Ask Yourself are included for each domain. Suggestions for integrating the Standards into daily interactions with young children can be found in the Environmental Considerations section for each domain. An alignment between the Birth to Three Early Learning and Developmental Standards and the Head Start Program Performance Standards can be found at the end of each section.

The Standards can be used in multiple ways by a variety of audiences. This includes the following:

The Standards can help adults understand what children may be able to do, and what to expect as they develop. While the Standards are not designed to be a screening or an assessment tool, they can serve to help adults understand the typical order of development during the early years.

The Standards can guide parents, caregivers, and teachers as they plan intentional and appropriate experiences for young children, based on an understanding of each child's developmental accomplishments and anticipated next steps.

The Standards can be a useful tool for enriching the experiences of young children with special needs. These children tend to develop less or more rapidly, or even out of sequence in the various domains. Understanding and planning for these children can help all who participate in early care and education programs.

The Standards create a common language for parents, caregivers, and teachers. A hallmark of sound, early experiences is that the adults who care about young children work together to ensure a seamless and enriching early experience - one that is based on nurturing relationships and active exploration of a changing world. Having a shared language for communication increases the probability that these adult partnerships will be successful.



# GUIDING PRINCIPLES

Florida's Early Learning and Developmental Standards is based on principles that incorporate our collective knowledge about child development and best practices. These principles include the following:

***The first five years is a period of rapid growth and development.***

Development begins prenatally and continues throughout life. During the first three years of development, a child's brain connections become increasingly complex, and interference with those connections could have long-term effects on development. Children's increasing physical prowess facilitates learning across all domains. The capacity to form and maintain productive and nurturing relationships with other people supports the development of cognitive and language skills.

***Nurturing and responsive relationships are the foundation of health, growth, and development.***

Young children depend on the unconditional love, support, and guidance of those adults who care for them in order to maximize new learning opportunities. The most important relationship in a young child's life is the one between that child and her/his parents. Other significant adults must work in partnership with parents to ensure a seamless and supportive environment.

***Consistency and continuity of experiences promotes development.***

Young children thrive when there are common threads across the settings in which they develop. Their confidence in trying new skills and finding unique information is more apt to occur when they can more accurately predict their environments, and have a sense of trust in the adults that care for them.

***Developmental milestones occur in a somewhat predictable order, but each child develops at a unique pace.***

Development occurs in all five domains, but not necessarily at the same pace. Growth in one domain can affect growth in other domains. Development is shaped by many factors, including genetics, the early environment, individual temperament and cultural background.

***Children learn in many ways and in multiple settings.***

Learning occurs in all parts of the child's world – at home, in early childhood settings, and in communities. Young children learn from their daily routines, and from both planned and unplanned activities. They learn from adults and from other children. This learning is enhanced when adults actively guide and expand young children's play through exploration, encouragement, imitation, and repetition. Limited overt direction from adults may be necessary as well.

***Adults can provide intentional and appropriate experiences that enhance children's learning.***

Significant adults in a child's life can support and enrich development by ensuring that basic health and safety needs are met. Providing a supportive and joyous environment can encourage a young child to love exploration and problem-solving, and to try out new skills and take risks. The quality and quantity of a child's early experiences can impact that child's later success in school, in the workforce, and in life.



PHYSICAL DEVELOPMENT

# PHYSICAL DEVELOPMENT



# PHYSICAL DEVELOPMENT

During their first five years, young children undergo more rapid and dramatic changes in their physical development than at any other time in their lives. Changes in body proportion, coordination, and strength occur, as does increasingly complex brain development. Children develop remarkable physical, motor, and sensory capacities that enhance exploration and mastery of the environment.

Physical development impacts other developmental areas. Research and experience suggest that planned physical activities and exposure to a wide array of experiences are keys to the physical development of young children. Increased body control enables young children to become active partners in managing their own health, safety, and physical fitness. Because many health-related behaviors (e.g., eating preferences, exercise patterns) are developed in childhood, it is vital that the adults who care for young children consciously promote physical development.

There are four components to young children's physical development.

**Gross motor development** refers to the use, refinement, and coordination of the body's large muscles.

**Fine motor development** focuses on the use, refinement, and coordination of the small muscles.

**Self-help** refers to the child's capacity to accomplish health and self-care routines independently and interdependently with significant adults.

**Health** includes physical, dental, auditory, and visual development as well as the nutritional, mental health, and wellness needs of young children.

Throughout their early years, children demonstrate increasingly complex capacities that enable them to create their own learning experiences. As they master new and more complicated tasks, children's self-confidence increases. Parents, caregivers, and teachers can provide safe and supportive exploration, excitement about new accomplishments, and respect for individual differences.

# PHYSICAL DEVELOPMENT

## BIRTH TO 8 MONTHS

### QUESTIONS TO ASK YOURSELF

How does your young infant use her body to explore? What body positions or head positions does she seem to like best and least?

What kinds of toys or objects does your young infant seem most interested in? How do you know?

What are the first signs that your young infant is beginning to get involved in his feeding? How does he tell you when he wants to eat?

### ENVIRONMENTAL CONSIDERATIONS

Have a variety of simple and safe toys, materials, and household items available for young infants to explore. Rattles, large cloth blocks, and pots/pans may be useful.

Be sure that you disinfect all toys and materials that are used by young infants after each use.

## A. GROSS MOTOR DEVELOPMENT

### 1. Shows characteristics of appropriate health and development

Young infants demonstrate great progress in their motor growth and development. While this occurs in a predictable sequence, there may be differences in the rate of development. Optimal development occurs in a safe, healthy, consistent, and nurturing environment provided by the parents, caregivers, and teachers in the infants' lives. Health and motor development are supported when young infants are:

- Showing typical height and weight for their age (see Appendix B);
- Rolling over, back to front;
- Showing alertness during waking periods;
- Cooing and vocalizing.

### 2. Demonstrates beginning signs of balance, control, and coordination

As young infants grow, they begin to gain control of their bodies. Gross motor development focuses on arm, body, and leg movements. Tone, strength, and coordination improve progressively from head to toe. While the sequence of development is predictable, there is variation in each young infant's timetable. Young infants demonstrate some balance, control, and coordination by:

- Turning their heads from side to side, kicking their feet, and moving their hands;
- Sitting initially with support and later without support;
- Standing firmly on legs and bouncing actively when held in standing position;
- Pushing their chests and heads off the floor.

## B. FINE MOTOR DEVELOPMENT

### 1. Demonstrates visual abilities that support healthy growth and development

The visual abilities of young infants contribute to developing skills in all domains. Young infants use their vision to observe their immediate environments and to capture the attention and fascination of the parents, caregivers, and teachers who respond to this interest. Young infants demonstrate growing visual acuity by:

- Blinking at the flash of a camera;
- Following a human face with their eyes;
- Inspecting their own hands;
- Gradually coordinating their eye movements to what is in their field of vision.



### QUESTIONS TO ASK YOURSELF

What do you provide for young infants to look at?  
How do they react?

What is your toy cleaning policy and procedure?  
How often do you clean the toys?

Does your young infant have a primary care provider for routine and emergency health care?

### ENVIRONMENTAL CONSIDERATIONS

Maintain separate diapering and feeding spaces. Carefully clean the diapering area after each use.

Make sure that younger infants have opportunities for outdoor play each day. Keep your outdoor spaces clean and safe.

Provide a clean, safe space for tummy time.

Place young infants on their backs to sleep.

## 2. Demonstrates beginning signs of strength, control, and eye-hand coordination

Although their movements may be reflexive and seemingly random, young infants develop more purposeful actions over time. They use their vision and hands to explore large and small objects within their reach. Young infants show initial fine motor development by:

- Grasping an adult's fingers;
- Reaching for and grasping objects, such as rattles, soft toys, and blocks;
- Playing with their fingers and putting their hands in their mouths;
- Looking at and transferring objects from hand to hand.

## C. SELF-HELP

### 1. Demonstrates beginning participation in self-care

Newborns and young infants are very dependent on their parents, caregivers, and teachers to meet basic needs. While self-help skills emerge slowly, even young infants can participate in their own self-care. Young infants demonstrate the emergence of self-help skills by:

- Coordinating sucking and swallowing when feeding;
- Reaching out and holding their bottles while being held and fed by an adult;
- Drinking from a cup with help;
- Moving pureed food to the back of the mouth to swallow.

### 2. Participates in basic health and safety routines

Young infants begin to find comfort in the health and safety routines established by their parents, caregivers, and teachers. The predictability of these routines adds to the sense of trust and comfort that young infants experience in everyday interactions. Young infants show familiarity with health and safety routines established by significant adults by:

- Anticipating feeding cues by kicking feet or turning head;
- Relaxing during bathing routines;
- Anticipating sleeping routines by relaxing when rocked;
- Making sounds to adult vocalizations during diaper-changing routines.

## D. HEALTH

### 1. Shows characteristics of good nutritional health

Good nutrition is necessary for optimal physical, social, and emotional development. Young infants are dependent on their parents, caregivers, and teachers to ensure that their nutritional needs are met. Good nutritional health is evident when young infants are:

- Breastfeeding, if applicable;
- Consuming adequate nutritional foods;
- Attaining and maintaining weight appropriate to age and height (see Appendix B);
- Beginning to accept single, pureed solid foods.

### QUESTIONS TO ASK YOURSELF

How often do you play with your young infant?

What special ways do you conduct routines like feeding, bathing, and changing diapers? How does your young infant respond?

### ENVIRONMENTAL CONSIDERATIONS

When introducing solid foods, use single, soft pureed foods (like carrots or peaches), and avoid choking foods (like grapes or hot dogs).

Ensure that breastfeeding is supported by offering information and by having procedures in place for proper storage and handling of breast milk. Provide quiet areas for breastfeeding mothers.

## 2. Exhibits auditory abilities that support healthy growth and development

Auditory skills provide a foundation for later development, especially for learning language. Young infants use sounds to communicate with others, and they delight in hearing language. Young infants demonstrate auditory or hearing abilities by:

- Becoming calm when they hear the voices of familiar adults or environmental sounds, such as music playing;
- Turning their head in response to sound;
- Turning and smiling when their name is spoken by parents, caregivers, and teachers;
- Watching adults involved in listening and vocalizing activities, such as simple Finger plays and songs.

## 3. Shows characteristics of good oral health

Oral health has a strong influence on speech development and eating ability. As the teeth of young infants begin to emerge, they require careful adult attention to cleanliness, as well as good nutrition. Good oral health care is supported when young infants are:

- Provided with a bottle only at mealtimes;
- Provided with appropriate and sanitized teething toys;
- Exhibiting clean and healthy-looking gums and teeth;
- Reaching for a drinking cup.

## 4. Shows basic physical needs are met

Young infants must have their basic needs met in order to ensure optimal development. Because young infants are completely dependent on the care of adults, it is imperative that someone is overseeing infant health care needs. This oversight is apparent when young infants:

- Have a consistent and reliable primary health care provider;
- Are alert during awake periods;
- Have parents, caregivers, and teachers who are knowledgeable of signs and symptoms that indicate the need to get emergency health care for them;
- Receive care that leads to good hygiene and overall clean appearance.

# PHYSICAL DEVELOPMENT

## BIRTH TO 8 MONTHS

| Sub-Domain                     | Standard                                                                     | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|--------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Gross Motor Development</b> | Shows characteristics of appropriate health and development                  | HS/CFR 1304.20(a)(1)(i)-(a)(1)(i)(c)                          | Not Applicable                |
|                                | Demonstrates beginning signs of balance, control, and coordination           | HS/CFR 1304.21(a)(5)(i); (a)(5)(iii); (b)(3)(i)               |                               |
| <b>Fine Motor Development</b>  | Demonstrates visual abilities that support healthy growth, and development   | HS/CFR 1304.21(b)(3)(i) – (b)(3)(ii)                          |                               |
|                                | Demonstrates beginning signs of strength, control, and eye-hand coordination | HS/CFR 1304.21(a)(5)(ii); (a)(5)(iii); (b)(3)(ii)             |                               |
| <b>Self-Help</b>               | Demonstrates beginning participation in self-care                            | HS/CFR 1304.21(a)(3)(i) (B); (b)(1)(iii)                      |                               |
|                                | Participates in basic health and safety routines                             | HS/CFR 1304.21(a)(3)(ii)                                      |                               |
| <b>Health</b>                  | Shows characteristics of good nutritional health                             | HS/CFR 1304.23(a)(I) – (a)(4)                                 |                               |
|                                | Exhibits auditory abilities that support healthy growth, and development     | HS/CFR 1304.21(b)(3)(i) -(b)(3)(ii)                           |                               |
|                                | Shows characteristics of good oral health                                    | HS/CFR 1304.23(b)(3)                                          |                               |
|                                | Shows basic physical needs are met                                           | HS/CFR 1304.21(a)(3)(i) (E)                                   |                               |



# PHYSICAL DEVELOPMENT

## 8 TO 18 MONTHS

### QUESTIONS TO ASK YOURSELF

What changes have you made in the environment as your older infant has become more mobile and independent?

How do you introduce a variety of new foods to older infants? What foods can they feed themselves?

What activities do you do with your older infant to help her use her eyes?

What games do you play with your older infant to promote listening and imitation? How does he respond when you call his name?

### ENVIRONMENTAL CONSIDERATIONS

Make sure that older infants have access to toys and materials that are safe and appropriate. Materials and toys that are for older children should be kept on higher shelves and in closets so they are out of reach.

If the environment includes staircases, ensure that they are safely and securely blocked off when not in use.

## A. GROSS MOTOR DEVELOPMENT

### 1. Shows characteristics of appropriate health and development

Older infants continue to make rapid and predictable advances in their physical growth. Older infants have more opportunities to move independently and to explore and discover new features of their world. Older infants exhibit appropriate general health by:

- Showing typical height and weight for their age (see Appendix B);
- Demonstrating cooperation as they participate in daily routines;
- Developing regular sleeping habits;
- Showing interest in people and objects in their environment.

### 2. Demonstrates increased balance, control, and coordination

Older infants climb and reach for objects beyond their reach. They are preoccupied with controlling their movements and finding new ways to move around in their environments. Examples of increased balance, control, and coordination include:

- Sitting in a chair without support;
- Crawling on hands and knees;
- Walking without help;
- Climbing up and walking down stairs with adult assistance.

## B. FINE MOTOR DEVELOPMENT

### 1. Demonstrates visual abilities that support healthy growth and development

The visual abilities of older infants continue to improve. They are able to focus on moving objects and notice small details. Their growing eye-hand coordination enables them to explore and manipulate objects found in their environment. With any necessary corrective devices (like glasses or eye patches), older infants demonstrate their visual abilities by:

- Tracking a moving object with interest;
- Seeing and pointing to things that attract their attention;
- Putting objects in a box;
- Grasping small objects with a thumb and forefinger.

## QUESTIONS TO ASK YOURSELF

How does your older infant let you know what she needs and wants?  
How do you know when she is satisfied?

What are some ways older infants show increasing control of their bodies?

What have you done to make sure the environment is a safe place for older infants to explore?

## ENVIRONMENTAL CONSIDERATIONS

Make sure older infants have opportunities for outdoor play each day and that the environment includes shady areas.

Identify enough outdoor and indoor safe space so that older infants can practice crawling, walking, and climbing skills.

Provide multiple simple toys that provide opportunities for such skills grasping, pushing, pulling, stacking, and dumping.

## 2. Demonstrates increased strength, control, and eye-hand coordination

Older infants are more able to interact with other people and with objects, although they use their arms, not just their hands, for fine motor activities. They are beginning to develop plans for how those interactions should occur. Older infants continue to explore their world and demonstrate increased strength, control, and eye-hand coordination by:

- Using two objects together, such as putting a spoon in a cup and moving the spoon around;
- Picking up small objects, such as a block, with thumb and forefinger;
- Building a tower of two to four cubes;
- Turning pages of a large book.

## C. SELF-HELP

### 1. Demonstrates increased participation in self-care

While older infants are still dependent on their parents, caregivers, and teachers to meet basic needs, they are becoming interested in participating in everyday routines. Simple self-help skills are learned through much repetition, imitation, and adult narrations about what is happening. Older infants display self-help skills by:

- Feeding themselves finger foods, such as soft cooked foods or bits of cereal;
- Cooperating with dressing by poking their arms into the sleeve and undressing by pulling off a sock; providing assistance in picking up toys; using vocalizations and/or gestures to indicate basic needs.

### 2. Participates in basic health and safety routines

Older infants find comfort in the health and safety routines established by their parents, caregivers, and teachers. They initiate these routines and enjoy the interactions with adults that occur during these times. Older infants demonstrate familiarity with health and safety routines by:

- Anticipating meal times by pointing and reaching;
- Vocalizing when they see the tub being filled;
- Relaxing during bathing routines and grabbing for the wash cloth;
- Participating in sleeping routines, such as listening to a bedtime story.

## D. HEALTH

### 1. Shows characteristics of good nutritional health

The complex changes taking place in the development of older infants require parents, caregivers, and teachers to ensure that nutritional needs are being met. Older infants show that their nutritional needs are being met by:

- Beginning to eat balanced meals on a regular schedule;
- Maintaining weight appropriate to age and height;
- Consuming a variety of healthy foods from all food groups;
- Learning to enjoy drinks of water.

### QUESTIONS TO ASK YOURSELF

How does your older infant cooperate with her bathing and dressing?

If your older infant has a special health care need, such as a gastric feeding tube, does he associate this procedure with comfort?

### ENVIRONMENTAL CONSIDERATIONS

Provide opportunities to practice using a spoon and a cup during meals.

Provide gross motor opportunities daily to promote physical skill development.

## 2. Exhibits auditory abilities to support healthy growth and development

Auditory skills continue to provide the cornerstone for language development. Older infants can make finer sound discriminations and continue to respond with recognition and pleasure upon hearing familiar voices. With any necessary corrective devices (like hearing aids), they demonstrate their ability to hear and understand sounds by:

- Responding appropriately to sounds, such as startling at loud noises or quieting to a lullaby;
- Participating in listening and vocalizing activities, such as finger plays and songs;
- Beginning to imitate words and word sounds;
- Moving to music.

## 3. Shows characteristics of good oral health

The oral health of older infants continues to impact emerging language and overall physical health. If they experience infections or other dental problems, the discomfort and potential complications can negatively impact their well-being. Older infants show that their oral health is being attended to by:

- Exhibiting typical eruption of teeth;
- Cooperating with daily cleaning of gums and teeth;
- Decreasing use of bottles;
- Having a dental exam once teeth erupt.

## 4. Shows basic physical needs are met

Older infants continue to depend on their parents, caregivers, and teachers for meeting their physical needs. With coaching and support, older infants can begin to take very small steps toward participating in their own physical health care. Older Infants show that their physical needs are being met by:

- Being provided appropriate clothes for the weather;
- Having parents, caregivers, and teachers who know when and how to access both routine and emergency health care for them;
- Receiving care that leads to good hygiene and overall clean appearance;
- Having a consistent and reliable primary health care provider.



# PHYSICAL DEVELOPMENT

## 8 TO 18 MONTHS

8 TO 18 MONTHS

| Sub-Domain                     | Standard                                                                  | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|--------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Gross Motor Development</b> | Shows characteristics of appropriate health and development               | HS/CFR 1304.20(a)(1)(i)-(a)(1)(i)(c)                          | Not Applicable                |
|                                | Demonstrates increased balance, control, and coordination                 | HS/CFR 1304.21(a)(5)(i); (a)(5)(iii); (b)(3)(i)               |                               |
| <b>Fine Motor Development</b>  | Demonstrates visual abilities that support healthy growth and development | HS/CFR 1304.21(b)(3)(i) – (b)(3)(ii)                          |                               |
|                                | Demonstrates increased strength, control, and eye-hand coordination       | HS/CFR 1304.21(a)(5)(ii); (a)(5)(iii); (b)(3)(ii)             |                               |
| <b>Self-Help</b>               | Demonstrates increased participation in self-care                         | HS/CFR 1304.21(a)(3)(i) (B); (b)(1)(iii)                      |                               |
|                                | Participates in basic health and safety routines                          | HS/CFR 1304.21(a)(3)(ii)                                      |                               |
| <b>Health</b>                  | Shows characteristics of good nutritional health                          | HS/CFR 1304.23(a)(l) – (a)(4)                                 |                               |
|                                | Exhibits auditory abilities to support healthy growth and development     | HS/CFR 1304.21(b)(3)(i) -(b)(3)(ii)                           |                               |
|                                | Shows characteristics of good oral health                                 | HS/CFR 1304.23(b)(3)                                          |                               |
|                                | Shows basic physical needs are met                                        | HS/CFR 1304.21(a)(3)(i) (E)                                   |                               |

# PHYSICAL DEVELOPMENT

## 18 TO 24 MONTHS

### QUESTIONS TO ASK YOURSELF

How do you encourage your young toddler to start using a spoon?  
What foods are easiest for her to eat with the spoon?

What rhymes and songs does your young toddler enjoy?

What routines have you developed with your young toddler to promote caring for his teeth? Does he imitate you brushing your teeth?

### ENVIRONMENTAL CONSIDERATIONS

Encourage exploration by making sure indoor and outdoor areas used by young children for active play are large enough and have a variety of surfaces.

Provide safe, resilient, forgivable surfacing materials that meet safety guidelines, such as mulch or rubber, underneath play structures.

Make sure young toddlers have opportunities for outdoor play each day.

## A. GROSS MOTOR DEVELOPMENT

### 1. Shows characteristics of appropriate health and development

Young toddlers are growing rapidly. They actively use their newly emerging motor skills, so the environments they can explore and the potential hazards are also expanding. This requires greater attention to ensure that they are in safe environments. Young toddlers show appropriate general health by:

- Showing typical height and weight for their age (see Appendix B);
- Developing independence as they move around in a safe environment;
- Actively participating in everyday health routines, such as washing hands;
- Approaching or standing next to other children and adults in play situations.

### 2. Demonstrates improved signs of balance, control, and coordination

As young toddlers become more mobile, they continue to develop their independence through coordinated, purposeful movement. Large muscles are used often to explore their environments. Young toddlers show fearless determination and energy in order to accomplish a task. They show balance, control, and coordination by:

- Walking to a destination without help;
- Pushing and pulling large objects;
- Running, although they may have trouble stopping and turning;
- Standing on their tiptoes to reach for a brush.

## B. FINE MOTOR DEVELOPMENT

### 1. Demonstrates visual abilities to support healthy growth and development

The increasing visual abilities of young toddlers permit finer discriminations across similar objects and people. They make selections and show preferences. With any necessary corrective devices, young toddlers demonstrate their growing visual abilities by:

- Trying to turn the key on a wind-up toy;
- Imitating the hand motions of finger plays, such as to the song “Where is Thumbkin?”;
- Making choices of materials based on visual appeal;
- Searching visually when they drop a small object on the floor.

## QUESTIONS TO ASK YOURSELF

Do you use each visit with your health care provider to share your young toddler's accomplishments and concerns you may have about your young toddler? How do you follow through with suggestions that the provider offers?

What daily routines does your young toddler include in her pretend play? How will this help her become more independent?

## ENVIRONMENTAL CONSIDERATIONS

Provide child-sized equipment and clean space so young toddlers can practice self-care skills, such as brushing teeth and feeding themselves.

Swallowing skills are still developing, so be vigilant about keeping food and other materials that could lead to choking away from young toddlers.

Place age-appropriate materials and toys at your young toddler's eye level to encourage independence during play and at clean-up.

## 2. Demonstrates improved strength, control, and eye-hand coordination

As young toddlers' eye-hand coordination improves, they enjoy activities that include smaller arm and hand movements, such as using crayons and markers. Their activities are more purposeful and they try numerous ways to do things. Young toddlers demonstrate improved strength, control, and eye-hand coordination by:

- Emptying and filling containers;
- Stringing large beads onto a piece of yarn;
- Scribbling using a variety of materials, such as markers, chalk, water colors, and finger paints;
- Holding a book firmly with two hands.

## C. SELF-HELP

### 1. Demonstrates participation in self-care

Young toddlers begin to participate more actively in their daily routines. They move from imitating and role-playing to becoming more independent. Examples of self-help skills include:

- Eating with a spoon, with some assistance;
- Unzipping zippers;
- Taking off an open shirt or coat without help;
- Helping with dressing by handing their parents, caregivers, or teachers the matching sock or holding out a shoe after the socks have been put on.

### 2. Participates in basic health and safety routines

Young toddlers begin to find comfort in the health and safety routines established by their parents, caregivers, and teachers. They want to begin managing their own self-care routines. Young toddlers demonstrate familiarity with health and safety routines by:

- Helping to set the table and feeding themselves;
- Participating in bathing routines, such as using the wash cloth to clean some body parts themselves;
- Participating in getting ready for bed and sleeping routines, such as going to the sink to look for their toothbrush or choosing a book they want to have read to them before bedtime;
- Brushing their teeth with help.



### QUESTIONS TO ASK YOURSELF

What do you enjoy most about playing with young toddlers? Why?

Is your young toddler imitating others by trying to brush his teeth or helping to remove his shoes and socks? How will this help him become more independent?

### ENVIRONMENTAL CONSIDERATIONS

Be sure the environment has child-sized equipment (such as toilets, tables, and low sinks) that will promote the development of young toddlers' self-help skills.

Provide toothbrushes, toothpaste, and child-sized utensils so that young toddlers can begin to develop good health care habits.

Use tape, foam, or other adaptive materials to make toothbrushes and spoons easier to handle for children who have physical impairments, such as cerebral palsy.

## D. HEALTH

### 1. Shows characteristics of good nutritional health

Young toddlers take an interest in the food they receive. They find meal times to be wonderful opportunities for engaging others in conversation and in experimenting with food. The demands made by their continued physical growth and the importance of nutrition to overall general health require that parents, caregivers, and teachers continue to supervise young toddlers' food choices and meals. Food is never used as a reward or a punishment. Signs of attention to good nutritional health include:

- Looking around the room near meal time and seeming to enjoy their food;
- Maintaining weight appropriate to their age and height (see Appendix B);
- Making personal food choices from several healthy options;
- Taking age-appropriate amounts of food with encouragement from adults.

### 2. Exhibits auditory abilities to support healthy growth and development

The auditory skills of young toddlers are becoming more fine-tuned. However, many toddlers still do not clearly hear beginning and ending sounds of words. Young toddlers respond with enthusiasm to music, rhythm, laughter, and other sounds, such as doorbells and chiming clocks. Their behaviors provide clues as to which sounds are enjoyable and pleasing. With any necessary assistive devices, young toddlers demonstrate auditory abilities by:

- Smiling upon hearing the names of familiar objects and people;
- Beginning to use language, such as two-word phrases, to communicate with parents, caregivers, and teachers;
- Looking at the adult giving directions and then following the directions;
- Singing simple songs and finger plays.

### 3. Shows characteristics of good oral health

Young toddlers continue to gain new teeth. Their emerging fascination with routines extends to include tooth brushing, although they still need help from adults in order to be sure all of the teeth are cleaned. Young toddlers show that oral health is being maintained by:

- Exhibiting continued typical eruption of teeth;
- Participating in the daily cleaning of teeth;
- Choosing a cup over a bottle;
- Completely chewing all food prior to swallowing.

### 4. Shows basic physical needs are met

Although young toddlers exhibit new skills, they continue to rely on parents, caregivers, and teachers to meet their physical needs. Younger toddlers demonstrate that their basic physical needs are met by:

- Having a consistent and reliable primary health care provider;
- Exploring all areas of the environment;
- Having parents, caregivers, and teachers who can access routine and emergency health care for them;
- Laying down or remaining quiet during rest periods.

# PHYSICAL DEVELOPMENT

## 18 to 24 MONTHS

18 TO 24 MONTHS

| Sub-Domain                     | Standard                                                                | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|--------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Gross Motor Development</b> | Shows characteristics of appropriate health and development             | HS/CFR 1304.20(a)(1)(i)-(a)(1)(i)(c)                          | Not Applicable                |
|                                | Demonstrates improved signs of balance, control, and coordination       | HS/CFR 1304.21(a)(5)(i); (a)(5)(iii); (b)(3)(i)               |                               |
| <b>Fine Motor Development</b>  | Demonstrates visual abilities to support healthy growth and development | HS/CFR 1304.21(b)(3)(i) – (b)(3)(ii)                          |                               |
|                                | Demonstrates improved strength, control, and eye-hand coordination      | HS/CFR 1304.21(a)(5)(ii); (a)(5)(iii); (b)(3)(ii)             |                               |
| <b>Self-Help</b>               | Demonstrates participation in self-care                                 | HS/CFR 1304.21(a)(3)(i) (B); (b)(1)(iii)                      |                               |
|                                | Participates in basic health and safety routines                        | HS/CFR 1304.21(a)(3)(ii)                                      |                               |
| <b>Health</b>                  | Shows characteristics of good nutritional health                        | HS/CFR 1304.23(a)(I) – (a)(4)                                 |                               |
|                                | Exhibits auditory abilities to support healthy growth and development   | HS/CFR 1304.21(b)(3)(i) -(b)(3)(ii)                           |                               |
|                                | Shows characteristics of good oral health                               | HS/CFR 1304.23(b)(3)                                          |                               |
|                                | Shows basic physical needs are met                                      | HS/CFR 1304.21(a)(3)(i) (E)                                   |                               |

# PHYSICAL DEVELOPMENT

## TWO-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

What is your two-year-old learning when she is actively playing? How do you know?

What foods does your two-year-old select for himself? How do you ensure that he has a healthy diet?

What new visual skills is your two-year-old displaying? Do you see any signs that he is having trouble seeing?

### ENVIRONMENTAL CONSIDERATIONS

Make sure that two-year-olds have opportunities to play outdoors every day.

Have sand and water tables present, open, and safely maintained. Have props available that encourage pouring, filling, hiding, and finding.

## A. GROSS MOTOR DEVELOPMENT

### 1. Shows characteristics of appropriate health and development

Two-year-olds are able to use their bodies and senses in multiple and complex ways to understand and interact with their environment. Their rapidly changing energy and enthusiasm requires that their physical conditions be maintained and nutritional needs met. Two-year-olds demonstrate attention to health and development by:

- Showing typical height and weight for their age (See Appendix B);
- Receiving adequate sleep, including sleep during rest periods;
- Developing self-care skills, such as helping to dress themselves;
- Beginning to put away toys when clean-up is announced.

### 2. Demonstrates advancing balance, control, and coordination

Two-year-olds continue to develop their independence through coordinated, purposeful activities. Movement now occurs not just for the pleasure it brings, but with a goal in mind. Two-year-olds will practice a new skill over and over. Two-year-olds demonstrate balance and control by:

- Jumping in place and off low objects, such as a step;
- Stopping and turning while running;
- Walking up and down stairs independently, using alternating feet, and without holding the rail;
- Riding a tricycle using pedals.

## B. FINE MOTOR DEVELOPMENT

### 1. Develops visual abilities to support healthy growth and development

As two-year-olds develop an interest in matching, sorting, naming colors, and comparing sizes, their visual ability to take in and use visual stimuli must be nurtured. This is an important time to make sure that their vision is healthy and appropriately developed. With any necessary corrective devices, two-year-olds demonstrate visual abilities by:

- Sorting triangle and squares and distinguishing between red and blue;
- Stringing beads onto a piece of yarn;
- Properly using corrective and assistive visual devices, such as glasses, consistently during the day;
- Sorting objects by a dimension, such as size or color.



### QUESTIONS TO ASK YOURSELF

Can your two-year-old use words to tell what he is thinking and feeling? When does he need help?

Do you have a dentist for preventive and restorative care? What questions do you have for that dentist?

What do you do to help your two-year-old calm herself? How do you know when she may need more rest?

### ENVIRONMENTAL CONSIDERATIONS

Provide safe outdoor space for tricycle riding. Consider the use of helmets and comply with all relevant regulations.

Provide multiple opportunities to use fine motor skills. Activities could include drawing, painting, block-building, and stringing pop beads.

## 2. Demonstrates advancing strength, control, and eye-hand coordination

Fine motor development focuses on eye-hand coordination skills that involve reaching, grasping, and manipulating objects. Two-year-olds begin to show skills that have a purpose. Their actions are smooth, specific, and more accurate. They display strength, control, and eye-hand coordination by:

- Pulling apart large pop-it beads and trying to push them together again;
- Using one hand to turn the pages of a book;
- Watching lines and squiggles appear as they move their marker or the paint brush over a piece of paper, and learning that their hand is in control of how the marks appear;
- Doing the hand motions as they sing “Where is Thumbkin?”

## C. SELF-HELP

### 1. Demonstrates advancing participation in self-care

Two-year-olds are developing the ability to cope independently, interdependently, and responsibly with a growing number of daily living skills. They are gaining understanding of their world by following specific routines for dressing, feeding, toileting, and bathing. They frequently express firm opinions about exactly how they want self-care routines to be done. Two-year-olds show self-help skills by:

- Insisting on washing and drying their own hands;
- Dressing themselves with help for difficult steps, such as getting their arms into sleeve holes after pulling the shirt over their heads;
- Helping with toileting by pulling their pants down and up;
- Beginning to use a fork.

### 2. Participates in basic health and safety routines

Two-year-olds take pleasure at independently following routines. They are determined to use their new skills to venture out in the world, even if they do not have the skills and knowledge necessary to accomplish the task. Two-year-olds demonstrate familiarity with health and safety routines by:

- Participating in bathing routines, helping to dry themselves;
- Participating in sleeping routines by getting and arranging their bedtime comfort items;
- Feeding themselves without help;
- Brushing their teeth with help.

### QUESTIONS TO ASK YOURSELF

Where can your two-year-old play safely outdoors? What kinds of outdoor activities does he enjoy?

What kinds of daily living skills (pouring water, zipping a jacket, washing hands) can your two-year-old do by herself? What does she need help with?

### ENVIRONMENTAL CONSIDERATIONS

Install child-safe locks on any equipment or storage areas within the child's reach because two-year-olds often figure out how to open doorknobs and latches.

Provide materials and opportunities for children to practice self-care skills, such as cleaning up, setting the table, and dressing themselves where possible. Be sure to involve children with disabilities.

## D. HEALTH

### 1. Exhibits auditory abilities to support healthy growth and development

Two-year-olds are able to tell the difference among many sounds and words. Their ability to use their home language has expanded, and they use words to communicate feelings, ask questions, and express ideas. This is an important time to determine if their hearing or auditory abilities are within a typically developing range. With any necessary assistive devices, two-year-olds exhibit auditory abilities by:

- Using language to communicate with parents, caregivers, teachers, and peers;
- Expanding understandable vocabulary;
- Hearing and responding to instructions during group time;
- Using assistive audiological devices, such as hearing aids, if appropriate.

### 2. Shows characteristics of good oral health

Oral health continues to affect the development of two-year-olds' speech, nutrition habits, social interaction skills, and self-image. Two-year-olds show attention to oral health by:

- Exhibiting continued typical eruption of teeth;
- Beginning to independently brush their teeth with supervision;
- Receiving fluoride provided by caregivers, teachers, and parents;
- Cooperating by opening mouth for quick visual exam.

### 3. Shows basic physical needs are met

As two-year-olds gain greater mobility and control of their immediate environments, it is very important that their basic physical needs are met. This will ensure that the toddlers have the energy and capacity to take advantage of all the new opportunities available to them. Two-year-olds demonstrate that their basic physical needs are met by:

- Having a consistent and reliable primary health care provider;
- Having parents, caregivers, and teachers who can access routine and emergency medical care for them;
- Having calm and settled rest periods;
- Having inside and outside environments to play in that are safe and contain equipment that enhances motor development.

# PHYSICAL DEVELOPMENT

## TWO-YEAR-OLDS

| Sub-Domain                     | Standard                                                                | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|--------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Gross Motor Development</b> | Shows characteristics of appropriate health and development             | HS/CFR 1304.20(a)(1)(i)-(a)(1)(i)(c)                          | Not Applicable                |
|                                | Demonstrates advancing balance, control, and coordination               | HS/CFR 1304.21(a)(5)(i); (a)(5)(iii); (b)(3)(i)               |                               |
| <b>Fine Motor Development</b>  | Demonstrates visual abilities to support healthy growth and development | HS/CFR 1304.21(b)(3)(i) – (b)(3)(ii)                          |                               |
|                                | Demonstrates advancing strength, control, and eye-hand coordination     | HS/CFR 1304.21(a)(5)(ii); (a)(5)(iii); (b)(3)(ii)             |                               |
| <b>Self-Help</b>               | Demonstrates advancing participation in self-care                       | HS/CFR 1304.21(a)(3)(i) (B); (b)(1)(iii)                      |                               |
|                                | Participates in basic health and safety routines                        | HS/CFR 1304.21(a)(3)(ii)                                      |                               |
| <b>Health</b>                  | Exhibits auditory abilities to support healthy growth and development   | HS/CFR 1304.21(b)(3)(i) -(b)(3)(ii)                           |                               |
|                                | Shows characteristics of good oral health                               | HS/CFR 1304.23(b)(3)                                          |                               |
|                                | Shows basic physical needs are met                                      | HS/CFR 1304.21(a)(3)(i) (E)                                   |                               |

# PHYSICAL DEVELOPMENT

## THREE-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

How have you changed the environment to be sure that your three-year-old has ample space to be active without hurting himself?

Does your three-year-old have regular access to a safe outdoor environment that provides many opportunities to climb, run, jump, and explore?

### ENVIRONMENTAL CONSIDERATIONS

Provide indoor and outdoor space and opportunities to practice new skills, such as hopping, jumping, and galloping.

## A. GROSS MOTOR DEVELOPMENT

### 1. Shows characteristics of appropriate health and development

Good general health and adequate development are necessary to optimize learning. Three-year-old children exhibit appropriate health and development by:

- Having typical height and weight for their age (see Appendix B);
- Participating in daily planning and clean-up;
- Using large motor skills, such as jumping, galloping, climbing, and running;
- Buttoning a sweater, even if some buttons are missed.

### 2. Demonstrates increasing control of large muscles

Three-year-olds continue to improve their balance and control. Opportunities for running, jumping, dancing and climbing are fun activities that help three-year-olds refine their large motor muscles. Three-year-olds show improving control by:

- Walking up stairs with alternating feet without assistance from an adult;
- Pedaling a tricycle with alternating feet;
- Hopping forward on one foot without losing balance;
- Throwing a ball overhand toward a friend standing a few feet away, with some accuracy.

### 3. Demonstrates increasing coordination of large muscles

As their balance and control improve, three-year-olds begin to also improve coordination. This means that they are able to combine muscle movements to accomplish a more advanced task. Developing coordination requires practice and opportunity to try new activities that challenge their abilities. Experiences for children this age should include many opportunities for physical play. Examples of improving coordination include:

- Using two hands to catch a large ball thrown to them from a few feet away;
- Balancing on one foot and hopping forward one or two times without losing balance;
- Throwing bean bags toward a target with some accuracy;
- Pedaling a tricycle with alternating feet.



### QUESTIONS TO ASK YOURSELF

What activities that require coordinating vision and fine motor skills does your three-year-old like to do? Are there daily routines that provide these experiences?

What materials does your three-year-old like to use when creating a special art project? What materials could you introduce to your child?

### ENVIRONMENTAL CONSIDERATIONS

Supply materials, such as puzzles, peg boards, blocks, scissors, and paper to support eye-hand coordination and emerging building skills.

Support self-care skills and foster independence with equipment such as low sinks, step stools, and child-sized tables and chairs.

Closely supervise when three-year-olds are making collages with materials, such as beads or buttons where swallowing and choking are a possibility.

## B. FINE MOTOR DEVELOPMENT

### 1. Demonstrates increasing control of small muscles

Three-year-old children are just beginning to learn to control and coordinate their fine motor skills. Because this requires eye-hand coordination as well as focus and persistence, three-year-olds can be frustrated by fine motor activities that are too challenging. With support and encouragement, three-year-olds show increasing fine motor control by:

- Eating lunch using a fork or spoon;
- Painting with brushes and fingers, sometimes forming recognizable shapes and images;
- Fastening large buttons on a dressing board or when dressing dolls in the home living center;
- Playing with play dough or clay, rolling snakes or balls or using tools to cut shapes.

### 2. Shows improving eye-hand coordination

Three-year-olds use their vision to guide and integrate their interactions. When engaging in activities that require eye-hand coordination, such as threading beads or lacing sewing boards, three-year-olds are practicing steadiness and patience. Because they are just developing these skills, children this age need support and encouragement. Examples of improving eye-hand coordination include:

- Opening and closing scissors to cut paper;
- Fitting small objects into holes, such as pebbles into a small bottle at the nature table;
- Throwing and catching bean bags or balls with increasing accuracy;
- Drawing and coloring using pens, markers, and crayons and sometimes forming recognizable shapes and images.

### 3. Uses various drawing and art tools with developing coordination

The development of improved eye-hand coordination and fine motor control help three-year-olds to use art and drawing tools with greater success. Opportunities to draw, finger paint, color, paint with brushes, and use play dough improve the coordination of the small muscles of the hand that are needed to control drawing and art tools. These skills lead to the ability to control tools for writing in later years. Three-year-olds demonstrate developing coordination by:

- Crushing, ripping, tearing, and pinching paper and other materials to create a collage;
- Painting at an easel using large brushes, rollers, or sponges;
- Use tools such as craft sticks and rollers to work play dough at the art table;
- Drawing with large crayons or markers.

## C. SELF-HELP

### 1. Actively participates in self-care

Three-year-olds are becoming increasingly able to perform personal care practices such as hand-washing and eating. Children this age are eager to do things by themselves, but still need adult supervision, encouragement, and support. For instance, three-year-olds need reminders about hand-washing before they eat, after they come in from outside, and after messy play. Self-care skills that three-year-olds are developing include:

## QUESTIONS TO ASK YOURSELF

What meal time opportunities does your three-year-old have to serve herself with support from an adult?

Is your three-year-old able to repeat and follow a few basic safety rules?

How do you support your three-year-old in learning skills to use the bathroom independently?

If your three-year-old uses assistive or corrective devices, such as hearing aids, walkers, or glasses, is she beginning to demonstrate caution and care with these items?

## ENVIRONMENTAL CONSIDERATIONS

Check every day for hazards, such as uncovered outlets, drooping cords, unsecured shelves, and loose carpet edges.

Be sure all cleaners, chemicals, and medications are locked and inaccessible to all children.

Schedule outdoor play and exploring experiences into your routine each day.

- Choosing their own clothes to wear and putting on their shoes;
- Pouring and scooping, during play at the sand and water table, or during meal times;
- Beginning to dress themselves, needing help with small buttons or zippers;
- Using a tissue to wipe their nose and then throwing the used tissue in the trash.

### 2. Actively takes part in basic health and safety routines

Three-year-olds are still learning basic rules for health and safety. They may still need reminders when taking part in routines. Establishing health routines, such as singing a special song while washing hands and simple safety rules help children this age succeed in making safe and healthy choices. Three-year-olds show involvement in health and safety routines by:

- Using helmets when riding tricycles or wheeled toys;
- Following basic safety rules with assistance or waiting for the child ahead of them to get off the slide before going down;
- Participating in emergency drills such as fire drills with adult assistance, following the routine;
- Informing an adult when they see dangerous behaviors, such as someone throwing objects.

## D. HEALTH

### 1. Exhibits auditory abilities to support healthy growth and development

Learning is dependent upon auditory skills and hearing. This is especially true for language development. Using any necessary assistive devices, three-year-olds demonstrate advancing auditory abilities by:

- Listening to a story with other children;
- Selecting listening center activities such as stories on tapes, records or CDs;
- Turning to a speaker when addressed by name;
- Producing speech that is generally understandable.

### 2. Shows characteristics of good oral health

Oral health affects speech, social interaction, and appearance. Signs of attention to good oral health include:

- Telling a friend how to use a toothbrush;
- Performing brushing procedures with supervision;
- Trying a variety of foods from the food groups.

### 3. Shows physical needs are met

Three-year-olds must have their basic needs met in order to take advantage of learning opportunities. Emphasis remains on providing varied nutritious food choices to fuel continued energy and growth. Children demonstrate basic physical needs by:

- Staying awake except during rest time;
- Wearing clothing appropriate to the weather;
- Exhibiting energy typical of their age;
- Having a consistent and reliable primary health care provider.

# PHYSICAL DEVELOPMENT

## THREE-YEAR-OLDS

| Sub-Domain                     | Standard                                                                                                  | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework                                                  |
|--------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Gross Motor Development</b> | Shows characteristics of appropriate health and development                                               | HS/CFR 1304.20(a)(1)(i)-(a)(1)(i)(c)                          | Domain: Physical Health & Development<br>Sub-Domain: Health Status & Practices |
|                                | Demonstrates increasing control of large muscles<br>Demonstrates increasing coordination of large muscles | HS/CFR 1304.21(a)(5)(i); (a)(5)(iii); (b)(3)(i)               | Domain: Physical Health & Development<br>Sub-Domain: Gross Motor Skills        |
| <b>Fine Motor Development</b>  | Demonstrates increasing control of small muscles                                                          | HS/CFR 1304.21(b)(3)(i) – (b)(3)(ii)                          | Domain: Physical Health & Development<br>Sub-Domain: Fine Motor Skills         |
|                                | Shows improving eye-hand coordination                                                                     | HS/CFR 1304.21(a)(5)(ii); (a)(5)(iii); (b)(3)(ii)             | Domain: Physical Health & Development<br>Sub-Domain: Fine Motor Skills         |
|                                | Uses various drawing and art tools with developing coordination                                           | HS/CFR 1304.21(a)(5)(ii); (a)(5)(iii); (b)(3)(ii)             | Domain: Physical Health & Development<br>Sub-Domain: Fine Motor Skills         |
| <b>Self-Help</b>               | Actively participates in self-care                                                                        | HS/CFR 1304.21(b)(3)(i) (B); (b)(1)(iii)                      | Domain: Physical Health & Development<br>Sub-Domain: Health Status & Practices |
|                                | Actively takes part in basic health and safety routines                                                   | HS/CFR 1304.21(a)(3)(ii)                                      | Domain: Physical Health & Development<br>Sub-Domain: Health Status & Practices |
| <b>Health</b>                  | Exhibits auditory abilities to support healthy growth and development                                     | HS/CFR 1304.23(b)(3)(i)-(b)(3)(ii)                            | Domain: Physical Health & Development<br>Sub-Domain: Health Status & Practices |
|                                | Shows characteristics of good oral health                                                                 | HS/CFR 1304.21(b)(3)                                          | Domain: Physical Health & Development<br>Sub-Domain: Health Status & Practices |
|                                | Shows physical needs are met                                                                              | HS/CFR 1304.21(a)(3)(i) (E)                                   | Domain: Physical Health & Development<br>Sub-Domain: Health Status & Practices |





# APPROACHES TO LEARNING

APPROACHES TO LEARNING





# APPROACHES TO LEARNING

As young children gain knowledge and skills across the domains of Cognition and General Knowledge; Language, Communication and Early Reading and Writing; Physical Development; and Social and Emotional Development, they also develop specific strategies that help direct that learning. The Approaches to Learning domain includes three strategies that are shared by both infants and young toddlers to support development, and a fourth strategy that supports toddler development. Careful planning and arrangement of children's environments and interactions provide opportunities for young children to use all four strategies.

The first strategy that children use to approach learning situations is **eagerness and curiosity**. This strategy is reflected in the desire of infants and toddlers to engage with objects and people in their immediate environments. As development proceeds, those interactions expand to include interest in the challenges of a larger and more novel world.

Encountering setbacks and obstacles is a normal part of children's development. **Persistence**, or the capacity to continue working on tasks that appear difficult or unsolvable, is necessary for a full exploration of the world. A young child's first approach in a new learning situation may not result in success, and other strategies may be necessary.

**Creativity and inventiveness** is a strategy that requires flexibility and imagination. Using familiar materials in new ways is an example of this strategy. Systematically trying out old solutions to solve new problems, followed by experimenting with new solutions, is another example.

Parents, caregivers, and teachers need to be aware of these three learning strategies as they facilitate the development of young children. As with all domains, children will demonstrate individual differences in the rates by which each strategy emerges and develops. The degree to which children successfully employ these strategies is dependent on the quality and quantity of interactions with supportive adults who encourage expansion of previously successful strategies and support use of new strategies.

# APPROACHES TO LEARNING

## BIRTH TO 8 MONTHS

### QUESTIONS TO ASK YOURSELF

What kinds of experiences do young infants seem to like the most? How do you know when to keep doing an activity, or when to stop?

What kinds of sounds does your young infant make to communicate with you?

How do you encourage a young infant to explore her body and the things around her?

### ENVIRONMENTAL CONSIDERATIONS

Give infants opportunities for tummy time on a firm, clean surface. Have appropriate toys within reach.

Present a variety of toys in various colors, tones, and textures for young infants to explore with their hands, eyes, and mouth.

Encourage further exploration by commenting on your young infant's initial explorations.

Encourage guided exploration in your outdoor play areas.

Provide opportunities for frequent and sustained touch and closeness.

## A. EAGERNESS & CURIOSITY

### 1. Shows awareness of and interest in the environment

Young infants display an interest in their surroundings. They have natural curiosity about themselves and interact with their immediate environment. Young infants demonstrate eagerness and curiosity by:

- Reacting to objects, voices, and sounds by either becoming more quiet or more active, or changing their body language, gestures, and facial expressions;
- Gazing at parents, caregivers, and teachers when being fed or changed;
- Exploring an object using all their senses, such as rubbing it against their cheek, putting it in their mouth, watching it as they wave it back and forth in front of their face, or banging it on the floor;
- Positioning and moving their bodies toward an interesting object.

## B. PERSISTENCE

### 1. Attends to sights, sounds, and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes

Young infants depend on parents, caregivers, and teachers for emotional and physical support. They begin to attend to and repeat interactions and behaviors that are pleasurable and that meet their needs. They show persistence by:

- Kicking or swatting a mobile to repeat a sound or a motion;
- Exploring books repeatedly with their hands and mouths and looking at pictures;
- Banging an object repeatedly as they explore its properties;
- Crying or getting the attention of the parent, teacher, or caregiver in some way.

## C. CREATIVITY & INVENTIVENESS

### 1. Notices and shows interest in and excitement with familiar objects, people, and events

Young infants begin to explore their surroundings and to modify their responses to meet their needs. Ways that young infants demonstrate creativity and inventiveness include:

- Turning toward and tracking voices, people, and objects;
- Rolling from their backs to their stomachs when looking for a toy;
- Using multiple senses at one time to explore objects by looking, touching, mouthing, and banging;
- Inspecting their own hands, fingers, feet, and toes by touching, looking, and mouthing.

# APPROACHES TO LEARNING

## BIRTH TO 8 MONTHS

| Sub-Domain                          | Standard                                                                                                                                 | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Eagerness and Curiosity</b>      | Shows awareness of and interest in the environment                                                                                       | HS/CFR 1304.21(b)                                             | Not Applicable                |
| <b>Persistence</b>                  | Attends to sights, sounds, and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes | HS/CFR 1304.21(b)                                             |                               |
| <b>Creativity and Inventiveness</b> | Notices and shows interest in and excitement with familiar objects, people, and events                                                   | HS/CFR 1304.21(b)                                             |                               |

# APPROACHES TO LEARNING

## 8 TO 18 MONTHS

### QUESTIONS TO ASK YOURSELF

How does your older infant use his motor skills to explore the world around him? How does he use his senses to explore his immediate environment?

What activities does your older infant enjoy doing over and over again? How does she show you when she needs help?

What favorite motions or sounds do older infants enjoy imitating? How do you encourage older infants to repeat actions and sounds?

### ENVIRONMENTAL CONSIDERATIONS

Sing songs, read stories, dance with, and practice finger plays repeatedly with your older infant.

Provide materials, such as clean, empty containers and boxes, for older infants to fill and to discover hidden treasures.

Introduce and repeat stimulating toys, games, and sounds to encourage curiosity and creativity.

## A. EAGERNESS & CURIOSITY

### 1. Shows eagerness and curiosity as a learner

Older infants are increasingly curious about themselves and the world around them. As their motor and sensory skills develop, they are able to increase their explorations. Older infants demonstrate eagerness and curiosity by:

- Showing pleasure and encouraging continued interaction with adults by vocalizing and smiling when they are being read to;
- Imitating familiar activities, such as cooking and stirring, putting a pretend telephone to their ear, or initiating a familiar game, such as peek-a-boo;
- Actively exploring and making sense of the world by using their bodies and senses, as well as using tools, materials, and equipment to extend skills;
- Exploring water with an engaged adult.

## B. PERSISTENCE

### 1. Pays attention briefly and persists in repetitive tasks

As older infants continue to have a greater sense of their environment, their attention span starts to become longer. They look to their parents, caregivers, and teachers for emotional and physical support. Older infants show persistence by:

- Asking or gesturing that they want the same song or story repeated over and over again;
- Engaging in longer periods of turn taking or back and forth sound play with parents, caregivers, and teachers, and responding to adults' speech by producing words or babbling sounds that imitate the adult's inflections or sounds;
- Remembering the location of a favorite object and searching for it where it is usually placed;
- Repeating a new skill, such as going up and down a step.

## C. CREATIVITY & INVENTIVENESS

### 1. Approaches and explores new experiences in familiar settings

Older infants understand that objects and people continue to exist even when they are not visible. They learn that certain actions can produce certain results. Older infants are active and initiate exploration. They learn as they move, using their senses to explore. Examples of creativity and inventiveness include:

- Using "tools" to retrieve items that are out of reach (e.g., using a string to pull a toy toward self; trying several ways to reach a toy stuck under a couch)
- Reacting to the sound of music with movement;
- Uncovering an object that has been shown to the child and then covered;
- Attempting to open a container to get an object.



# APPROACHES TO LEARNING

## 8 TO 18 MONTHS

8 TO 18 MONTHS

| Sub-Domain                          | Standard                                                     | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Eagerness and Curiosity</b>      | Shows eagerness and curiosity as a learner                   | HS/CFR 1304.21(b)                                             | Not Applicable                |
| <b>Persistence</b>                  | Pays attention briefly and persists in repetitive tasks      | HS/CFR 1304.21(b)                                             |                               |
| <b>Creativity and Inventiveness</b> | Approaches and explores new experiences in familiar settings | HS/CFR 1304.21(b)                                             |                               |

# APPROACHES TO LEARNING

## 18 TO 24 MONTHS

### QUESTIONS TO ASK YOURSELF

When does your young toddler enjoy trying out new skills and exploring by herself? How does she approach unfamiliar experiences?

What does your young toddler do if he does not initially succeed with a task? How do you know when to intervene with support? How can you help him accomplish success with a task when he struggles?

What does your young toddler do when favorite props are not available for her play? How could you encourage her creativity?

### ENVIRONMENTAL CONSIDERATIONS

Ensure that there are dramatic play materials accessible to young toddlers, so they can pretend to be in familiar or new roles.

Remember that your young toddler's ever-present persistence and curiosity are signs that he is testing the limits of his newly-found independence.

Incorporate dramatic play materials that represent cultural diversity.

## A. EAGERNESS & CURIOSITY

### 1. Shows increased eagerness and curiosity as a learner

With increasing mobility, young toddlers can expand their boundaries for exploration in their environments. Parents, caregivers, and teachers provide the secure base that permits this venturing out into the world. Young toddlers demonstrate eagerness and curiosity by:

- Pointing to an unfamiliar picture in a story book and gesturing to their parents, caregivers, and teachers for the name of the object;
- Beginning to explore the environment with their parents, caregivers, and teachers, and then venturing further away from the adults;
- Seeking and taking pleasure in new skills, such as climbing up the stairs and repeating the activity several times;
- Trying new materials, such as play dough or finger painting.

## B. PERSISTENCE

### 1. Pays attention for longer periods of time and persists at preferred activities

As gross and fine motor skills develop, young toddlers can persist at activities they like. Assistance may be sought from adults, but young toddlers will want to explore their independence. Young toddlers show persistence by:

- Smiling while the same music is playing over and over again and doing the same movement activity over and over;
- Asking parents, caregivers, and teachers to read the same book over and over again by saying "More";
- Trying various shapes in a shape sorting toy until the shape finally fits in;
- insisting on completing a task even when assistance is needed.

## C. CREATIVITY & INVENTIVENESS

### 1. Explores the various new properties and uses for familiar objects and experiences

As they begin to explore the environment independently and with purpose, young toddlers show more interest in objects. They imitate others and re-create familiar events with objects and toys. Young toddlers demonstrate their creativity and inventiveness by:

- Viewing and exploring objects from all sides;
- Laughing and smiling while engaging in sand and water activities;
- Role playing everyday activities and pretending to be a mommy, daddy, or baby;
- Stomping their feet loudly to loud music and tiptoeing to soft music

# APPROACHES TO LEARNING

## 18 TO 24 MONTHS

| Sub-Domain                          | Standard                                                                          | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Eagerness and Curiosity</b>      | Shows increased eagerness and curiosity as a learner                              | HS/CFR 1304.21(b)                                             | Not Applicable                |
| <b>Persistence</b>                  | Pays attention for longer periods of time and persists at preferred activities    | HS/CFR 1304.21(b)                                             |                               |
| <b>Creativity and Inventiveness</b> | Explores the various new properties and uses for familiar objects and experiences | HS/CFR 1304.21(b)                                             |                               |

# APPROACHES TO LEARNING

## TWO-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

How does your two-year-old communicate with you about the unknown or newly discovered?

How can you encourage conversation to increase his language skills and knowledge of the world?

What are your two-year-old's favorite stories, toys, and activities? How can you build on those favorites to introduce your two-year-old to new experiences?

How do you observe your two-year-old using familiar things in new and creative ways?

### ENVIRONMENTAL CONSIDERATIONS

Model and encourage your two-year-old to use materials for purposes other than their original intent, such as using a banana as a telephone, or a hairbrush as a microphone.

Provide opportunities for your two-year-old to practice his self-help skills during meal times.

Ask two-year-olds Who, What, or Why questions during play, and use these times as a chance to have conversations.

## A. EAGERNESS & CURIOSITY

### 1. Shows eagerness and curiosity as a learner

Two-year-olds eagerly explore their environments. They are curious about and aware of changes that they see. They are interested in what others are doing. They expand their own behaviors by imitating those of adults and other children. Two-year-olds show eagerness and curiosity by:

- Showing interest in patterns, such as sorting colored pegs into single color piles, or putting all the small buttons in one container and the big buttons into another container;
- Enjoying opportunities to help parents, caregivers, and teachers, such as assisting with setting the table or folding the clothes;
- Exploring new toys to see how they work;
- Looking at insects, leaves, or other things from nature and examining them and watching them move or grow.

## B. PERSISTENCE

### 1. Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem

Two-year-olds pay attention to interesting activities. They enjoy repeating favorite activities, and seeks and accepts help while persisting with difficult tasks. Two-year-olds demonstrate persistence by:

- Preferring to feed themselves and pour their own juice;
- Listening closely and turning the pages of a storybook that is being read by a parent, caregiver, or teacher;
- Repeating activities or games over and over, such as building a block structure, taking it apart, and rebuilding it;
- Showing interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.

## C. CREATIVITY & INVENTIVENESS

### 1. Explores the environment with purpose and flexibility

Two-year-olds use familiar materials in flexible and inventive ways. They show excitement about new discoveries that emerge as they play with familiar materials and explore new toys and materials. They enjoy imitating familiar roles, characters, and animals during play. Examples of creativity and inventiveness include:

- Using objects together as tools;
- Scribbling on a piece of paper;
- Acting out familiar life scenes, such as picking up a bag or lunch box and saying, "I go to work";
- Finding solutions to simple problems (e.g., riding toy is stuck on a toy so the child backs up and drives around the toy).



# APPROACHES TO LEARNING

## TWO-YEAR-OLDS

| Sub-Domain                          | Standard                                                                                                       | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Eagerness and Curiosity</b>      | Shows eagerness and curiosity as a learner                                                                     | HS/CFR 1304.21(b)                                             | Not Applicable                |
| <b>Persistence</b>                  | Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem | HS/CFR 1304.21(b)                                             |                               |
| <b>Creativity and Inventiveness</b> | Explores the environment with purpose and flexibility                                                          | HS/CFR 1304.21(b)                                             |                               |

# APPROACHES TO LEARNING

## THREE-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

What do you think your three-year-old is learning through “pretend play?”

What new materials, objects or experiences have you introduced to your three-year-old in the last month?

Has your three-year-old used equipment or materials in “new” and creative ways either during her play, or to accomplish a goal? How did you respond to your child’s behavior?

How do you provide support when your three-year-old demonstrates frustration because they cannot immediately complete a task?

### ENVIRONMENTAL CONSIDERATIONS

Make picture charts of steps involved in experiences like cooking. Help children use the charts to follow directions.

Be sure to have a variety of different art materials available for three-year old children.

## A. EAGERNESS & CURIOSITY

### 1. Shows curiosity and is eager to learn new things and have new experiences

Three-year-olds are interested in the world around them and often respond to what they observe. Some examples are:

- Noticing new items in the classroom and asking others for information, such as “What is that?”;
- Investigating and experimenting with materials in the water table or outdoor sand play area;
- Asking questions to get additional information during conversations, such as asking “Why?” when an adult talks about something that happened;
- Asking an adult to read a new book that is in the reading corner or pretending to read it to themselves.

## B. PERSISTENCE

### 1. Sustains attention for brief periods and finds help when needed

Three-year-olds are able to sustain attention for a brief period of time. This might be longer if the activity is something of great interest, such as their favorite story. If they encounter a problem, three-year-olds may walk away or become frustrated. They may need assistance asking for help or solving problems that they face. Some ways three-year-olds show persistence are:

- Asking an adult for help getting the pieces of a puzzle to fit;
- Trying to rebuild a block tower after it tumbled down;
- Focusing on a task that interests him/her; building a castle in the sand table;
- Trying to place a box on a shelf by turning it around until it fits.

## C. CREATIVITY & INVENTIVENES

### 1. Approaches daily activities with creativity and inventiveness

Play provides opportunities for three-year-olds to learn about their world and the materials around them. Sometimes they use materials as they are intended, such as using a spoon to eat applesauce, and sometimes they create new ways to use them, such as using a spoon as a microphone. Other ways that three-year-olds might demonstrate creativity and inventiveness are:

- Making up movements and actions during a group movement activity;
- Pretending to be a cat in the dramatic play area, meowing while crawling around;
- Mixing paint at the easel to make a new color on their paper;
- Making sand “pies” and pretending to eat them.

**QUESTIONS TO ASK YOURSELF**

When doing creative projects, encourage three-year-old children to create their own representations, rather than providing a model for them to copy.

**ENVIRONMENTAL CONSIDERATIONS**

Clearly label storage shelves and containers to help three-year-old children select materials and return them independently.

Avoid interpreting the three-year-olds inquisitiveness, persistence, or explorations as hyperactivity or misbehavior.

Ask three-year-olds what they are going to do, are doing, or have done in the block center or art center.

**D. PLANNING & REFLECTION****1. Shows initial signs of planning and learning from their experiences**

Three year olds like to talk about what has happened during their day. Often, they are able to talk about how to do something, such as feeding the class bunny, even though they may skip a few steps. Three-year-old children show the beginning ability to plan and reflect by:

- Choosing colors they want to use to draw a picture;
- Talking about something that happened to them “yesterday” or earlier that day;
- Selecting something to wear in the dress up center before they get there;
- Noticing that behaviors may come before an event, such as “if mom sets the table, then we are getting ready to eat”.

# APPROACHES TO LEARNING

## THREE-YEAR-OLDS

| Sub-Domain                          | Standard                                                                  | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework                                              |
|-------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Eagerness and Curiosity</b>      | Shows curiosity and is eager to learn new things and have new experiences | HS/CFR 1304.21(a)(1)-(a)(6)                                   | Domain:<br>Approaches to Learning<br>Sub-Domain:<br>Initiative & Curiosity |
| <b>Persistence</b>                  | Sustains attention for brief periods and finds help when needed           | HS/CFR 1304.21(a)(1)-(a)(6)                                   | Domain:<br>Approaches to Learning<br>Sub-Domain:<br>Initiative & Curiosity |
| <b>Creativity and Inventiveness</b> | Approaches daily activities with creativity and inventiveness             | HS/CFR 1304.21(a)(1)-(a)(6)                                   | Domain:<br>Approaches to Learning<br>Sub-Domain:<br>Initiative & Curiosity |
| <b>Planning and Reflection</b>      | Shows initial signs of planning and learning from their experiences       | HS/CFR 1304.21(a)(1)-(a)(6)                                   | Domain:<br>Approaches to Learning<br>Sub-Domain:<br>Initiative & Curiosity |



# SOCIAL AND EMOTIONAL DEVELOPMENT



SOCIAL AND EMOTIONAL  
DEVELOPMENT



# SOCIAL AND EMOTIONAL DEVELOPMENT

Humans are social, interacting with others on many levels throughout their lives. Young children's early relationships with parents and other caregivers become the framework for their future social and emotional development. Moreover, children construct knowledge about the world through their social exchanges, signifying the importance of social and emotional development to all other areas of development. For these reasons, early attachments are extremely important to children's overall health, development, and learning.

Infants and toddlers have developmental capacities that support their social interactions. Their relationships are influenced by their temperaments and by the cultural context in which these interactions occur. Cultural groups may have differing expectations for children's rate of development, and caregivers and teachers must be aware of and sensitive to these differences when working with families. For example, different cultural groups have different standards for how emotions are expressed and managed, making the task of emotional regulation particularly challenging for infants and toddlers who must manage expectations and responses between different cultural environments.

Young infants are very dependent on their parents, caregivers, and teachers to meet their physiological and emotional needs. When care is sensitive and responsive, infants learn that their world is safe and that they can trust others to meet their needs. Nonresponsive and insensitive care creates a sense that people and the environment are not consistent or trustworthy. Without this basic trust, infants and toddlers find it hard to take risks or to develop a positive sense of self. With sensitive caregiving, infants can move into toddlerhood ready to use their increasing motor, language, and cognitive skills with confidence.

Toddlers acquire strategies for adapting their emotions within a variety of settings and with a limited number of people. Because they still have limited verbal skills, toddlers often express their feelings through actions. Emotions, from laughter to angry outbursts, can help toddlers develop new understandings about others' feelings and motives. Their successful emotional development is linked to their relationships with parents, caregivers, and teachers and the adults' knowledge and capacity to respond to toddlers' individual and temperamental differences.

As children grow, their ability to establish relationships with peers and with additional adults influences how they view themselves and the world. Positive and adaptive social behaviors result from interacting with others who have different characteristics and

backgrounds. With the help of supportive adults, preschool children expand their capacities to recognize and express their own feelings, and to understand and respond to the emotions of others. For children with special needs, social and emotional development provides a foundation for programs in other areas of development. With nurturing and knowledgeable parents, caregivers, and teachers, tremendous strides are possible.

There are three primary components of social and emotional development in young children. Emotional security is express and trust and emotional security during the infant and toddler years. **Trust and emotional security** include how children feel about themselves, as well as how safe they feel in their environments and relationships with others. The confidence a child develops through positive relationships with parents, caregivers, and teachers provides a foundation for the development of prosocial behaviors during the preschool years. For young children, there should be a focus on those skills that enable them to engage positively with others, develop better understandings of themselves and others, and express and interpret emotions.

**Self-regulation** is the second component and involves the ability to manage ones' own needs and emotions. Over time, young children move from reliance on others to competence. They accomplish tasks that include everything from learning and adjusting to the day-night rhythm of their family, to signaling their needs to responsive adults, to managing powerful emotions. These growing abilities to regulate behaviors are strongly influenced by culture, by children's relationships with others, and by the growing maturity and integration of several areas of the brain.

The third component of social and emotional development is **self-concept**. From warm and responsive reciprocal relationships, young children develop a sense of themselves as increasingly competent and confident. With support from their parents, caregivers, and teachers and safe and challenging environments, the perceptions of young children about their competencies become more accurate and satisfying.

# SOCIAL AND EMOTIONAL DEVELOPMENT

## BIRTH TO 8 MONTHS

### QUESTIONS TO ASK YOURSELF

What do you do to ensure the environment is consistent and predictable for your young infant?

How is continuity of care provided, ensuring that there is at least one consistent person to interact with infants on a daily basis?

How do you plan your schedule so that you can respond to your infants' immediate needs?

### ENVIRONMENTAL CONSIDERATIONS

Provide soft spaces for “tummy time” that allows young infants to move toward toys and people.

Plan activities and include objects that contribute to a comfortable and relaxing environment that appeals to their senses.

Provide infants with disabilities the same type of experiences that foster healthy attachment and self-regulation as other infants.

## A. TRUST & EMOTIONAL SECURITY

### 1. Experiences and develops secure relationships

From infancy, warm and responsive relationships are the foundation for the development of trust and emotional security for all children. When care is sensitive, reliable, and responsive, infants develop secure relationships. When their needs are met consistently by parents, caregivers, and teachers, young children learn their world is safe and predictable. Young infants who experience this nurturing care thrive and demonstrate the ability to form relationships by:

- Exhibiting mutual eye gazes during routine caregiving activities;
- Listening attentively, observing facial expressions, and then responding by cooing, smiling, crying, or reaching out to parents, caregivers, and teachers;
- Turning their head, looking away, frowning, and/or arching their back to cease or avoid interactions;
- Demonstrating a strong preference for parents, caregivers, and teachers by kicking, squealing, or becoming upset when these adults leave the room.

### 2. Responds to the environment

Young infants whose physical and emotional needs are met are much more likely to demonstrate an interest in exploring their environments. Adults support their interest in the environment by making themselves physically and emotionally available and by making certain that the environment is both safe and interesting. Young infants demonstrate responsiveness to the environment by:

- Responding to touch by relaxing when their back is rubbed;
- Responding to sound by cooing when songs are sung by parents, caregivers, and teachers;
- Responding to light and dark by squinting when lights are turned on in a dark room;
- Responding to temperature by crying to show that they are uncomfortable.

## B. SELF-REGULATION

### 1. Develops early emotional regulation

Young infants' emotions can vary, and those emotions are managed through the support provided by their relationships with adults. Infants need attentive and responsive parents, caregivers, and teachers to help them recognize, and express their emotions and feelings. Their ability to recognize and express emotions occurs in the context of relationships, and is influenced by physical well-being, brain development, temperament, and cultural expectations. Young infants demonstrate early emotional regulation by:

- Crying when they are hungry, uncomfortable, or unhappy;
- Turning their head and breaking eye contact, frowning, and/or arching their backs when overstimulated;
- Kicking their legs in excitement and settling when they see their parents, caregivers, and teachers;
- Raising their arms to parents, caregivers, and teachers for comfort or to be picked up.

**QUESTIONS TO ASK YOURSELF**

How is the schedule based on the needs and rhythms of young infants?

What do you do to respond to your infant's expressions of emotion – both positive and negative?

How does your infant ask for your attention?

**ENVIRONMENTAL CONSIDERATIONS**

Ensure that infant needs are met in a predictable fashion.

Provide objects and responses that help infants learn to self-soothe.

**2. Develops early behavior regulation**

The first few months of life are ones of remarkable changes as infants adjust to life outside their mothers' bodies. They must accomplish tasks on their own or by getting the attention of responsive parents, caregivers, and teachers. These tasks include acquiring day-night waking and sleeping rhythms and learning to soothe and settle once their basic needs are met. Young infants show early behavior regulation by:

- Stopping crying when they are picked up;
- Quieting when swaddled in a comfortable blanket;
- Sucking on their hand to calm themselves before falling asleep;
- Relaxing when cuddled and rocked or spoken to in a soft, soothing voice.

**3. Develops early social problem-solving**

Social problem-solving refers to the knowledge, understanding, and skills needed to cope in social situations. The foundation for the development of social problem-solving begins as young infants quickly learn how to gain the help and attention of parents, caregivers, teachers, and others to get their needs met. Young infants demonstrate these abilities by:

- Smiling at others;
- Babbling or cooing and pausing to wait for a response from their parents, caregivers, and teachers;
- Crying, rocking back and forth, and lifting their arms to signal for help from their parents, caregivers, and teachers;
- Gaining the attention of peers through vocalizations, reaching out, and smiling.

**C. SELF-CONCEPT****1. Forms and maintains mutual relationships with others**

From infancy, warm and responsive relationships are the basis for a strong self-concept. When their relationships with parents, caregivers, and teachers are affectionate, young infants develop a sense of themselves as being loved and wanted. They learn quickly that imitating the affections of adults results in more positive interactions. Young infants show the beginning development of mutual relationships by:

- Responding to the presence of parents, caregivers, and teachers by kicking their feet and smiling;
- Imitating and stopping a social smile and repeating the behavior as parents, caregivers, and teachers respond;
- Cuddling their head on the neck and shoulder of parents, caregivers, and teachers;
- Trying to imitate the kisses of their parents, caregivers, and teachers.

### QUESTIONS TO ASK YOURSELF

How do you modify your actions to meet the needs of infants with special needs?

How do you respond differently to infants with different temperaments?

### ENVIRONMENTAL CONSIDERATIONS

Develop ways to incorporate cultural traditions into the routines you use with infants.

Provide comfortable spaces for adults and infants to interact one-to-one.

## 2. Becomes aware of oneself as a unique individual while still connected to others

Young infants are developing a sense of who they are and what they can do. They explore the boundaries of their bodies and work to regulate their biological rhythms. Young infants have their own temperaments and personalities that affect how they respond to new experiences. They demonstrate an awareness of self and others by:

- Noticing and exploring their hands, eventually becoming aware that they can make their hands do things;
- Exploring the face and other body parts of parents, caregivers, and teachers;
- covering their eyes to encourage a game of peek-a-boo;
- Repeating an action, such as banging their hands on the table or pretending to sneeze, when it makes other people laugh.

## 3. Demonstrates emerging sense of competence and confidence in growing abilities

Through interactions with parents, caregivers, and teachers, young infants develop a growing awareness of their ability to make things happen. They show this emerging awareness by:

- Recognizing that parents, caregivers, and teachers respond to their cues (e.g., crying, squirming, turning away) and stop playing or interacting;
- Kicking a mobile over and over to make it move;
- Crying in particular ways to get their needs met;



# SOCIAL AND EMOTIONAL DEVELOPMENT

## BIRTH TO 8 MONTHS

| Sub-Domain                          | Standard                                                                        | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Trust and Emotional Security</b> | Experiences and develops secure relationships                                   | HS/CFR 1304.21(b)(1)(ii)                                      | Not Applicable                |
|                                     | Responds to the environment                                                     | HS/CFR 1304.21(b)(2)(i)                                       |                               |
| <b>Self-Regulation</b>              | Develops early emotional regulation                                             | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Develops early behavior regulation                                              | HS/CFR.21(c)(1)(iv and v)                                     |                               |
|                                     | Develops early social problem-solving                                           | HS/CFR.21(c)(1)(iv and v)                                     |                               |
| <b>Self-Concept</b>                 | Forms and maintains mutual relationships with others                            | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Becomes aware of oneself as a unique individual while still connected to others | HS/CFR 1304.21(c)(1)(v)                                       |                               |
|                                     | Demonstrates emerging sense of competence and confidence in growing abilities   | HS/CFR 1304.21(c)(1)(vi)                                      |                               |

# SOCIAL AND EMOTIONAL DEVELOPMENT

## 8 TO 18 MONTHS

### QUESTIONS TO ASK YOURSELF

How do you plan and use the outdoor environment in ways that encourage exploration and build confidence for older infants?

What types of toys and materials do you provide for your older infant to manipulate by grasping, pushing, pulling, etc.?

### ENVIRONMENTAL CONSIDERATIONS

Provide enough toys in the same color and variety so that several toddlers can play at the same time.

Encourage the availability and use of comfort objects, such as a blanket or stuffed toy from home.

Avoid interpreting “No!” as a misbehavior – it is a display of the social and emotional behaviors that young children display.

## A. TRUST & EMOTIONAL SECURITY

### 1. Experiences and develops secure relationships

Mobile infants continue to rely heavily upon their relationships with trusted adults in order to get their needs met. Secure relationships provide a safe emotional base for the mobile infant to increasingly explore the environment. Increased communication skills also help develop and expand relationships. Mobile infants demonstrate the ability to form and maintain secure relationships with others by:

- Clapping and smiling in a back and forth manner with a parent, caregiver, or teacher;
- Becoming upset when someone unfamiliar moves between them and their parent, caregiver, or teacher;
- Showing affection, such as hugs and kisses;
- Beginning to show interest in other children, playing side-by-side using the same or similar toys.

### 2. Responds to the environment

As the mobility of older infants increases, they discover a whole new world to explore. In the absence of “don’t touch” commands, they are able to reach out, try new things, and move to new spaces when they have learned that the spaces are safe and full of opportunities to explore. They experiment with everything that comes within their reach. They push, pull, taste, bang, and dump. Older infants especially like manipulating or exploring household items, such as plastic cups, wooden spoons, pots, pans, and lids. They show responsiveness to the environment by:

- Recognizing and accepting their blanket when handed to them;
- Becoming familiar with their surroundings and enacting familiar routines, such as splashing water in the bath tub;
- Enjoying new sand toys in the sand box;
- Exploring a new food with all their senses.

### QUESTIONS TO ASK YOURSELF

What effective strategies do you use to help older infants develop problem-solving skills?

What consistent limits and boundaries do you set for your older infant? How does she respond?

How do you model positive interactions for your older infant?

Does your older infant have a transitional object? How do you help him calm himself?

### ENVIRONMENTAL CONSIDERATIONS

Provide multiple ways for families to share information about their children.

Ensure that there are sufficient space and materials for older infants to move and interact with others.

## B. SELF-REGULATION

### 1. Demonstrates developing emotional regulation

Older infants are becoming clearer and more precise about how they are feeling. They can let parents, caregivers, and teachers know with much more accuracy what they love and what they do not like. They are beginning to recognize the emotional cues of others. They use this growing awareness to guide how they respond to familiar and unfamiliar experiences, events, and people. Older infants show these skills by:

- Continuing to use a comfort object, such as a blanket or stuffed toy, for security when feeling stressed or upset;
- Looking toward their parents, caregivers, and teachers for help when becoming upset;
- Showing beginning signs of jealousy and attempts to adapt, such as crawling to and raising their arms to parents, caregivers, and teachers who are holding another child;
- Recognizing the smiles on their parents', caregivers', and teachers' faces and continuing to move to the music or other encouraged activities.

### 2. Demonstrates developing behavior regulation

Older infants begin to develop new ways to cope with stressful situations. Attentive and responsive parents, caregivers, and teachers provide good role modeling, positive guidance, and support as older infants try to effectively manage their behavior. Their reaction to limits and their demonstration of self-control is evidence of a developing ability to regulate their behaviors. Examples of developing behavior regulation include:

- Moving away from a sticky plant when redirected by parents, caregivers, and teachers;
- Using transitional objects, such as a blanket or bear, pacifier or thumb, to calm themselves when tired;
- Looking to their parents, caregivers, and teachers when a loud sound scares them;
- Beginning to recognize boundaries while not yet having the capacity to stop their impulses, such as looking back to the adult while approaching a forbidden object and saying "no-no."

### 3. Demonstrates developing social problem-solving

Older infants look to their parents, caregivers, and teachers for help when things do not happen as expected. They begin to develop an awareness that they can make things happen with their gestures and words. Older infants demonstrate social problem-solving by:

- Vocalizing and pointing to get the attention of parents, caregivers, and teachers;
- Looking to adults for help when they fall down while attempting to walk;
- Moving near parents, caregivers, and teachers when a stranger enters the room;
- Screaming "No!" and getting the attention of their parents, caregivers, and teachers when another child takes a toy.

### QUESTIONS TO ASK YOURSELF

How does your older infant express likes and dislikes?

How do you encourage older infants and acknowledge their accomplishments?

How do you exchange information with families about children's accomplishments?

### ENVIRONMENTAL CONSIDERATIONS

Provide materials and activities that are responsive to the likes and preferences of older infants.

Include materials and equipment outside and inside that enable older infants to use their bodies in new and challenging ways.

## C. SELF-CONCEPT

### 1. Forms and maintains mutual relationships with others

Relationships continue to play an important role in older infants' developing sense of self. They continue to look toward their parents, caregivers, and teachers for cues about themselves and their environment, and their relationships with peers may begin to have an effect on their sense of self. Affectionate and loving exchanges help older infants feel comfortable as their mobility and explorations increase. Older infants show the development of mutual relationships by:

- Frequently checking for their parents, caregivers, and teachers in new situations;
- Offering a toy to parents, caregivers, and teachers;
- Touching and imitating another child sitting nearby;
- Smiling when they hear someone call the name of a friend.

### 2. Becomes aware of oneself as a unique individual while still connected to others

Older infants know a lot about themselves. They are better at communicating what they want and what they like and dislike. Older infants may appear anxious as their understanding grows of their likes, dislikes, and the things that frighten them. This awareness underscores the importance of a sense of belonging to others. Examples of their continued developing awareness include:

- Protesting when they are given water rather than the juice they prefer;
- Smiling and clapping when they see their favorite food is being served;
- Moving their body to fit inside a tunnel toy with a sibling;
- Holding onto a favorite toy as another child approaches and looking toward their parents, caregivers, and teachers.

### 3. Demonstrates increasing sense of competence and confidence in growing abilities

Older infants, armed with feelings of value and attachment, are more comfortable in their bodies and environment. This comfort enables them to be persistent in trying new things. With repetition, they develop competence and confidence that the same things will happen over and over. Older infants show competence and confidence by:

- Smiling and clapping hands when they successfully climb up the steps;
- Playing with a preferred toy more than other toys;
- Initiating a game of rolling a ball back and forth;
- Helping with dressing by raising their arms.

# SOCIAL AND EMOTIONAL DEVELOPMENT

## 8 TO 18 MONTHS

8 TO 18 MONTHS

| Sub-Domain                          | Standard                                                                        | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Trust and Emotional Security</b> | Experiences and develops secure relationships                                   | HS/CFR 1304.21(c)(1)(iv and v)                                | Not Applicable                |
|                                     | Responds to the environment                                                     | HS/CFR 1304.21(c)(1)(v)                                       |                               |
| <b>Self-Regulation</b>              | Demonstrates developing emotional regulation                                    | HS/CFR 1304.21(c)(1)(iv and v))                               |                               |
|                                     | Demonstrates developing behavior regulation                                     | HS/CFR1304.21(c)(1))(iv and v)                                |                               |
|                                     | Demonstrates developing social problem solving                                  | HS/CFR 1304.21(c)(1)(v and v)                                 |                               |
| <b>Self-Concept</b>                 | Forms and maintains mutual relationships with others                            | HS/CFR 1304.21(c)(1)iv and(v)                                 |                               |
|                                     | Becomes aware of oneself as a unique individual while still connected to others | HS/CFR 1304.21(c)(1)(vi)                                      |                               |
|                                     | Demonstrates increasing sense of competence and confidence in growing abilities | HS/CFR 1304.21(c)(1)(vi)                                      |                               |



# SOCIAL AND EMOTIONAL DEVELOPMENT

## 18 TO 24 MONTHS

### QUESTIONS TO ASK YOURSELF

What do you do to make sure all toddlers, with their variations in temperament, are comfortable and feel secure in your care?

What words and phrases do you use and what do you show through your body language and gestures in response to your young toddler's efforts?

What do you do to support your young toddler's curiosity in the outdoor environment?

### ENVIRONMENTAL CONSIDERATIONS

Arrange comfortable spaces so that there are sufficient room and materials for parallel play, without children crowding each other.

Rotate toys, foods, and materials so toddlers have many opportunities to discover what they like and dislike.

## A. TRUST & EMOTIONAL SECURITY

### 1. Forms and maintains secure relationships with others

Young toddlers continue to rely heavily upon their relationships with trusted adults in order to get their needs met. With growth in cognitive, motor, and language development, young toddlers have increased interest in their environments and other children, and they are much more verbal and active social partners. Young toddlers demonstrate their ability to deepen relationships by:

- Seeking help from trusted parents, caregivers, and teachers;
- Showing empathy for others, especially those perceived to be hurt or sad;
- Continuing parallel play;
- Exhibiting emerging social play, such as seeking out parents, caregivers, and teachers to help with "feeding" a doll or covering the doll with the blanket.

### 2. Responds to the environment

Young toddlers are very curious about their ever-expanding environment. Having mastered walking and experimenting with running and other forms of gross motor movement, young toddlers actively explore their environment. They show responsiveness by:

- Becoming increasingly able to move around their environment, such as leaving the sand box to pull the toy duck across the yard, while occasionally making eye or vocal contact with their parents, caregivers, and teachers;
- Using adults as tools, as in asking to be picked up to reach the toy on the shelf;
- Engaging with objects, as in bouncing up and down on the riding horse;
- Beginning to use a book appropriately by opening it and looking at the pictures rather than banging it on the floor.

## B. SELF-REGULATION

### 1. Demonstrates increasing emotional regulation

Young toddlers are developing an awareness of their abilities to use emotional responses to manipulate and influence the behavior of others in their environment. They continue to require support from parents, caregivers, and teachers as they develop skills needed to adapt to a range of emotions. Examples of emotional regulation include:

- Using emotional expressions to obtain desired objects, such as pouting, whining, and crying;
- Seeking and responding to comfort from parents, caregivers, and teachers when frightened or upset;
- Patting a crying child on the back as their parents, caregivers, and teachers help the hurt child;
- Beginning to recognize that others smile when they smile, and others look unhappy when they cry.

### QUESTIONS TO ASK YOURSELF

What are some short group activities you offer for young toddlers?

What does your young toddler do to seek help when needed?

How do you model appropriate ways for your child to handle problems? How does he respond?

### ENVIRONMENTAL CONSIDERATIONS

Provide an appropriate quiet space for overstimulated young toddlers to escape; this will discourage them from crawling under tables or between cabinets.

Ensure that young toddlers with speech or hearing impairments have accommodations that enable them to seek help when needed.

Plan activities to encourage positive interactions with peers.

## 2. Demonstrates increasing behavior regulation

As young toddlers explore their environments, clear limits need to be set in order to assist them in their development of self-control. Accepting limits while developing an “I can do it” attitude is a delicate balance that begins during early toddler months. Young toddlers demonstrate behavior regulation by:

- Stopping and looking at their parents, caregivers, and teachers when their name is called;
- Following directions, with adult assistance;
- Beginning to attend during short, focused activities, such as listening to simple stories being read;
- Looking to their parents, caregivers, and teachers for help when unable to open a container.

## 3. Demonstrates increasing social problem-solving

Young toddlers express their feelings and emotions through gestures, movements, vocalizations, and words. Their interactions with peers, often through back-and-forth imitation or parallel play, become longer. They often try to solve problems physically, so they need attentive parents, caregivers, and teachers to help them develop verbal and nonverbal skills that are not as aggressive. Young toddlers demonstrate social problem-solving skills by:

- Seeking comfort from parents, caregivers, and teachers when hurt or frightened;
- Calling for help from parents, caregivers, and teachers when another child grabs their puzzle;
- Moving around another child who is in the way as they try to climb the slide;
- Saying “mine” to a child who takes their toy.

## C. SELF-CONCEPT

### 1. Forms and maintains mutual relationships with others

In the presence of trusted parents, caregivers, and teachers, young toddlers feel secure to move away, explore, and do things independently, contributing to their positive sense of self. Their warm reciprocal relationships with adults provide the foundation for increased interactions with peers. Young toddlers show important relationships are to them by:

- Crying when their parents leave them but settling in with the help of caregivers and teachers;
- Climbing and sliding with occasional trips to touch their parents, caregivers, and teachers;
- Looking across the room to their parents, caregivers, and teachers periodically when playing with peers;
- Yelling “Hi!” to parents, caregivers, and teachers when they see them across the parking lot.

### QUESTIONS TO ASK YOURSELF

How do you respond to toddlers' attempts to get your attention?

What does your young toddler say with words to get her needs met?

### ENVIRONMENTAL CONSIDERATIONS

Plan regular health and safety inspections of the indoor and outdoor environments to support building competence and confidence in toddlers.

Provide challenging toys that allow young toddlers to experience success independently.

## 2. Becomes aware of self as a unique individual while still connected to others

As language improves, young toddlers are better able to communicate their likes and dislikes. They want parents, caregivers, and teachers to pay attention to them and be interested in things they like. They show their growing awareness of self by:

- Yelling, "Mine, mine!" when another child picks up a doll;
- Showing particular interest in a special book or music CD;
- Using, "I," "mine," and "me" often;
- Pointing to and naming a few of their own body parts.

## 3. Demonstrates increasing sense of competence and confidence in growing abilities

Young toddlers are busy trying to figure things out. With the support of nurturing parents, caregivers, and teachers, they develop competence and confidence through their frustrations, as well as their successes. Examples include:

- Continuing to dance as a parent, caregiver, or teacher applauds;
- Attempting to take off an open coat without help, not giving up if they are not immediately able to take off the coat, and/or telling adults that they do not want help in trying to take off the coat;
- Seeking help from parents, caregivers, and teachers after trying unsuccessfully to open a container;
- Using words to get their needs met, as in "more juice."

# SOCIAL AND EMOTIONAL DEVELOPMENT

## 18 to 24 MONTHS

| Sub-Domain                          | Standard                                                                        | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Trust and Emotional Security</b> | Forms and maintains secure relationships with others                            | HS/CFR 1304.21(c)(1)(iv)                                      | Not Applicable                |
|                                     | Responds to the environment                                                     | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
| <b>Self-Regulation</b>              | Demonstrates increasing emotional regulation                                    | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Demonstrates increasing behavior regulation                                     | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Demonstrates increasing social problem-solving                                  | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
| <b>Self-Concept</b>                 | Forms and maintains mutual relationships with others                            | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Becomes aware of self as a unique individual while still connected to others    | HS/CFR 1304.21(c)(1)(vi)                                      |                               |
|                                     | Demonstrates increasing sense of competence and confidence in growing abilities | HS/CFR 1304.21(c)(1)(vi)                                      |                               |

# SOCIAL AND EMOTIONAL DEVELOPMENT

## TWO-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

How do you acknowledge your two-year-old's feelings, letting him know it is okay to feel angry or sad?

How do you respond to your two-year-old's toileting attempts and accidents in a positive manner?

How do you know which peers two-year-olds prefer to play with?

### ENVIRONMENTAL CONSIDERATIONS

Some children are diagnosed with autism as early as two years old. Be informed about the social differences of children who are on the autism spectrum.

Provide a variety of dramatic play materials other than "housekeeping" and encourage children to role-play. Ensure children with disabilities have participatory roles in dramatic play.

## A. TRUST & EMOTIONAL SECURITY

### 1. Forms and maintains secure relationships with others

Two-year-olds still need the support of adults as they increase their interest in social relationships with others, especially peers. Two-year-olds go back and forth between feelings of independence and dependence – a balancing act that greatly affects social relationships. They demonstrate the ability to begin to form more complex relationships by:

- Seeking support from parents, caregivers, and teachers to address conflicts with peers;
- Responding to another child's or adult's distress with efforts to assist;
- Insisting on routines for transitions, such as when a parent is leaving or when it is time to get ready for bed;
- Engaging in positive social play alongside other children and, on occasion, with other children.

### 2. Responds to the environment

Two-year-olds continue to be curious and interested in learning more about their environments. Increases in cognitive and language development expand their abilities to interact in more complex ways. For example, two-year-olds may engage in more goal-directed exploration rather than "trial and error." They show responsiveness to the environment by:

- Trying out new games and toys;
- Saying "Hello" to a new neighbor when walking in the neighborhood with their parents;
- Playing with toys meaningfully, such as preparing a meal in housekeeping;
- Using play materials in the intended way, such as building with blocks, or keeping water in the water table.



### QUESTIONS TO ASK YOURSELF

What comfort objects are important to your two-year-old?

How do you encourage the use of language to solve problems?

### ENVIRONMENTAL CONSIDERATIONS

Check for potential hazards that might be inviting to a two-year-old who is discovering his increasing confidence, such as a stack of boxes that could be climbed on.

Provide brief small group opportunities that encourage sharing.

Share information with families about the peer relationships and favorite playmates of their two-year-olds.

## B. SELF-REGULATION

### 1. Demonstrates increasing emotional regulation

The emotional lives of two-year-olds are more complex, as they begin to experience emotions that emerge from their growing ability to understand social expectations. Emotions like pride, shame, guilt, and embarrassment surface, and two-year-olds often change from extreme excitement to utter dismay. Their desires may exceed their physical abilities, as well as their ability to fully understand consequences. As parents, caregivers, and teachers recognize the range of emotions expressed and provide guidance, two-year-olds learn to manage their emotional reactions. Examples of emotional regulation include:

- Using words or cries to get someone's attention;
- Reenacting a stressful event, such as a doctor visit, in dramatic play;
- Beginning to understand and use emotionally charged words, such as "I'm mad," to get their needs met, as opposed to simply acting out their needs;
- Expressing concern about breaking established rules, such as saying, "Only one person on the ladder to the slide."

### 2. Demonstrates increasing behavior regulation

Two-year-olds demonstrate the ability to play beside other children and to seek adult help when their interactions become difficult. This help may be sought through words and gestures, and they can wait a short time for gratification. Two-year-olds are trying out new behaviors while testing and learning about limits. Clear limits and continued positive guidance support the development of behavior regulation. Two-year-olds demonstrate behavior regulation by:

- Playing beside another child for short periods of time;
- Listening to and following the "rules" in small group activities, such as playing "Follow the Leader" or not pushing their neighbor at story time;
- Waiting for their turn to line up;
- Continuing to use comfort objects, such as blankets and stuffed animals to calm themselves.

### 3. Demonstrates increasing social problem-solving

Two-year-olds begin to understand authority and simple rules, including the consequences of not following the rules. Although some physical aggression may continue, they are better able to solve problems with words as their language grows. Two-year-olds have a sense that understanding roles and relationships will help them solve problems. Examples of social problem-solving include:

- Seeking help from parents, caregivers, and teachers when they are hungry;
- Telling another child "No, stop!" when their toy is taken;
- Putting on their shoes when asked by parents, caregivers, and teachers;
- Sharing toys with others occasionally.

### QUESTIONS TO ASK YOURSELF

How do you know that limits you set are appropriate for a two-year-old? What are some ways that you encourage them to safely explore and be independent?

What do you do to encourage two-year-olds to share information about themselves?

How does your two-year-old show her growing confidence? What does she like to do on her own?

### ENVIRONMENTAL CONSIDERATIONS

Include photographs and objects in the environment that are meaningful to individual two-year-olds.

Encourage two-year-olds in their attempts to do things on their own.

Provide sufficient opportunities for two-year-olds to run, jump, and climb.

## C. SELF-CONCEPT

### 1. Forms and maintains mutual relationships with others

Two-year-olds enjoy exploring and doing things independently, but they need to be close to their parents, caregivers, and teachers to feel secure, especially as they establish relationships with peers. Positive interactions are more likely to occur among toddlers who often play with one another. Two-year-olds show the importance of relationships to them by:

- Running to their parents, caregivers, and teachers for comfort after falling down;
- Initiating play with a familiar peer;
- Smiling and talking about an art activity with a friend;
- Approaching a new person after their parents, caregivers, and teachers have talked to the person for a while.

### 2. Becomes aware of oneself as a unique individual while still connected to others

Two-year-olds try to do many different things. With their growing experiences, they gain a greater understanding of themselves as separate from others. They also gain a greater understanding of roles and relationships, including membership in their family and care settings. Two-year-olds show their awareness by:

- Pointing to themselves in a photograph;
- Identifying “boys” and “girls”;
- Talking about their family;
- Referring to themselves by characteristics, such as “funny” or “strong.”

### 3. Demonstrates increasing sense of competence and confidence in growing abilities

Two-year-olds assert their independence and thrive on accomplishing things by themselves. As parents, caregivers, and teachers set limits and provide comfort and enthusiasm, two-year-olds develop confidence and competence in their growing abilities. Examples include:

- Climbing higher and higher on the playground structure even though parents, caregivers, and teachers ask them to stop;
- Opening their own lunch box and showing how they did it;
- Wanting to dress themselves;
- Showing increased interest in toileting.

# SOCIAL AND EMOTIONAL DEVELOPMENT

## TWO-YEAR-OLDS

| Sub-Domain                          | Standard                                                                        | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|-------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Trust and Emotional Security</b> | Forms and maintains secure relationships with others                            | HS/CFR 1304.21(c)(1)(iv and v)                                | Not Applicable                |
|                                     | Responds to the environment                                                     | HS/CFR 1304.21(c)(1)(iv)                                      |                               |
| <b>Self-Regulation</b>              | Demonstrates increasing emotional regulation                                    | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Demonstrates increasing behavior regulation                                     | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Demonstrates increasing social problem-solving                                  | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
| <b>Self-Concept</b>                 | Forms and maintains mutual relationships with others                            | HS/CFR 1304.21(c)(1)(iv and v)                                |                               |
|                                     | Becomes aware of oneself as a unique individual while still connected to others | HS/CFR 1304.21(c)(1)(v)                                       |                               |
|                                     | Demonstrates increasing sense of competence and confidence in growing abilities | HS/CFR 1304.21(c)(1)(vi)                                      |                               |

# SOCIAL AND EMOTIONAL DEVELOPMENT

## THREE-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

How does the daily schedule promote a balance of quiet and active play to meet the needs of all children?

How do you determine possible causes for challenging behaviors in children, such as schedule, environment, adults' tone of voice, availability of materials, and level of support?

How do you encourage social problem-solving in your three-year-old? How do you help solve problems during outdoors, transition, and meal times?

### ENVIRONMENTAL CONSIDERATIONS

Read and discuss a variety of books about attachment, impulsivity, frustration, and other social-emotional issues.

Provide opportunities throughout the day for three-year-olds to make choices, not just of materials, but of where they sit, how they line up, which song to sing, which door to use, etc.

## A. PRO-SOCIAL BEHAVIORS

### 1. Develops positive relationships and interacts comfortably with familiar adults

Three-year-olds need support in establishing positive relationships and interacting comfortably with adults. Some may be slow to warm up, while others may display comfort more quickly. They often have close relationships with teachers and other significant adults. Positive and secure attachments between children and adults allow children to become interested and engaged in their activities and environment. Three-year-olds demonstrate development of positive relationships with adults by:

- Offering to help their teacher set up materials for a play center;
- Saying “goodbye” to their parent with the support of another familiar adult;
- Telling a teacher or caregiver “I love you” at nap time;
- Consistently seeking out a trusted adult for comfort when they are upset.

### 2. Interacts with and develops positive relationships with peers

Three-year-olds are continuing to build relationships and become more connected to the other children around them. They continue to need support from caregivers and trusted adults in their interactions with other children. They begin to show eagerness in play involving other children, but may still need help developing friendships. Three-year-olds show increasing positive relationships with peers by:

- Giving a hug to a child who is crying;
- Talking to another child playing at the water table and commenting on what they are doing;
- Laughing with another child as they pedal tricycles around the riding track;
- Talking with other children during snack or meal time.

### 3. Joins in group activities and experiences within early learning environments

Three-year-olds are becoming more and more able to interact positively with peers and adults, but they are still centered on their own interests and needs. They may find it hard to take turns, to wait, and to share, but they are beginning to see themselves as a member of a group. They identify with their family, their school, etc. Three-year-olds show emerging connections to a group by:

- Engaging in group projects for brief periods of time;
- Passing food and engaging in table conversation during a family-style meal;
- Identifying themselves as a member of “my class” or “my family”;
- Seeking out another child to play with during center time, sometimes with the help of a trusted adult.

## QUESTIONS TO ASK YOURSELF

How does your three-year-old help you?

How does your three-year-old best manage transitions and how do you offer support to help the transition go smoothly?

## ENVIRONMENTAL CONSIDERATIONS

Learn about sensory integration issues and how they affect children's behaviors. Children sometimes act-out if the environment is over stimulating or a material/object is irritating (such as a tag in the collar of a shirt).

Develop simple rules and gently remind children of them often.

Plan and implement activities to model and demonstrate how to treat materials, pets, and people.

## 4. Shows care and concern for others

Three-year-olds are beginning to become aware of the feelings of those around them and may show concern if a friend or trusted adult seems upset or hurt. This is especially true if they have shared a similar experience, like participating in a small group cooking experience together. Three-year-olds show caring and concern for others when they:

- Tell a trusted adult when a friend is hurt;
- Ask questions about why another child is crying or upset;
- Pretend to rock a crying baby in the dress up center;
- Give a hug to a crying friend who has fallen down and hurt his knee.

## B. SELF-REGULATION

### 1. Follows simple rules and familiar routines with support

Consistent schedules and routines help three-year-olds develop the ability to follow simple rules. Appropriate rules help to establish safe boundaries for children to explore their world and interact with others. Three-year-olds show that they are increasingly able to follow rules and routines when they:

- Predict what will happen next in their day, such as knowing that rest time comes after lunch;
- Use the paintbrush to paint on paper and not on the table;
- Put the blocks away on the correct shelf with help from a trusted adult;
- Show their parent where to put their coat when they come into the classroom in the morning.

### 2. Begins to use materials with increasing care and safety

Three-year-olds are beginning to understand how to use materials carefully and respectfully. They may step on books that are on the floor or leave caps off of markers when they are finished drawing. Caregivers can provide guidance and gentle reminders that help them learn to take care of the things around them and to put things where they belong when they are finished using them. Three-year-olds show the ability to use materials with increasing care when they:

- Place books away on the shelf when they are finished reading them;
- Place paint brushes back in a paint container after painting at the easel;
- Gently handle a growing plant or pet animal in the classroom;
- Put the trucks on the edge of the sandbox when it is time to clean up the playground.

### 3. Adapts to transitions with support

Three-year-olds may still find transitions difficult this may include having a hard time saying goodbye to parents or moving from one activity to another. Consistent routines, rituals, and support from caregivers help them to make smooth transitions from one setting to the next. Three-year-olds show emerging skills in adapting to transitions by:

- Saying "Lily, your mom's here!" at pick-up time;
- Cleaning up toys and joining the group at circle time with only a few prompts from the teacher;
- Putting away their belongings when arriving and joining the class;
- Joining a group of children during a small group activity.



## QUESTIONS TO ASK YOURSELF

How do you help three-year-olds solve problems with their peers?

How does your three-year-old child show increasing independence?

## ENVIRONMENTAL CONSIDERATIONS

Ensure that three-year-olds have opportunities throughout the day to choose activities and follow their interests.

For children with communication disabilities, make sure that everyone involved with the child understands how the child communicates their interests and needs. Ensure that there is formal and informal communication between caregivers and service providers.

### 4. Shows developing ability to solve social problems with support from familiar adults

As three year old children are developing positive relationships with other children, they may encounter social problems. Practicing the social skills of cooperation, taking turns, and compromising can be difficult for three-year-olds. Familiar adults can support this ability to solve social problems by modeling and supporting children as they try solving problems on their own. Some examples of an increasing ability to solve social problems with help from adults are:

- Coming to a caregiver when another child takes the blocks they are building with;
- Asking a caregiver for another dress when their friend joins them in the dress up corner;
- Asking an adult for help getting more crayons for a friend;
- Saying “I don’t like that” to another child who has hit them.

## C. SELF-CONCEPT

### 1. Shows growing confidence in their abilities

Three-year-old children are beginning to see themselves as competent individuals and often take pride in their abilities. They are likely to point out to familiar adults “Look what I can do!” Many three-year-olds show their growing self-confidence eagerly, while others may need additional encouragement from caring adults to begin to feel sure of themselves. Some examples of how three-year-olds showing growing confidence in their abilities include:

- Trying a new activity such as an obstacle course set up on the playground;
- Saying “I did it” after fitting a piece into a puzzle board;
- Beginning to be able to introduce themselves to new people, such as a class visitor or new classmate, with help from an adult;
- Expressing pleasure over the painting they created at the easel during center time.

### 2. Begins to independently initiate and direct some experiences

Three-year-olds are beginning to make choices on their own and express their independence. Caregivers can create environments that support children’s independence and ability to make positive choices. Simple choices that allow them to feel self confident and in control of their behavior help three-year-olds develop self-direction skills. Some examples of growing independence and self-direction include:

- Choosing an art activity during center time when the teacher prompts “Would you like to go to blocks or the art table?”;
- Helping an adult to set the lunch table with forks and napkins;
- Selecting a treat from two or three choices to give to the class pet;
- Participating in the simple steps of a cooking activity with some help from a trusted adult.

# SOCIAL AND EMOTIONAL DEVELOPMENT

## THREE-YEAR-OLDS

| Sub-Domain                  | Standard                                                                            | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework                                                             |
|-----------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Pro-Social Behaviors</b> | Develops positive relationships and interacts comfortably with familiar adults      | HS/CFR 1304.21(a)(3)i (A-D)                                   | Domain: Social & Emotional Development<br>Sub-Domain: Social Relationships                |
|                             | Interacts with and develops positive relationships with peers                       | HS/CFR 1304.21(a)(3)i (D)                                     | Domain: Social & Emotional Development<br>Sub-Domain: Social Relationships                |
|                             | Joins in group activities and experiences within early learning environments        | HS/CFR 1304.21(a)(3)i (D)                                     | Domain: Social & Emotional Development<br>Sub-Domain: Cooperation                         |
|                             | Shows care and concern for others                                                   | HS/CFR 1304.21(a)(3)i (D)                                     | Domain: Social & Emotional Development<br>Sub-Domain: Social Relationships                |
| <b>Self-Regulation</b>      | Follows simple rules and familiar routines with support                             | HS/CFR 1304.21(a)(3)i (C)                                     | Domain: Social & Emotional Development<br>Sub-Domain: Self-Control                        |
|                             | Begins to use materials with increasing care and safety                             | HS/CFR 1304.21(a)(3)i (B)                                     | Domain: Social & Emotional Development<br>Sub-Domain: Self-Control                        |
|                             | Adapts to transitions with support                                                  | HS/CFR 1304.21(a)(3)i (C) and (a)(3)(ii)                      | Domain: Social & Emotional Development<br>Sub-Domain: Self-Control & Cooperation          |
|                             | Shows developing ability to solve social problems with support from familiar adults | HS/CFR 1304.21(a)(3)i (D)                                     | Domain: Social & Emotional Development<br>Sub-Domain: Self-Control & Social Relationships |
| <b>Self-Concept</b>         | Shows growing confidence in their abilities                                         | HS/CFR 1304.21(a)(3)i (A-E)                                   | Domain: Social & Emotional Development<br>Sub-Domain: Self-Control                        |
|                             | Begins to independently initiate and direct some experiences                        | HS/CFR 1304.21(a)(3)i (C)                                     | Domain: Social & Emotional Development<br>Sub-Domain: Social Relationships                |



# LANGUAGE AND COMMUNICATION



# LANGUAGE AND COMMUNICATION

Language, communication, and early reading and writing are critical to children's ability to learn, work, and play with others. Communication through oral language and the written word are essential in daily living. Adaptive languages or strategies are especially important for individuals who have no or limited verbal or literacy skills (due to developmental, mental, or physical status). The development of language is a complex process that enables children to actively communicate their questions, desires, and understanding of the world around them. Children's communication then allows adults to plan and respond to children's needs and inquiries. Language and communication skills impact all other areas of development and are essential for the development of cognition, logic, and reasoning skills. Good communication skills help children negotiate relationships and get their needs met. Supportive adults and a print-rich environment are important to children's success in developing early reading and writing skills.

Infants are born "wired" for developing language. They come into the world able to recognize human speech and different sounds. Young infants use their own sounds, facial expressions, and body movements to communicate their feelings and needs. They gaze intently at the faces of their parents, caregivers, and teachers and quickly learn to direct the adults' attention to particular objects by "pointing" with their eyes. The developing communication skills of young infants are reinforced when adults respond positively to their smiles, frowns, and coos. Older infants become better at expressing themselves through gestures, babbling, and their first words. They enjoy having books read to them and listening to stories and songs.

Young toddlers expand their vocabulary with new words at a very rapid pace. Their larger vocabulary allows them to begin stringing words together into two-word sentences. They understand that pictures can represent real objects and delight in acting out familiar routines and using pictures to represent ideas in their play. The marks and scribbles that toddlers make when coloring or painting (with their fingers or tools) become purposeful and are the precursor to developing early writing skills. Three- or four-word sentences are typical for older toddlers, as are an appreciation for books and a preference for familiar books (or books on familiar topics).

Preschool children begin to use language in multiple ways. They use language to communicate their needs, to interact with others, and to describe their thoughts, feelings, and experiences. Over the course of only a few years, children gain an understanding of the meaning and structure of words, the meaning and structure of print, and how to use words to articulate and exchange ideas.



There are four components of language development in young children. **Listening and understanding** refers to receptive language. When parents, caregivers, and teachers talk to children, the hearing, social, emotional, and language centers of the brain are all stimulated. As young children are exposed to rich vocabularies, they develop an understanding of commonly used words and are able to react in ways that demonstrate their understanding. **Communicating and speaking** refers to expressive language, which is what is said or expressed to others. Spoken or sign language has several elements to it, including the production of sounds or signs, rules of the language, and the social aspects of speech.

**Early reading** is a complex task of recognizing and understanding the meaning of a set of language symbols that describe people, objects, feelings, events, relationships, and ideas. The foundation for reading is built during the early years, beginning with hearing and speaking the language of the home. **Early writing** is the ability to express ideas and meaning through the use of symbols to represent language. Writing includes both the physical and cognitive elements of language and communication.

Language and the power to communicate develop through interactions. This development is motivated by the desires of young children to communicate their individual needs and is enhanced by the amount and richness of the language experiences provided to them. Parents, caregivers, and teachers are powerful contributors to the developing language and communication skills of young children. They encourage language and literacy by talking with children, by reading to them, by responding to their language, and by expressing joy in their emerging abilities.

For children who are learning English as a second language, development and maintenance of the vocabulary and language conventions of their primary language increases the likelihood that they will become readers and writers of English. Children learning multiple languages from birth appear to develop each language in a similar fashion to children reared with only one language. Developing a solid foundation in multiple languages requires a partnership among parents, caregivers, and teachers to ensure that a rich, multilingual environment is consistently available. Partnerships among parents, caregivers, and teachers are also particularly important for children with disabilities. It is very important to have knowledge, skills, and a plan to help children with special needs develop language and communication skills. Communication strategies for these children may include swallows, eye movements, head nods, communication boards, sounds, or other gestures. It is imperative that children of all abilities are exposed to language-rich environments.



# LANGUAGE AND COMMUNICATION

## BIRTH TO 8 MONTHS

### QUESTIONS TO ASK YOURSELF

What do you say to infants about what is occurring during routines, such as diapering or feeding?

How do you respond to infants' babbling and cooing?

How does your infant respond to your voice, to the voices of others, to new sounds, and to loud noises?

How does your infant communicate his needs?

### ENVIRONMENTAL CONSIDERATIONS

Provide interesting things for infants to look at and watch.

Include multiple times during the daily schedule for infants to reach and explore a variety of durable books, toys, and materials.

Talk to infants during routines and describe the activities.

## A. LISTENING & UNDERSTANDING

### 1. Responds to frequently heard sounds and words

Young infants begin to understand their world by listening to the sounds around them and to the language of the parents, caregivers, and teachers who interact with them. They learn to distinguish the voices of the most significant and consistent adults in their lives. Young infants show response to sound by:

- Moving their arms and legs when they hear a familiar voice;
- Turning their head toward a sound, such as a phone ringing or older brothers or sisters at play;
- Gazing at the faces of their parents, caregivers, and teachers as they sing and make facial expressions;
- Turning and smiling when their name is spoken by parents, caregivers, and teachers.

## B. COMMUNICATING & SPEAKING

### 1. Uses a variety of sounds and movements to communicate

Starting at birth, young infants build connections between sounds, gestures, and meaning. During the first months of life, infants communicate with gazes, cries, coos, smiles, and frowns to make their interests and needs known. They use their eyes to direct attention to interesting objects and engage by making sounds and hearing a response from parents, caregivers, and teachers. They begin to use syllables, along with body movements, as a way to communicate their wants and needs. Young infants demonstrate the use of sounds and movements to communicate by:

- Making sucking motions to communicate hunger;
- Beginning to coo, using vowel sounds like aah, eee, and ooo and other speech sounds that are consistent with their home language;
- Pointing at a dog with their eyes and a finger to direct their caregiver's attention;
- Babbling, using repeated syllables, such as ma ma ma, ba ba.

## C. EARLY READING

### 1. Shows enjoyment of the sounds and rhythms of language

Pleasurable experiences sitting on the laps of parents, caregivers, and teachers introduce young infants to the sounds and rhythms of language. Young infants can distinguish among different voices, and they learn to respond to facial expressions and various tones of voice. They respond to language and show enjoyment of the sounds and rhythms of language by:

- Exploring sounds as they babble and imitate;
- Exploring books by chewing, shaking, and banging;
- Looking at picture books with bold, colorful, and clear images;
- Reaching for a book.

**QUESTIONS TO ASK YOURSELF**

Do you provide appropriate books, designed for young infants?

How does your infant respond to books?

How do you engage your infant with books?

**ENVIRONMENTAL CONSIDERATIONS**

Use board, cloth, and plastic books appropriate for infants.

Provide interesting things for infants to track with their eyes, grasp, and release.

Include a variety of books designed for infants with bright pictures and simple print.

Provide opportunities for sharing books, pictures, and songs.

**D. EARLY WRITING****1. Develops eye-hand coordination and more intentional hand control**

Learning to write is a long journey that begins in infancy. Young infants develop control over their movements as they reach out, grasp, and release objects. They also move their arms across the middle of their bodies, which prepares them to learn to use both sides of their body together. They are able to follow the movement of objects with their eyes, pass objects from one hand toward the other, and grasp objects for longer periods of time. Young infants show developing eye-hand coordination by:

- Following a moving object with their eyes;
- Bringing their hands together at the middle of their bodies;
- Pushing their bodies up with their arms when on their tummies;
- Mimicking hand clapping and waving “bye-bye.”

**2. Watches activities of others and imitates sounds, facial expressions, and actions**

Letters and written words are symbols for sounds. Written words are symbols for real objects, people, places, or thoughts and feelings. The idea of one thing representing another is an understanding that children develop over time. Young infants begin to understand the world of objects, people, and places by watching the people around them. Later, they imitate the faces and the facial expressions that they see. Young infants demonstrate imitation of sounds and facial expressions by:

- Gazing into the eyes of their parents, caregivers, and teachers as they nurse or drink from a bottle;
- Watching the faces of their parents, caregivers, and teachers during routine activities, such as diaper changing and bathing;
- Smiling in response to a smiling face;
- Imitating cooing sounds made by their parents, caregivers, and teachers.

# LANGUAGE AND COMMUNICATION

## BIRTH TO 8 MONTHS

| Sub-Domain                         | Standard                                                                                                                                                       | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Listening and Understanding</b> | Responds to frequently heard sounds and words                                                                                                                  | HS/CFR 1304.21(b)(2)(ii)                                      | Not Applicable                |
| <b>Communicating and Speaking</b>  | Uses a variety of sounds and movements to communicate                                                                                                          | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Reading</b>               | Shows enjoyment of the sounds and rhythms of language                                                                                                          | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Writing</b>               | <p>Develops eye-hand coordination and more intentional hand control</p> <p>Watch activities of others and imitates sounds, facial expressions, and actions</p> | HS/CFR 1304.21(b)(2)(ii)                                      |                               |

# LANGUAGE AND COMMUNICATION

## 8 TO 18 MONTHS

### QUESTIONS TO ASK YOURSELF

What types of language experiences do you provide (e.g., books, music, questioning, sign language)?

Do you respond appropriately to infants' cues to help them understand how to get their needs met (e.g., picking a child up when she stretches up her arms)?

How does your infant show interest in language?

### ENVIRONMENTAL CONSIDERATIONS

Make language experiences meaningful by including information from home.

If you are teaching infant sign language, pair signs with spoken words.

Provide interesting objects and materials and plan many opportunities to talk about them.

## A. LISTENING & UNDERSTANDING

### 1. Shows an increased understanding of gestures and words

As language is repeated, older infants begin to attach meaning to the sounds and words they hear. They focus on the sounds of their home languages - languages they hear most often. As parents, caregivers, and teachers play simple games, use new words, ask questions, and provide repetition through words and rhymes, older infants begin to show understanding by:

- Looking at the flowers as parents, caregivers, and teachers point and talk about them;
- Looking at the kitten when asked, "Where is the kitty?";
- Using some sign or body language, like "more" and "eat";
- Pointing at books and pictures as parents, caregivers, and teachers describe what they see.

## B. COMMUNICATING & SPEAKING

### 1. Uses consistent sounds, gestures, and some words to communicate

Older infants use sounds to capture the attention of people significant to them. They begin to use meaningful sounds that are associated with words and enjoy playing with strings of sounds that may include some words. By eighteen months, older infants start to understand and speak many more words, and they begin to use words rather than body language and sounds as a way of communicating their needs. They show skills in this area by:

- Producing the sounds found in their home language;
- Using sounds to name people, such as dada and mama;
- Using word-like sounds to get their needs met, such as pointing to the dessert on their plate and jabbering, indicating "I want some of that!";
- Using one-word utterances or short phrases to influence the actions of others, such as "please," "no," and "mine."

### QUESTIONS TO ASK YOURSELF

How does your infant communicate enjoyment of a special book?

How do you know when your infant remembers something?

How do you encourage older infants to communicate?

How do you respond to the older infant's attempts at scribbling and marking?

### ENVIRONMENTAL CONSIDERATIONS

Provide a variety of materials for scribbling and painting, such as large crayons, paint, and markers.

Respond positively to symbolic actions, like older infants lifting their arm when they want to be held.

## C. EARLY READING

### 1. Builds and uses vocabulary with language, pictures, and books

Older infants begin to say the words in the books or point to pictures they have seen many times and say a word that sounds like the label the adult has been using. They understand much more language than they can reproduce. Babbling becomes consistent and speech-like, with first words and phrases beginning to emerge. Older infants build and use vocabulary by:

- Watching and smiling as familiar voices, sounds, rhymes, and songs in their home language are repeated;
- Exploring a variety of books, including paper, cardboard, vinyl, cloth, etc.;
- Pointing at a book to have the same story read again and again;
- Picking out their favorite book from several choices.

## D. EARLY WRITING

### 1. Uses tools to make scribbles

Older infants' abilities to hold objects and to direct their hands to reach and grasp things advance rapidly. They may show preference for one hand, but often switch between one hand and the other. They are able to do fairly intricate things with their hands. Older infants can use their thumbs and forefingers to pick up small objects, which reflects continued refinement of their fine motor skills. They enjoy using writing tools and make marks and scribbles on paper. Older infants show developing pre-writing skills by:

- Holding large crayons and making marks on paper;
- Imitating writing by scribbling;
- Picking up small objects using finger and thumb to grasp (pincer grasp);
- Showing their own marks made on paper to others.

### 2. Repeats actions that symbolize ideas

Long before children write down their thoughts, they have learned to communicate their thoughts - first with gestures, then with words. Older infants begin to understand the meaning of many words, but they are just beginning to learn how to express themselves using them. During this stage of development, older infants use cues and actions to represent ideas. They do this by:

- Lifting their arms when they want to be picked up;
- Turning their head or pushing their plate away when they have had enough to eat;
- Moving toward the door when their parents get ready to leave;
- Pulling at their diaper when it is wet.



# LANGUAGE AND COMMUNICATION

## 8 TO 18 MONTHS

8 TO 18 MONTHS

| Sub-Domain                         | Standard                                                        | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Listening and Understanding</b> | Shows an increased understanding of gestures and words          | HS/CFR 1304.21(b)(2)(ii)                                      | Not Applicable                |
| <b>Communicating and Speaking</b>  | Uses consistent sounds, gestures, and some words to communicate | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Reading</b>               | Builds and uses vocabulary with language, pictures, and books   | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Writing</b>               | Uses tools to make scribbles                                    | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
|                                    | Repeats actions that symbolize ideas                            | HS/CFR 1304.21(b)(2)(ii)                                      |                               |

# LANGUAGE AND COMMUNICATION

## 18 TO 24 MONTHS

### QUESTIONS TO ASK YOURSELF

How do you incorporate a child's language in conversations and activities for children who are English-language learners?

Do you provide opportunities to share books one-on-one, in small groups, and in large groups?

Do you talk to parents about early literacy development?

### ENVIRONMENTAL CONSIDERATIONS

Some children with hearing impairments rely on lip reading. Gently get the child's attention by tapping on his shoulder and ensure that he can see your face when you are speaking to him. Teach other children to do the same.

Provide opportunities and materials to encourage dramatic play indoors and outdoors.

Document children's language and communication through charts, portfolios, and photos.

## A. LISTENING & UNDERSTANDING

### 1. Gains meaning through listening

Young toddlers understand many words. They can answer simple questions and follow two-step directions. Young toddlers ask questions about words and their meanings. They quickly expand their vocabularies when they are exposed to new words. Young toddlers are interested in words and their meanings. The more words they hear, the more words they learn. For young toddlers learning English as a second language, it is important that they are able to maintain their home language while also learning English. As caring and patient parents, caregivers, and teachers talk, giving suggestions and directions, young toddlers show they understand what is said to them by:

- Pointing to body parts when asked, "Where is your nose?" or "Where is your belly button?";
- Putting toys back on the shelf when prompted and helped by parents, caregivers, or teachers;
- Patting a picture of a dog in a story book when asked, "Where's the dog?";
- Finding their shoes when it is time to get dressed.

## B. COMMUNICATING & SPEAKING

### 1. Uses a number of words and uses words together

Although learning language occurs at very different rates for each child, vocabulary increases rapidly for most young toddlers. For children learning English as a second language, respecting and using their home language while introducing English is the best way to help support their communication and speaking skills. Young toddlers move from naming familiar objects to using words heard in stories and from other experiences. Young toddlers learn to use many new words with increasing accuracy. They show increasing mastery of words by:

- Naming pictures in books;
- Using two-word sentences, "All gone," "Go bye-bye," perhaps alternating between using their home language and English;
- Using negatives ("no") and question words ("why" and "what");
- Inventing new words for fun or as they experiment with language and vocabulary.

### QUESTIONS TO ASK YOURSELF

What do you do to encourage toddlers to ask questions?

How does your toddler show an understanding of the connection between books and real things?

Do you provide many opportunities to share books with toddlers?

### ENVIRONMENTAL CONSIDERATIONS

Provide sufficient comfortable spaces in the toddler's environment to enjoy books.

Make sure that books are within easy reach for toddlers.

Take pictures of familiar objects and people to make books.

## 2. Attends to and tries to take part in conversations

Young toddlers enjoy participating in conversations with the people around them. As their understanding of language increases, they become more active in participating in conversations. They learn that asking questions is one way to keep the attention of parents, caregivers, and teachers. Young toddlers use the language they hear most frequently, and they repeat these words and phrases during pretend play. They demonstrate these skills by:

- Imitating the flow of conversations as they talk with people or during pretend play, perhaps alternating between using their home language and English;
- Repeating themselves or trying different approaches until someone responds to them;
- Asking and re-asking many questions;
- Talking on a toy telephone in pretend play.

## C. EARLY READING

### 1. Learns that pictures represent real objects, events, and ideas (stories)

Just as young toddlers begin using words by naming and pointing to people and objects, they look at books and respond by pointing and naming the pictures. Parents, caregivers, and teachers read, talk about the pictures in books, and ask and answer questions of young toddlers. Through this process, young toddlers discover that the words and pictures in books match their experiences. They demonstrate their understanding that pictures represent real objects and events by:

- Bringing books to their parents, caregivers, and teachers to read;
- Preferring books about animals, such as “Brown Bear, Brown Bear” and portions of familiar text;
- Talking about pictures and labeling objects in books;
- Beginning to make connections between their own “goodnight” routines and the ideas in “Goodnight Moon.”

### 2. Shows motivation to “read”

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience that is motivating to young toddlers. When toddlers have access to books and other forms of print, and when parents, caregivers, and teachers are willing and committed to share reading and talking experiences, young toddlers show the motivation to “read” by:

- Picking out a favorite book and bringing it to parents, caregivers, and teachers;
- Insisting on having a book read again and again;
- Pretending to read books;
- Asking parents, caregivers, and teachers to repeat favorite rhymes, finger plays, or stories.

### QUESTIONS TO ASK YOURSELF

How does your toddler use pretend play?

How do you encourage pretend play?

How do you encourage early writing attempts?

### ENVIRONMENTAL CONSIDERATIONS

Provide materials, space, and time for pretend play.

Provide materials and opportunities for drawing, painting, and scribbling inside and outside.

Model writing and discuss what you are putting on paper.

## D. EARLY WRITING

### 1. Makes purposeful marks on paper

Young toddlers are fascinated with the tools used for writing. They want to use pencils, markers, paints, and brushes. They will decorate walls, books, and other surfaces. Young toddlers enjoy watching parents, caregivers, and teachers write, and they like to imitate the process. They create many different kinds of scribbles, some of which are organized. Young toddlers make early attempts at writing by:

- Scribbling spontaneously, often using circular motions;
- Making marks on paper with purpose;
- Using a variety of tools, such as pencils, markers, crayons, and paints;
- Drawing horizontal and some vertical lines.

### 2. Uses beginning representation through play that imitates familiar routines

As with early reading, early writing develops as young toddlers understand that print provides meaning, represents messages, tells stories, can be read, and can be created by young toddlers themselves. Young toddlers begin to understand the power of representation as they participate in dramatic play, act out stories, sing songs, use hand motions, and recite the words to finger plays. They imitate those actions they are most familiar with, such as eating, dressing, bathing, diaper changing, and going to bed. They demonstrate this by:

- Attempting to feed, dress, or cuddle their dolls and stuffed animals;
- Crawling around on hands and knees, pretending to be a dog or cat;
- Climbing into a box and making motor sounds;
- Using a toy telephone to “talk to Grampa.”

# LANGUAGE AND COMMUNICATION

## 18 to 24 MONTHS

| Sub-Domain                         | Standard                                                                                                 | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Listening and Understanding</b> | Gains meaning through listening                                                                          | HS/CFR 1304.21(b)(2)(ii)                                      | Not Applicable                |
| <b>Communicating and Speaking</b>  | Uses a number of words and uses words together<br><br>Attends to and tries to take part in conversations | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Reading</b>               | Learns that pictures represent real objects, events, and ideas (stories)                                 | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
|                                    | Shows motivation to “read”                                                                               | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Writing</b>               | Makes purposeful marks on paper                                                                          | HS/CFR 1304.21(b)(2)(ii) and (b)(3)(ii)                       |                               |
|                                    | Uses beginning representation through play that imitates familiar routines                               | HS/CFR 1304.21(b)(2)(ii) and (b)(3)(ii)                       |                               |



# LANGUAGE AND COMMUNICATION

## TWO-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

Do you gently correct grammar errors by simply repeating what the child said, but correctly?

How do you encourage a love of reading (e.g., reading with inflection, providing books that reflect children's interests, reading favorite books over and over)?

### ENVIRONMENTAL CONSIDERATIONS

Children with hearing impairments still benefit from the many nonverbal ways we communicate, including hand and body gestures and facial expressions.

Plan and provide comfortable spaces that encourage conversations both indoors and outdoors.

## A. LISTENING & UNDERSTANDING

### 1. Gains meaning through listening

Two-year-olds are increasingly able to use what they hear to make sense of their world. They continue to understand many more words than they can speak. They begin to understand ideas, requests, and references to time ("now" and "later"). They choose books and ask for books to be read to them at all times during the day. They have favorite books and can listen and understand, even when the story is being read to a group rather than one-to-one. Two-year-olds demonstrate their ability to understand words, conversations, and stories by:

- Listening to books with parents, caregivers, and teachers for longer periods of time;
- Singing simple songs or repeating simple finger plays and rhymes with some prompting;
- Pointing to specific objects when asked questions about picture books being read by parents, caregivers, and teachers;
- Reacting to gestures in ways that show understanding.

## B. COMMUNICATING & SPEAKING

### 1. Speaks clearly enough to be understood by most listeners

Two-year-olds become more aware of words and language because they realize that words can often result in actions. They have the ability to use words to indicate needs, make demands, or share experiences. They are beginning to use some rules of grammar as they speak, sometimes being inconsistent or making overgeneralizations. This may be especially true for two-year-olds learning English as a second language who have different sets of rules that they are learning. Two-year-olds speak in simple sentences more often. They demonstrate the ability to speak clearly and be understood by:

- Using language with increasing clarity, ordering words in ways that adults do (for example, "drink juice," or "Daddy give"), combining two-word sentences, or adding new words;
- Repeating songs and rhymes;
- Beginning to add descriptive words, "Bad dog," "Pretty flowers," "Big ball";
- Producing more grammatically correct speech, such as personal pronouns "I," "you," and "me"; plurals; and an increasing number of position words, such as "up," "under," "on," and "behind."

### QUESTIONS TO ASK YOURSELF

How has your two-year-old's interest in print and books changed?

Do you tell stories and encourage your two-year-old to participate in telling stories?

How do you make books and reading time "special?"

### ENVIRONMENTAL CONSIDERATIONS

Provide different kinds of books for two-year-olds, such as story books, picture books, books about nature, books about the way things work, etc.

Use print and pictures to label objects in the environment.

Ask open-ended questions about pictures in books and provide time for children to respond and extend their responses through conversations.

Speak and use sign language for children with hearing impairments as they may have some, although limited, hearing.

## 2. Participates in conversations

Two-year-olds show their enjoyment of conversation by frequently initiating interactions and responding to others. They frequently ask "why" questions to keep a conversation alive. They are more able to converse with peers, and conversations help to extend their play. Two-year-olds participate in conversations by:

- Using experiences, toys, books, or pretend play to engage others in conversation;
- Responding when their parent, caregiver, or teacher pauses after asking a question about their block structure;
- Asking questions as a way to keep a conversation going;
- Talking with their friends at snack time or during play, and changing topics rapidly.

## C. EARLY READING

### 1. Shows growing interest in print and books

Two-year-olds use words to tell stories, share feelings and ideas, recall events, and give instructions. New words are learned through stories, songs, games, and adult-child conversation. During adult-to-child reading experiences or in small groups, two-year-olds talk about the pictures, retell parts of the story, and request that the books be read over and over. It is the relationship and back-and-forth exchange of conversation surrounding reading that helps two-year-olds connect the story to their lives. They learn that the pictures in a book are symbols for real objects and that the writing represents spoken language. Two-year-olds show that they are building their vocabularies and an appreciation for print and books by:

- Smiling as they ask questions and repeat stories, songs, and rhymes;
- Retelling familiar stories in their own simple words;
- Asking that their favorite books be read over and over;
- Demonstrating some pre-reading skills, such as holding a book upright and turning pages right to left.

### 2. Shows motivation to "read"

While they are self-motivated to learn with all their senses, two-year-olds' understanding of literacy concepts comes from interactions with parents, caregivers, and teachers. The motivation and interest they develop through integrated oral and written language activities promote positive feelings about reading and literacy experiences. It is the desire to share books and reading that will make them ready to do the hard work of recognizing symbols and eventually reading on their own. Two-year-olds show the motivation to "read" by:

- Asking parents, caregivers, and teachers to read a book over and over;
- Retelling favorite stories;
- Using "reading" in play activities;
- Selecting books, sometimes, over other activities when given a choice.

### QUESTIONS TO ASK YOURSELF

How do you engage two-year-olds in talking about their drawings?

How do you encourage pretend play?

### ENVIRONMENTAL CONSIDERATIONS

Rotate materials and props to encourage dramatic play throughout the year.

Provide a variety of types of paper and writing implements.

Invite two-year-olds to tell you about their writing (scribbles).

## D. EARLY WRITING

### 1. Uses scribbles, marks, and drawings to convey messages

The scribbling of two-year-olds begins to look like understandable print. They begin to distinguish between writing words and drawing pictures and purposefully use symbols and drawings to express their thoughts or represent experiences or objects. They show their writing attempts to others, and they recognize common signs and symbols found in their environments. Two-year-olds begin to distinguish letters of the alphabet from other types of symbols, and they show an understanding of the writing process by:

- Showing their scribbles to others;
- Holding a pencil with thumb and forefinger instead of using a fist grip;
- Pointing to and naming the “Stop” sign;
- Recognizing the first letter in their first name.

### 2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed

Two-year-olds’ imaginative play takes on new dimensions during this stage. They are beginning to use play materials as symbols for things they have observed and experienced. They reenact these experiences and can play for short periods of time using their own imagination. “Storytelling” is enhanced when parents, caregivers, and teachers join in the pretend play. Two-year-olds may reenact many activities they see in their lives, such as:

- Pretending to cook food using housekeeping props;
- Bringing a “cake” from the sand area and asking parents, caregivers, and teachers to “eat it”;
- Stacking several blocks and then calling it “my house”;
- Making scribbles on paper and wanting to mail the “letter” to someone.

# LANGUAGE AND COMMUNICATION

## TWO-YEAR-OLDS

| Sub-Domain                         | Standard                                                                                                         | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Listening and Understanding</b> | Gains meaning through listening                                                                                  | HS/CFR 1304.21(b)(2)(ii)                                      | Not Applicable                |
| <b>Communicating and Speaking</b>  | Speaks clearly enough to be understood by most listeners                                                         | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
|                                    | Participates in conversations                                                                                    | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Reading</b>               | Shows growing interest in print and books                                                                        | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
|                                    | Shows motivation to read                                                                                         | HS/CFR 1304.21(b)(2)(ii)                                      |                               |
| <b>Early Writing</b>               | Uses scribbles, marks and drawings to convey messages                                                            | HS/CFR 1304.21(b)(2)(ii) and (b)(3)(ii)                       |                               |
|                                    | Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed | HS/CFR 1304.21(b)(2)(ii) and (b)(3)(ii)                       |                               |

# LANGUAGE AND COMMUNICATION

## THREE-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

How do you provide opportunities to play with letter sounds and words?

What strategies do you use to engage three-year-old children in books (e.g., asking questions, having children guess what might happen next, encouraging children to repeat refrains, reviewing the major points of a story)?

How do you encourage your three-year-old to talk with you and have a conversation?

### ENVIRONMENTAL CONSIDERATIONS

Provide a variety of books and recordings for individual and group listening. Include print and labels throughout the environment.

Create opportunities for individual children and groups to create books and re-read them over and over.

## A. LISTENING AND UNDERSTANDING

### 1. Listens to and understands spoken language

Listening skills help the three-year-old learn about the world. As they learn to listen, they become better able to relate with others, understand information, and add new words to their vocabulary. This ability allows them to build and maintain relationships. Three-year-olds may have difficulty demonstrating listening skills, especially in larger groups. Examples of how three-year-olds listen and understand are:

- Repeating details of a favorite story during a one-on-one or small group discussion with an adult;
- Responding to a question from a friend or adult;
- Having a short conversation with the teacher during play time, answering questions and responding to what the adult says;
- Listening to a recorded story at the listening center, using headphones or adaptive listening devices.

### 2. Shows understanding by following simple directions

Three-year-olds show increasing understanding of oral language as they begin to follow simple directions. They are able to follow directions that involve a two-step sequence of actions which may or may not be related. Activities that encourage listening, such as dancing to music and playing “follow the leader” help three-year-olds develop comprehension and learn to follow directions. Other examples include:

- Cleaning up their lunch area by throwing food in the trash and putting utensils in a bin;
- Following instructions to put the blocks on the shelf and the toy animals in the basket;
- Remembering to put their book away and come to the circle when the teacher gives a cue (such as ringing a bell or singing a cleanup song);
- Following the motions in a movement activity by watching and listening.

## B. COMMUNICATING AND SPEAKING

### 1. Shows improving expressive communication skills

Three-year-olds love to engage in conversations with familiar adults and friends. They often say whatever comes to mind. Their language should be clear enough to be understood by most adults and is becoming more complex. Three-year-olds show improving expressive language when they:

- Use words, gestures, or props to convey meaning to someone else and can be understood;
- Use words to describe their feelings such as happy, sad, tired, or mad;
- Describe something using several sentences, such as telling about what they did last night during a conversation with their teacher;
- Read a story or pretend to tell it out loud to a doll, a friend, or an adult who is with them.



### QUESTIONS TO ASK YOURSELF

How do you teach children respectful handling of books and other print materials?

How does your three-year-old demonstrate increasing knowledge about books?

What experiences do you provide for your three-year-old to play with the sounds of words and develop an understanding of rhyme?

### ENVIRONMENTAL CONSIDERATIONS

Plan and provide ways to play with words and their sounds through charts, storytelling and retelling, and music.

Plan individual and small and large group activities that provide opportunities to play with the sounds of words and use letters.

## 2. Shows increased vocabulary and uses language for many purposes

At age three, children are beginning to use new vocabulary in their speech and their sentences are becoming longer and more complex. They continue to enjoy engaging in conversation, and also use their language skills to communicate their needs to engage in play and to express emotions. Children at this age are also developing socially and emotionally, as well as cognitively, as they improve their use of language. Three-year-olds demonstrate these skills by:

- Using words such as auntie and grandpa, or terms in their home language when talking about their family members;
- Telling the teacher that they feel “frustrated” when they cannot complete a difficult puzzle;
- Making up the words to a story when in the library corner;
- Using language to describe a picture painted at the easel.

## C. EARLY READING

### 1. Shows an appreciation and enjoyment of reading

Three-year-olds enjoy simple stories with colorful illustrations and rich language. Stories for this age should relate to the child’s interests and life experiences. As they engage in adult-to-child reading experiences and explore books to learn proper ways of handling books and how to care for them, three-year-olds show growing appreciation and enjoyment of reading by:

- Selecting a favorite book to “read” during a quiet time or when visiting the library corner;
- Asking the teacher to read a favorite story during circle time;
- Telling an adult about a favorite part of a familiar story;
- Holding a book gently and carefully while turning the pages.

### 2. Demonstrates beginning phonological awareness

Three-year-olds are beginning to be able to hear and understand the different parts of spoken language, such as sounds and syllables. As they play with language through rhyming, singing songs, chanting, and making up nonsense words, they begin to understand rhythm of language and the parts that make up words. This is not the same skill as phonics, which links a written symbol with a sound and sounds comes much later in language development. Examples of beginning phonological awareness include:

- Trying out sounds to make nonsense words;
- Playing rhyming games during circle time;
- Singing songs that leave out a letter or word, replaced with a clap, such as B-I-N-G-O;
- Clapping out the syllables in their name during a group activity.

### 3. Shows awareness of letters and symbols

Three-year-old children are beginning to show interest in letters, especially the letters in their name. They are beginning to understand that letters represent a sound in language and that they have meaning. Playful interactions with letters and symbols build awareness and recognition of letters that leads to reading. Three-year-olds show an interest in letters and symbols when they:

## QUESTIONS TO ASK YOURSELF

How do you use flannel boards and puppets to promote language and literacy?

How does your three-year-old use language in his dramatic play?

Do you encourage your three-year-old to ask questions and express herself in multiple ways?

## ENVIRONMENTAL CONSIDERATIONS

Plan book activities that engage three-year-olds in retelling parts of the story, guessing what might happen next, or asking or answering questions about the book.

Include opportunities for children to describe stories about their drawings and experiences.

Provide a variety of writing tools and paper, such as construction paper, graph paper, stationery, and notepads.

- Point to a letter on a sign and say “That’s my letter!”;
- Play with magnetic or paper letters to form real or nonsense words;
- Match a toy to its word label on a shelf of toys when cleaning up;
- Make letters or letter-like marks on a pad of paper to “take a message” when playing in the dramatic play center.

### 4. Demonstrates comprehension and responds to stories

Understanding the meaning of spoken and written language is a skill that continues to develop in the three-year-old child. At the age of three, many children will ask questions about a story to get more information or act out parts of a favorite story tale in their play. Three-year-olds demonstrate improving comprehension when they:

- Talk about what they ate today after an adult reads “The Very Hungry Caterpillar”;
- Use pictures to describe actions;
- Anticipate what comes next in a familiar story, with assistance;
- Fill in missing information in a familiar story, or correcting the teacher when a page of a story is skipped.

## D. EARLY WRITING

### 1. Begins to use writing, pictures, and play to express ideas

Connecting letters and symbols to meaning is a beginning step in the development of writing skills. As three-year-olds create, play, and share their ideas, they begin to understand that they can communicate their thoughts and ideas by writing or drawing and that printed words have meaning. Three-year-old children show beginning understanding that symbols carry meaning when they:

- Use pretend writing when playing “restaurant” in the dress up corner;
- Match a block to its shape label when cleaning up in the block area;
- Describe their drawing to a teacher as she writes down their words;
- Try to copy words from print in the environment, such as their name from a sign in sheet or their cubby label.

### 2. Shows beginning writing skills by making letter-like shapes and scribbles to write

The earliest attempts to write are scribbles, followed by marks that resemble letters. As three-year-olds develop writing skills, their scribbles become more intentional and begin to look more letter-like. At this age, children are also beginning to find meaning in symbols they see in their environment. Lists, labels, and sign-in forms are types of environmental print that are meaningful and help children begin to see that print has meaning. Three-year-olds show early writing skills when they:

- Tell the teacher that the paper with circles and wavy lines is a “letter” to mom that says “I love you”;
- Experiment with a variety of writing tools;
- Make several letter-like marks across the top of a painting and say “I wrote my name”;
- Write a “book” by scribbling on several pieces of paper and stapling them together at the writing table.

# LANGUAGE AND COMMUNICATION

## THREE-YEAR-OLDS

| Sub-Domain                         | Standard                                                                            | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework                                                               |
|------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Listening and Understanding</b> | Listens to and understands spoken language                                          | HS/CFR 1304.21(a)(4)(i)                                       | Domain: Language Development Sub-Domain: Listening & Understanding                          |
|                                    | Shows understanding by following simple directions                                  | HS/CFR 1304.21(a)(4)(i) and (a)(4)(iii)                       | Domain: Language Development Sub-Domain: Listening & Understanding                          |
| <b>Communicating and Speaking</b>  | Shows improving expressive communication skills                                     | HS/CFR 1304.21(a)(4)(i-iii)                                   | Domain: Language Development Sub-Domain: Speaking & Communicating                           |
|                                    | Shows increased vocabulary and uses language for many purposes                      | HS/CFR 1304.21(a)(4)(i-iii)                                   | Domain: Language Development Sub-Domain: Speaking & Communicating                           |
| <b>Early Reading</b>               | Shows an appreciation and enjoyment of reading                                      | HS/CFR 1304.21(a)(4)(iii)                                     | Domain: Literacy Sub-Domain: Book Knowledge & Appreciation                                  |
|                                    | Demonstrates beginning phonological awareness                                       | HS/CFR 1304.21(a)(4)(iii)                                     | Domain: Literacy Sub-Domain: Phonological Awareness                                         |
|                                    | Shows awareness of letters and symbols                                              | HS/CFR 1304.21(a)(4)(iii)                                     | Domain: Literacy Sub-Domain: Print Awareness & Concepts, Alphabet Knowledge & Early Writing |
|                                    | Demonstrates comprehension and responds to stories                                  | HS/CFR 1304.21(a)(4)(iii)                                     | Domain: Literacy Sub-Domain: Book Knowledge & Appreciation                                  |
| <b>Early Writing</b>               | Begins to use writing, pictures, and play to express ideas                          | HS/CFR 1304.21(a)(4)(i-iii)                                   | Domain: Literacy Sub-Domain: Book Knowledge & Appreciation and Early Writing                |
|                                    | Shows beginning writing skills by making letter-like shapes and scribbles to write. | HS/CFR 1304.21(a)(4)(i) and (a)(4)(iii)                       | Domain: Literacy Sub-Domain: Early Writing                                                  |



COGNITIVE DEVELOPMENT

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE





# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Cognitive Development refers to the skills and strategies that children use to explore and learn about their worlds and to solve challenges and problems. General Knowledge is the collection of information that children gain through interaction with adults, other children, and materials. Children's surroundings and interactions with others play an important role in this domain's development. In safe and supporting environments, children can carry through with their natural desire to act on the world around them.

During the first three years of life, children demonstrate rapid growth in cognition and general knowledge. The link between nurturing early experiences and cognitive development has been supported by recent brain development research. Scientists have helped parents, caregivers, and teachers understand that safe, healthy, and supportive prenatal and infant/toddler environments are critical for optimal development.

The cognitive development of infants and toddlers has three components. **Exploration and discovery** are ways that young children learn about their worlds by first using their senses and reflexes. The initial spontaneous responses of infants become more purposeful as they gain mobility. The expanding physical and motor capacities of toddlers enable them to engage in ever-widening explorations which can promote new brain connections.

**Concept development and memory** involve learning the relationships between objects and experiences. Young infants understand and respond primarily to people and objects in their immediate environment. Older infants have more specific memories which facilitate their ability to label objects and people, and to relate them to new experiences. Understanding concepts like color and size help toddlers approach new situations.

As infants and toddlers seek out strategies for meeting their immediate needs, **problem-solving and creative expression** emerge. Toddlers are able to identify challenges and obstacles in their environments; consider steps for responding based on previous experience; test out those steps; and consider new steps when the first attempts are not successful.



# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## BIRTH TO 8 MONTHS

### QUESTIONS TO ASK YOURSELF

How would you describe your young infant's temperament? Is she excitable or calm?

How does your young infant communicate his needs to you? How do you respond?

### ENVIRONMENTAL CONSIDERATIONS

Respond to children's early communication in a positive manner. Comforting young infants when they cry or demonstrate other signs of discomfort will help them build trusting relationships with parents, caregivers, and teachers.

Speak to young infants in a soft, unhurried manner when presenting a variety of play opportunities.

## A. EXPLORATION & DISCOVERY

### 1. Responds in simple ways to people and objects

Young infants are very sensitive and responsive to touch, sounds, light, and voices in their world. Many of their responses are reflexive. Infants respond to people and things by:

- Exploring the immediate environment by looking around, reaching out, and touching objects;
- Smiling when being comforted by familiar voices;
- Looking at and then reaching for a bottle or toy;
- Looking at picture books with a parent, caregiver, or teacher.

### 2. Establishes primary relationships

Young infants begin to establish relationships with others and become interested in objects within their vision. They make sense of their world through interactions with parents, caregivers, and teachers by:

- Looking longer at human faces than at objects;
- Smiling at familiar faces;
- Babbling and then pausing to wait for parents, caregivers, and teachers to respond;
- Looking toward familiar objects like a bottle, blanket, or teddy bear.

### 3. Begins to actively seek out responses

During the first six months, the movements of young infants are dominated largely by reflexes. Young infants are not purposeful in their actions, but they make things happen accidentally. Their senses allow them to discover the world around them. They inspect their fingers and toes, stare at people's faces, touch and put things in their mouths, follow sounds, and watch moving things. This process of discovery lays the foundation for cognitive development. Young infants explore objects by:

- Gazing at faces to engage others;
- Reaching for and grabbing things;
- Touching and mouthing objects and people;
- Banging utensils, blocks, and toys on the floor or table.

**QUESTIONS TO ASK YOURSELF**

How do you support your young infant in using her senses to explore her world?

**ENVIRONMENTAL CONSIDERATIONS**

Provide opportunities for young infants to be on the floor and to explore their immediate world. Provide them with large space to appropriately-sized environments to explore their world.

**B. CONCEPT DEVELOPMENT AND MEMORY****1. Responds in simple ways to people and objects**

Young infants communicate their needs through crying and gestures. They respond to people and objects in their immediate field of vision. Young infants recognize what is familiar and what is novel by:

- Imitating familiar sounds and movements;
- Reaching for breast or bottle when hungry;
- Smiling, cooing, or moving towards familiar adults;
- Watching and following the movement of a mobile over the crib.

**2. Establishes primary relationships**

Young infants move from smiling at anyone to smiling at familiar faces and recognizing familiar objects like a bottle or pacifier. Young infants show a clear preference for familiar people and things by:

- Smiling, gazing, and responding to family members as they come into view;
- Looking around the immediate environment for an adult as feeding time approaches;
- Turning and smiling when their name is spoken by parents, caregivers, or teachers;
- Smiling when presented with a familiar object like their bottle or teddy bear.

**3. Begins to make things happen**

Although many discoveries are unplanned, young infants learn through repetition that there are predictable responses to their actions. These responses prompt the beginning of learned behavior. Young infants demonstrate this learning by:

- Crying when they want a toy that cannot be reached;
- Actively repeating a newly learned activity;
- Reaching for a mobile to make it move;
- Knocking down a block tower or nesting cups.

**C. PROBLEM-SOLVING & CREATIVE EXPRESSION****1. Responds in simple ways to people and objects**

Young infants have some sensory awareness, which they use to recognize and respond to familiar people and objects. They begin to examine new people and objects that they encounter. Young infants demonstrate the ability to apply knowledge to new situations by:

- Moving toward a familiar adult when a stranger appears;
- Moving their bodies in response to being lifted, held, fed, or changed;
- Clapping hands to music along with a teacher;
- Imitating facial expressions, sounds, and gestures.

### QUESTIONS TO ASK YOURSELF

How does your young infant respond to familiar sounds and movements?

### ENVIRONMENTAL CONSIDERATIONS

Arrange a simple, age-appropriate environment, and make small, subtle changes in it during the year.

## 2. Establishes primary relationships

Young infants depend on parents, caregivers, and teachers to solve problems for them, and they quickly learn how to get their attention for help. They indicate pleasure when these adults are nearby, and initiate interactions through sounds and body language. Young infants demonstrate understanding of primary relationships by:

- Beginning to smile in response to adult interactions;
- Making sounds to get attention of adults;
- Stretching out arms as a cue to be picked up;
- Babbling and cooing to communicate needs.

## 3. Begins to make things happen

Young infants use their senses in simple ways to solve problems. Increasing fine motor skills allow them to reach and grasp things they desire. Increased visual skills let them look beyond their crib to see. Many actions are accidental at first, but young infants quickly learn to make things happen by:

- Reaching for objects within view;
- Raising their bottle as the level of milk drops;
- Playing with a single toy for two to three minutes;
- Banging a block on the floor and smiling at the noise.

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## BIRTH TO 8 MONTHS

| Sub-Domain                                     | Standard                                      | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Exploration and Discovery</b>               | Responds in simple ways to people and objects | HS/CFR 1304.21(b)(1)(i-ii) and (b)(2)(i)                      | Not Applicable                |
|                                                | Establishes primary relationships             | HS/CFR 1304.21(b)(1)(i-ii) and (b)(2)(i)                      |                               |
|                                                | Begins to actively seek out responses         | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Concept Development and Memory</b>          | Responds in simple ways to people and objects | HS/CFR 1304.21(b)(1)(ii)                                      |                               |
|                                                | Establishes primary relationships             | HS/CFR 1304.21(b)(1)(i) and (b)(2)(i)                         |                               |
|                                                | Begins to make things happen                  | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Problem-Solving and Creative Expression</b> | Responds in simple ways to people and objects | HS/CFR 1304.21(b)(1)(ii)                                      |                               |
|                                                | Establishes primary relationships             | HS/CFR 1304.21(b)(1)(i-ii)                                    |                               |
|                                                | Begins to make things happen                  | HS/CFR 1304.21(b)(1)(iii)                                     |                               |

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## 8 TO 18 MONTHS

### QUESTIONS TO ASK YOURSELF

What does your older infant's favorite activities tell you about her preferences?

Does your older infant enjoy reading and singing with you? How does he show his enjoyment?

How do you support your older infant in using her body to explore the environment and try new things? What new skills has your older infant mastered?

What new ways does your older infant have to communicate what he does and does not want? How has this changed the way that you interact with him?

### ENVIRONMENTAL CONSIDERATIONS

Conduct a daily safety check to make sure that all electrical outlets are properly covered.

## A. EXPLORATION & DISCOVERY

### 1. Responds in varied ways to people and objects

Older infants respond to the environment with a growing sense of independence and understanding. Their world becomes much larger as they become mobile. They see a toy and are able to move toward it, grab it, and explore how it works. Secure attachments with parents, caregivers, and teachers make it safe to explore unfamiliar situations and people. Older infants demonstrate varied responses to people and objects by:

- Rolling a ball back and forth with an adult;
- Holding a toy phone to their ear and “talking”;
- Following one-step directions;
- Showing pleasure and attempting hand movements to finger play.

### 2. Establishes more complex relationships

Older infants are beginning to notice characteristics of themselves and others. Often they use imitation to engage others. Increasingly, they can point, babble, or gesture to make their desires known. Older infants demonstrate the ability to establish complex relationships by:

- Smiling in response to an adult's smile;
- Reaching arms out to an adult to be picked up;
- Trying to help with bathing or changing by wiping their bodies;
- Showing pleasure when read to by smiling or using words, such as “Again!” or “More!”

### 3. Initiates more events

Older infants use their movement and senses to explore and learn. Increased motor skills facilitate discovery, as they manipulate, dump and fill, pull, push, and move things around. Actions become more intentional as older infants explore the environment by:

- Crawling to explore their environment;
- Splashing water while taking a bath;
- Filing and dumping toys and blocks;
- Dropping a toy or a bottle on the floor and watching it fall.



### QUESTIONS TO ASK YOURSELF

How does your older infant begin to imitate sounds and actions that she has seen or heard in the past? What does this tell you?

What sounds and actions have you seen your older infant imitate?

How has the play of your older infant changed from play when he was a young infant? How does he initiate actions and respond to events in new ways?

### ENVIRONMENTAL CONSIDERATIONS

Help older infants learn about making choices by providing a variety of toys and materials within their reach.

Provide containers for filling, dumping, building up, and knocking down.

## B. CONCEPT DEVELOPMENT AND MEMORY

### 1. Responds in varied ways to people and objects

Older infants develop a richer understanding of their surroundings and objects, which take on new meanings as their memory improves and they learn how things work. They respond to people and things through their understanding of the world around them by:

- Finding hidden stuffed animals;
- Pointing to a favorite book;
- Pointing to indicate needs, objects, or pictures;
- Saying “Me” throughout the reading of “Brown Bear, Brown Bear.”

### 2. Establishes more complex relationships

Improvement in memory facilitates a rapid increase in receptive language (what children can hear and understand) and expressive language (what children can say to communicate). These abilities improve communication and the way in which older infants relate to people and things. Older infants increasingly understand and remember people and things in their environments. They demonstrate the emergence of more complex relationships by:

- Looking at, going over to, and touching their parents, caregivers, and teachers;
- Smiling and babbling when seeing a familiar caregiver;
- Staying close to a familiar caregiver when a new adult enters the room;
- Playing for brief periods of time with another child.

### 3. Initiates more events

Older infants are able to develop new concepts as their memories grow. They are able to initiate and respond to their environment in new ways. Older infants initiate activities by:

- Pulling the cover off a toy hidden from view;
- Enacting familiar events or household chores;
- Pretending to call their parents, caregivers, or teachers on the phone;
- Moving around the environment to retrieve an object.

## C. PROBLEM-SOLVING & CREATIVE EXPRESSION

### 1. Responds in varied ways to people and objects

Older infants can increasingly respond to others as communication skills expand. Increased memory helps them recall and have clear preferences about who and what they like. They respond to people and objects by:

- Points to and reaches for a familiar toy;
- Looks at and gets close to a familiar adult when a fire alarm goes off;
- Moving away from a loud vacuum cleaner;
- Vocalizing when being read a familiar book.

### QUESTIONS TO ASK YOURSELF

Does your older infant have clear preferences about people, food, and activities? How does she let you know what she wants?

### ENVIRONMENTAL CONSIDERATIONS

Be sure older infants' environments include materials and equipment that offer opportunities for active physical play.

## 2. Establishes more complex relationships

Older infants are able to relate to others to communicate their desires. Their increased communication skills help them inquire, confirm, and indicate their intentions. They now can try multiple strategies for getting and maintaining attention, and for getting their needs met. Older infants demonstrate their ability to relate to people and things by:

- Using language and pulling on the legs of parents, caregivers, and teachers when help is needed;
- Using a stick to pop a bubble;
- Reaching out to be picked up by adults;
- Saying “no” instead of hitting or crying when another child takes a toy away.

## 3. Initiates more events

Increased memory, receptive language, and fine motor and gross motor skills all provide older infants with new options for solving problems and expressing themselves creatively. Their increasing knowledge of cause and effect helps them make things happen by:

- Pointing and making sounds as lunch is being offered by an adult;
- Selecting messy activities, such as finger painting;
- Points to the CD player and dances to indicate that music is desired;
- Choosing to do a simple puzzle.

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## 8 TO 18 MONTHS

8 TO 18 MONTHS

| Sub-Domain                                     | Standard                                      | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Exploration and Discovery</b>               | Responds in varied ways to people and objects | HS/CFR 1304.21(b)(1)(i-iii) and (b)(2)(i)                     | Not Applicable                |
|                                                | Establishes more complex relationships        | HS/CFR 1304.21(b)(1)(i-iii) and (b)(2)(i)                     |                               |
|                                                | Initiates more events                         | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Concept Development and Memory</b>          | Responds in varied ways to people and objects | HS/CFR 1304.21(b)(1)(ii)                                      |                               |
|                                                | Establishes more complex relationships        | HS/CFR 1304.21(b)(1)(i and ii)                                |                               |
|                                                | Initiates more events                         | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Problem-Solving and Creative Expression</b> | Responds in varied ways to people and objects | HS/CFR 1304.21(b)(1)(ii)                                      |                               |
|                                                | Establishes more complex relationships        | HS/CFR 1304.21(b)(1)(i and ii)                                |                               |
|                                                | Initiates more events                         | HS/CFR 1304.21(b)(1)(iii)                                     |                               |

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## 18 TO 24 MONTHS

### QUESTIONS TO ASK YOURSELF

How can you encourage your young toddler to respond to a request that has simple directions?

How does your young toddler play with other children?

What do you do to encourage your young toddler to use her verbal and motor skills to explore her environment?

What can you do to help your young toddler feel more comfortable with unfamiliar people?

### ENVIRONMENTAL CONSIDERATIONS

Incorporate materials for dramatic play that allow young toddlers to pretend that they are carrying out everyday life experiences, such as answering a telephone or getting dressed in the morning.

## A. EXPLORATION & DISCOVERY

### 1. Shows more complex responses to people and objects

Increased interaction with people and things enables young toddlers to engage in simple games and pretend play, seek out new experiences, and practice newly learned skills. Young toddlers respond to people and things by:

- Stating clear preferences regarding colors, foods, and clothes;
- Trying to follow two-step directions;
- Describing activities, such as “Me eat”;
- Speaking in one- to three-word sentences and using and misusing plurals (e.g., saying “feets” for “feet”) and over-generalizing grammar rules.

### 2. Expands relationships

Young toddlers engage in parallel play, or playing alongside of others. They understand how to use familiar objects and may experiment with new uses for them. Expressive language skills are developing, such as responding to questions and using possessives (e.g., “my” and “mine”). By exploring, they discover how different objects work and begin to ask questions. Young toddlers’ increasing ability to relate can be seen by:

- Taking care of their hair using a comb or brush the same as their sibling does;
- Pulling on the hand of parents, caregivers, and teachers when wanting to communicate;
- Playing dress-up and imitating the behaviors of parents, caregivers, and teachers;
- Saying “mine” when showing a favorite object.

### 3. Initiates more complex interactions

Young toddlers are able to explore their environment in more complex ways because of growing vocabularies and better motor skills. Because of natural curiosity, daily living is a constant state of discovery. Young toddlers learn how their bodies work by interacting with people and things in their environment. They enjoy activities that involve pushing and pulling. They explore the concepts of over, under, and around. They make things happen by:

- Exploring the contents of cabinets and drawers;
- Stacking blocks and knocking them down;
- Successfully completing simple inset puzzles;
- Poking, dropping, pushing, pulling, and squeezing objects to see what will happen.

### QUESTIONS TO ASK YOURSELF

What games or stories does your young toddler enjoy reading or playing over and over? What is she learning?

What are some ways that your young toddler uses pretend play? How can you encourage this behavior?

### ENVIRONMENTAL CONSIDERATIONS

Ensure that materials are available that provide young toddlers with varied sensory experiences.

## B. CONCEPT DEVELOPMENT AND MEMORY

### 1. Shows more complex responses to people and objects

Young toddlers thrive on routines and find comfort in familiar objects, like a favorite blanket. They demonstrate the ability to recognize themselves as the cause of events. They respond to people and things by:

- Associating spoken words with familiar objects or actions;
- Saying “uh-oh” when milk is spilled;
- Matching sounds to pictures of animals;
- Repeating simple words over and over.

### 2. Expands relationships

Young toddlers relate to parents, caregivers, and teachers by using verbal and nonverbal communication. They are beginning to understand concepts like time and space, and they are developing a greater understanding of object permanence. Expanding relationships are demonstrated by:

- Beginning to identify with children of the same gender and age;
- Insisting that some objects is “mine”;
- Bringing a favorite book to an adult as part of the bedtime routine;
- Occasionally asking about a favorite adult when the adult is not present.

### 3. Initiates more complex interactions

Young toddlers develop new understandings through exploration of their environments. Repeating actions and experiences helps them develop memory for details and routines. Young toddlers make things happen by:

- Poking, dropping, pushing, pulling, and squeezing things to see what will happen;
- Pulling or pushing a wagon or cart around the play area and possibly putting toys in it;
- Putting items in their “correct” places, as in putting an empty juice can in the trash;
- Searching for removed or missing objects.

## C. PROBLEM-SOLVING & CREATIVE EXPRESSION

### 1. Shows more complex responses to people and objects

Increased social skills, vocabulary, memory, and motor skills enable young toddlers to more effectively respond to problems in their environment. They are also increasingly interested in creative activities. Young toddlers show this by:

- Trying out various ways to get their arms into the sleeves of a jacket;
- Frowning and saying “No!” when what the child wants to do conflicts with what an adult has chosen as an activity;
- Using cups and other containers in their play with sand and water;
- Offering another toy to a child with the help of parents, caregivers, and teachers when that child tries to take their toy.

## QUESTIONS TO ASK YOURSELF

What are the signs that your young toddler is getting frustrated? What strategies do you use to help him handle these feelings?

What support do you provide to a young toddler as he solves problems?

## 2. Expands relationships

Young toddlers demonstrate a sense of being a separate, independent person, but they enjoy interacting with parents, caregivers, teachers, and peers. Familiar objects and people provide the toddler with a sense of safety and comfort that supports problem-solving and creative expression. Young toddlers learn the steps to get what they want through trial and error. They learn the problem-solving sequence and relate to people and things by:

- Sharing preferences, likes, and dislikes;
- Wanting to get their own way, even if it conflicts with parents, caregivers, or teachers;
- Taking an adult's hand, leading the adult to the block area, and giving the adult a block;
- Using objects for other than their intended purposes, such as putting on a cooking pot as if it were a hat.

## 3. Initiates more complex interactions

As young toddlers improve motor coordination, they are able to move around and locate objects throughout their environment. They are able to recognize more similarities and differences and enjoy imaginative play. Young toddlers demonstrate problem-solving and creative expression abilities by:

- Using trial and error to fit different shapes into holes;
- Using a spoon to get food into their mouth;
- Threading beads by coordinating a string into the bead opening;
- Using materials, such as pencils, paints, and modeling clay in different and varied ways.



# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## 18 to 24 MONTHS

| Sub-Domain                                     | Standard                                           | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Exploration and Discovery</b>               | Shows more complex responses to people and objects | HS/CFR 1304.21(b)(1)(i-iii) and (b)(2)(i)                     | Not Applicable                |
|                                                | Expands relationships                              | HS/CFR 1304.21(b)(1)(i-iii) and (b)(2)(i)                     |                               |
|                                                | Initiates more complex interactions                | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Concept Development and Memory</b>          | Shows more complex responses to people and objects | HS/CFR 1304.21(b)(1)(i and ii)                                |                               |
|                                                | Expands relationships                              | HS/CFR 1304.21(b)(1)(i) and (b)(2)(i)                         |                               |
|                                                | Initiates more complex interactions                | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Problem-Solving and Creative Expression</b> | Shows more complex responses to people and objects | HS/CFR 1304.21(b)(1)(ii)                                      |                               |
|                                                | Expands relationships                              | HS/CFR 1304.21(b)(1)(i-ii)                                    |                               |
|                                                | Initiates more complex interactions                | HS/CFR 1304.21(b)(1)(iii)                                     |                               |

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## TWO-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

What does your two-year-old like to talk about? Does he use words or actions to ask for help?

How do you guide your two-year-old to use objects as tools? Has this changed her play?

How active is your two-year-old? Does her activity level change during the day?

How does your two-year-old interact with others? Why is this an important new milestone?

### ENVIRONMENTAL CONSIDERATIONS

Recognize that a two-year-old's attempts to initiate interactions with peers sometimes may be inappropriate, such as biting or hitting to get attention or make a point. You will have to help your two-year-old discover other strategies for handling her frustrations.

## A. EXPLORATION & DISCOVERY

### 1. Demonstrates varying responses to people and objects

Expanded vocabulary and cognitive structures provide two-year-olds with more options for responding to the results of their explorations. Two-year-olds demonstrate these increasing abilities by:

- Verbalizing observations, such as “Milk gone!” “Daddy here!” with a special friend;
- Labeling or describing “drawings” or scribbles;
- Washing hands when directed or picking up toys at clean up time;
- Finding details in a favorite picture book.

### 2. Engages in multiple productive relationships

Two-year-olds are interested in how things go together. They use language to learn about objects and express feelings, needs, and fears. These developmental changes in relating to others can be seen in two-year-olds:

- Choosing toys or activities based on who is playing;
- Making modeling clay creations with others;
- After being read “Brown Bear, Brown Bear, What Do You See?”, asking questions, like “Teacher see me?”;
- Sometimes saying “Please” and “Thank you” without prompting.

### 3. Initiates rich and varied events

Exploration is a driving force for curious two-year-olds. Constantly “on the go,” they are true explorers and want to know what objects can do. Leaps in language allow them to use questions to explore their world. They make things happen by:

- Showing high levels of energy and being in constant movement;
- Taking things apart, stacking, sorting, tracing, etc.;
- Looking at the moving parts of toys, such as the wheels and doors of a toy truck;
- Asking “Why?” over and over.

### QUESTIONS TO ASK YOURSELF

What do you do to encourage your two-year-old to use her imagination? What do you think she is learning through pretend play?

How does your two-year-old play in groups with other children? How can you facilitate this group play?

### ENVIRONMENTAL CONSIDERATIONS

Be sure that a wide array of materials are available for two-year-olds, including opportunities for art, music, block and dramatic play, sand and water experiences, and fine and gross motor play.

## B. CONCEPT DEVELOPMENT AND MEMORY

### 1. Demonstrates varying responses to people and objects

Two-year-olds are beginning to understand abstract concepts, such as now and later, and over and under. They can identify symbols like stop signs or signs for a favorite restaurant. This increasing depth of understanding and recall is demonstrated by:

- Participating in rearranging the room;
- Asking the teacher “Me do this?” at clean-up time;
- Putting an object “on top of” or “under” the table, upon request;
- Answering questions about prior events.

### 2. Engages in multiple productive relationships

Although the family is still central, two-year-olds begin to make friends with peers. They passionately express feelings, unaware that others may feel differently. They are now able to relate current experiences to past experiences and create generalizations to explain events. Their concept of relatedness is demonstrated by:

- Laughing at funny things;
- Identifying a best friend;
- Explaining that their grandparents live far away;
- Using words to describe feelings, such as “happy” or “sad.”

### 3. Initiates rich and varied events

Two-year-olds demonstrate the development of concepts and memory by showing an awareness of “how much,” recreating familiar events in play, and sorting objects by a variety of characteristics. Their range of options for taking control of their environments has expanded. Two-year-olds make things happen by:

- Showing objects that go together;
- Asking questions such as “How many?” or “How much?”;
- Pretending to be a story character;
- Completing three- or four-piece puzzles.

## C. PROBLEM-SOLVING & CREATIVE EXPRESSION

### 1. Demonstrates varying responses to people and things

Two-year-olds are very responsive to people and environmental events. For instance, loud noises may frighten them or cause them to be curious. Responses to adults become more controlled, and play with others begins to take on more importance. They demonstrate the development of rhythm and show a beginning understanding of humor. Two-year-olds demonstrate these abilities by:

- Beginning to enjoy small group activities led by parents, caregivers, and teachers;
- Taking on roles during pretend play;
- Dance to the rhythm of music being played;
- Imitating other children’s play and beginning to play with other children for brief periods of time.

### **QUESTIONS TO ASK YOURSELF**

Does your two-year-old understand and express his feelings? How does he respond when others express their feelings?

### **ENVIRONMENTAL CONSIDERATIONS**

Surround your two-year-old with a print-rich environment that encourages adult-child interactions. Include numerous large picture books, signs, letter blocks, and other materials that encourage conversation.

## **2. Engages in multiple productive relationships**

Two-year-olds express their feelings freely and intensely. Tantrums are typical as they experiment with ways to interact with others and solve problems. They are able to respond to the feelings of others and will attempt to “make things better.” Tactile experiences like finger painting become an outlet for self-expression. These changes in development are demonstrated by:

- Pointing to pictures that represent feelings of sadness, joy, and anger by naming the corresponding emotions;
- Comforting crying peers;
- Role playing with dolls;
- Poking or hugging playmates to initiate interactions.

## **3. Initiates rich and varied events**

Two-year-olds learn mostly through trial and error. They experiment as they try to get what they want, and they use trial and error to make things happen. This approach is demonstrated by:

- Bringing others into their play: “Let’s ride a bus. You be the driver”;
- Getting out art supplies to do a project but forgetting things or not getting enough;
- Using toys from the dress-up corner with the block area for play;
- Turning puzzle pieces in various directions to complete the puzzle.

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## TWO-YEAR-OLDS

| Sub-Domain                                     | Standard                                             | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework |
|------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------|-------------------------------|
| <b>Exploration and Discovery</b>               | Demonstrates varying responses to people and objects | HS/CFR 1304.21(b)(1)(i-iii) and (b)(2)(i)                     | Not Applicable                |
|                                                | Engages in multiple productive relationships         | HS/CFR 1304.21(b)(1)(i-iii) and (b)(2)(i)                     |                               |
|                                                | Initiates rich and varied events                     | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Concept Development and Memory</b>          | Demonstrates varying responses to people and objects | HS/CFR 1304.21(b)(1)(ii)                                      |                               |
|                                                | Engages in multiple productive relationships         | HS/CFR 1304.21(b)(1)(i and ii)                                |                               |
|                                                | Initiates rich and varied events                     | HS/CFR 1304.21(b)(1)(iii)                                     |                               |
| <b>Problem-Solving and Creative Expression</b> | Demonstrates varying responses to people and objects | HS/CFR 1304.21(b)(1)(ii)                                      |                               |
|                                                | Engages in multiple productive relationships         | HS/CFR 1304.21(b)(1)(i-ii)                                    |                               |
|                                                | Initiates rich and varied events                     | HS/CFR 1304.21(b)(1)(iii)                                     |                               |

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## THREE-YEAR-OLDS

### QUESTIONS TO ASK YOURSELF

Can you think of times when your three-year-old has tried to solve a mathematical problem? Did he find the answer on his own, or did he need your guidance?

What examples do you have of your three-year-old sorting objects by an attribute (e.g., color; size)? Was her sorting process accurate or did you have to prompt her to try another strategy?

How can you encourage your three-year-old to become interested in counting objects, events, and people?

Does your three-year-old recognize shapes in his environment? Is he interested in drawing or painting shapes? Which ones?

### ENVIRONMENTAL CONSIDERATIONS

Help children with one-to-one correspondence through everyday activities such as setting one napkin at each child's place before snack time.

## A. MATHEMATICAL THINKING

### 1. Demonstrates interest in mathematical problem solving

At three-years-old, children are beginning to understand and extend their mathematical thinking. Mathematical problems happen naturally in everyday activities, and children this age love to solve problems. Teachers can demonstrate a positive approach to problem solving by asking children open-ended questions, thinking aloud when solving a problem, and supporting children in their attempt at finding solutions. Examples of three-year-olds showing beginning mathematical problem solving include:

- Creating shapes with their bodies during movement time when the teacher says "Make your arms into a circle!";
- Playing with shape and number puzzles during centers time;
- Noticing that there is a child missing from the group after the teacher takes attendance;
- Pulling apart clay into two lumps so that another child can join the art table.

### 2. Sorts objects into groups by one characteristic

Three-year-olds are using all of their senses to organize their world. They can sort objects, usually only by one attribute or characteristic. Typically children at this age begin to sort first by color, then by size, and then by shape. This skill is part of collecting and organizing data, a component of mathematical thinking. Individually, three-year-olds may spontaneously sort objects during their play. Charts in the classroom identifying who likes green or red apples and who is at school or not at school, are examples of group sorting and data collection that are appropriate for this age. Other individual and group examples include:

- Making small piles of colored fruit cereal loops during snack, one pile for each color;
- Noticing who has on socks and who does not during a circle time activity;
- Putting the shovels in one pile and the buckets in another in the sand box;
- Sorting colored bears into different bowls at the manipulative table.

### 3. Shows knowledge of numbers and counting

Counting is one of the first mathematical skills to emerge in young children. Three-year-olds can count by rote up to three and learn to count higher as they join in songs, finger plays, and rhymes with numbers. One-to-one correspondence is just emerging. Three-year-olds show increasing knowledge of numbers and counting when they:

- Put one carrot stick on each napkin and counting with an adult as they go, when helping prepare snack for a group;
- Count in order (one, two, three, four) as they stomp up the stairs on the outdoor play structure;
- Predict that it will take two scoops of sand to fill a small bucket;
- Notice numerals in a puzzle or counting book.



### QUESTIONS TO ASK YOURSELF

What are vocabulary words you can introduce to your three-year-old to facilitate respectful comparisons of peoples, events, and objects?

During dramatic play or cooking time, is your three-year-old interested in measuring the quantity of items, using spoons, cups, bottles, bowls, and other tools?

When you are outside with your three-year-old, does she ask questions about the animals, birds, plants, and other objects that she sees? Do you talk about what she has seen?

### ENVIRONMENTAL CONSIDERATIONS

Although many items should be provided for sorting, counting, and measuring, the size of the items should be age-appropriate for three-year-olds. Remember that small muscle coordination still is being refined, and some three-year-olds may still be putting objects in their mouths.

Tools to encourage measuring should be available to the three-year-olds.

## 4. Recognizes some geometric shapes

Basic geometry involves identifying and naming shapes in the environment. Three-year-olds are learning about shapes when they create structures with blocks then clean up by matching the blocks to their label on a shelf. Adults help children name geometric shapes when they point out shapes in the environment. Age-appropriate examples of this skill include:

- Drawing, painting, and cutting shapes in creative art, then naming them “squares” and “triangles” when discussing the picture with an adult;
- Create shapes on a geoboard or pegboard using fabric loops and rubber bands;
- Noticing and pointing to the circles on a friend’s jacket;
- Using cookie cutter shapes in play dough to make circles and squares.

## 5. Shows beginning understanding of spatial relationships and position words

Three-year-olds are beginning to gain a sense of their position in space and can understand some words that describe position, location, and direction. Adults who draw attention to spatial sense during children’s play support this development. Asking a child “What did you put under the large plank?”, reinforces the understanding of positional words. Three-year-olds demonstrate a beginning understanding of spatial relationships when they:

- Smile and nod when the teacher says “did you climb through that tunnel?”;
- Comment “I am sitting next to Toni” when sitting down for a small group cooking activity;
- Participate in movement activities using positional words, such as putting a bean bag “on top” of their head or “under” their foot;
- Putting beans they picked from the class garden “in the basket” when asked to do so by an adult.

## 6. Demonstrates beginning ability to compare and contrast

Three-year-olds are beginning to understand comparative words, such as “more”, “less”, “big”, “small”, “fast”, and “slow”. It is important that adults talk about these comparisons when children are playing and engaged in group activities. Examples of beginning understanding of this skill include:

- Dancing faster or slower as the music changes during a movement game;
- Shouting “I can run fast!” when running onto the outdoor playground;
- Using comparative words to describe their link chain, such as saying “I am making my link chain longer than that”;
- Compare items on a nature table, noticing that the pine cone is big and the pebble is little.

## 7. Engages in activities that explore measurement

Three-year-old children love to spend time scooping and pouring sand and water using cups, spoons, bottles, and buckets. They are beginning to develop concepts about measurement. Children this age build their understanding of measurement during free exploration experiences such as sand or water play or in activities with adults, such as cooking experiences. Three-year-olds show growing knowledge of measurement when they:

## QUESTIONS TO ASK YOURSELF

Do you and your three-year-old talk about the various smells in the kitchen? Can he name some foods by their smells in the kitchen?

Is your three-year-old interested in using simple tools? Are objects such as eyedroppers, magnifying glasses, and appropriate child-sized tool kits available to her?

How can you encourage your three-year-old to use descriptive words like fast/slow and big/little?

Does your three-year-old talk with you about the characteristics of the other children in his classroom or other children with whom he plays frequently? Does he recognize areas where those children are similar and are different?

## ENVIRONMENTAL CONSIDERATIONS

Be sure to follow safety precautions and any relevant licensing regulations when doing cooking activities with three-year-olds.

Schedule supervised daily time for your three-year-old to be outside and interact with nature.

- Use a piece of yarn or ribbon to see how long their foot is;
- Make a tower out of large DUPLO™ blocks and say “It is as tall as me!”;
- Fit different size pegs into holes in a foam board;
- Use measuring spoons when “cooking dinner” in the dramatic play corner.

## B. SCIENTIFIC THINKING

### 1. Uses senses to collect information through observation and exploration

Three-year-old children are natural explorers. Their curiosity leads them to observe things around them very intently. Because they are naturally inclined to explore their environment, experiences that engage all of their senses help them to think about their world, how it works, and enjoy the wonder of discovery. Three-year-olds demonstrate using their senses to explore and observe classroom materials and the world around them when they:

- Notice that the kiwi served during snack time tastes sweet;
- Make a loud sniffing noise when smelling growing plants in the class garden, then telling the teacher that they smell “stinky”;
- Experiment with mixing sand and water at the sensory table and describe what happened;
- Pour water from the water table over their fingers and hands, watching it drip and exclaiming “Look! I’m making bubbles!” to a child playing next to them.

### 2. Begins to use simple tools for observing and investigating

Three-year-olds engage in science by exploring the world around them. They are naturally curious about things, and trying to see how they work. As they observe and experiment, they can begin to use simple tools to help them investigate objects. Adults should provide opportunities for three-year-olds to safely use simple tools such as magnifiers and magnets, as well as to build simple tools such as ramps. Children are using tools to explore when they:

- Use a magnet with a large handle to pick up hidden objects buried in the sand box;
- Explore a tree outdoors using a plastic magnifying glass;
- Pile colored beads on both sides of a balance scale, delighting as it tips;
- Create a ramp out of blocks to race toy cars in the block area.

### 3. Begins to compare objects

Three-year-old children are beginning to organize their thoughts by comparing and contrasting things in the world around them. Discovering characteristics of an object and giving it a label helps young children to develop observation skills and supports their natural curiosity. Three-year-olds are comparing, contrasting, and examining objects when they:

- Notice that the magnet wand will stick to the legs of their chair but not the seat;
- Use comparative words in a movement activity, shouting “Now I’m dancing faster!” when the pace of the music speeds up;
- Say “Jameel got a blue one and I got a red one” when an adult passes out bean bags for a game;
- Remarks that their sweater is soft like a rabbit.

### QUESTIONS TO ASK YOURSELF

How can you help your three-year-old see both the differences and the similarities between herself and other children, particularly those who may have a unique condition (e.g., a child with leg braces)?

Through his play, does your three-year-old pretend to be a family member (e.g., Mommy; Grandfather)? Does he like to play various roles, or does he prefer to always play the same role?

How do you explain important rules to your three-year-old? What rules does she already follow consistently and which ones does she need help with?

### ENVIRONMENTAL CONSIDERATIONS

Help your three-year-old identify safety precautions when interacting with nature (e.g., do not disturb the bees).

Be sure to provide protection from the sun or avoid scheduling outdoor time between 10 a.m. and 3 p.m., when the UV rays from the sun are high.

## C. SOCIAL STUDIES

### 1. Begins to recognize and appreciate similarities and differences in people

Three-year-olds are beginning to understand that others around them have different abilities and characteristics. Often they explore these differences with great curiosity. This is part of the process of understanding culture, community, and diversity. They show a growing understanding of characteristics, similarities, and differences when they:

- Move over to make more space for a child in a wheel chair to join them in playing at the art table;
- Notice and comment that someone is wearing the same shirt that they are;
- Comment that this color crayon looks like their skin and another color crayon looks like their friend's skin;
- Displays basic knowledge of own heritage and background.

### 2. Begins to understand family characteristics, roles, and functions

Three-year-old children learn about relationships, family, and community in their everyday experiences. They understand the basic structure of family, and often explore playing out the roles within a family in their dramatic play. Three-year-olds demonstrate a beginning understanding of family roles when they:

- Pretend to be the “mommy”, “daddy”, or “granny” while playing in the dramatic play corner;
- Points out “That’s my family” to a friend when looking at the family photo display in the classroom;
- Tell stories about how their family celebrated during Thanksgiving;
- Try to draw representations of themselves and their family members in an “All About Me” activity or family portrait at the art table.

### 3. Shows awareness of some social roles and jobs that people do

Three-year-olds understand that adults have different roles. In their everyday experiences they encounter community workers like fire fighters and police officers, the barber, and their teacher. They may be able to name a parent's job, though they may not know what the parent actually does at the job. When young children explore jobs and roles of adults in their play, they are building a beginning understanding of economics, community, and social roles. Examples of this beginning understanding include:

- Pretending to be a doctor in the dress up corner, putting on a white jacket and holding a clip board while “examining” another child who is the “patient”;
- Telling the teacher about a parent or grandparent's job;
- Reading a book to a group of bears in the library playing the role of “teacher”;
- Saying “Bye. I love you.” into a play cell phone and then telling the teacher “Daddy had to go to work.”

### QUESTIONS TO ASK YOURSELF

Is your three-year-old beginning to participate in clean-up after play? How do you positively encourage him to help clean up?

What parts of her home or early learning setting does your three-year-old most enjoy? How can you encourage her to keep her special places safe and clean?

How do you introduce new art materials to your three-year-old? What are his favorite art materials?

### ENVIRONMENTAL CONSIDERATIONS

Plan your field trips for three-year-olds carefully, and be sure they are safe.

Make sure your three-year-old has access to books and other materials that show diversity in family composition and in careers.

Have many props in the dramatic play and other classroom areas that reflect the diversity of all children.

### 4. Demonstrates awareness of group rules

Three-year-old children are beginning to think about how rules help people get along. They are aware of group rules, but frequently need adult support to follow them consistently. Teachers may include young children in the development of simple class rules and can use conflicts as an opportunity to teach problem solving skills. Three-year-olds show awareness of group rules when they:

- Remind the group “only four people can play in the block area” when discussing rules for center time play;
- Repeat “Keep the sand in the sand box” after hearing an adult remind another child of the rule;
- Take part in movement games that require them to follow directions, such as the “Tooty Ta” dance or “Red Light-Green Light”;
- Talk about some of the rules at their house.

### 5. Demonstrates awareness of the environment around them

Noticing the world around them, their home, their school, and their community helps three-year-old children recognize the connection between people and the environment. Three-year-olds are interested in their environment and often notice things that change, such as a new structure on the playground or that the tables in the classroom are in different places. Adults can support this beginning understanding of how people change and protect the environment around them by engaging children in conversation, stories, and activities that demonstrate care for the environment. Examples of awareness of the environment include:

- Picking up trash on the playground and bringing it to the trash can;
- Placing their rest blanket in their cubby after rest time;
- Noticing when there are new books in the library corner;
- Participating in helping to keep the classroom clean and tidy.

## D. THE ARTS

### 1. Uses many different creative art materials to express and explore

Exploring, creating, and expressing with art materials helps three-year-olds develop self-control while encouraging a sense of discovery. Three-year-olds create a form and then decide what it is, rather than plan what to make and then make it. Their products may not look like realistic representations, but their learning is in the process rather than the product. Three-year-olds love to engage in exploration with art materials. Examples include:

- Drawing a series of shapes and lines across a page with a crayon;
- Trying one type of art many times, such as painting at the easel many days in a row;
- Experiments with scissors by cutting small scraps of paper;
- Rolling, cutting, pounding, and pulling dough or clay.

### QUESTIONS TO ASK YOURSELF

How do you respond when your three-year-old wants to use coloring books and becomes frustrated when she cannot color within the lines all the time? What other art activities could you offer to her?

Does your three-year-old enjoy singing, humming, and dancing to music that is playing on the radio or on CDs? Do you take time out to sing and dance with him?

Does your child act out stories that have been read to her? Do you ask her questions about the order of events?

Does your three-year-old enjoy calm, restful music during her nap time? Does she ask questions about the music or request favorite tunes?

### ENVIRONMENTAL CONSIDERATIONS

Make sure that all art materials are free of danger and that your three-year-old is not allergic to them.

Provide enough space to encourage safe movement to music.

Be aware that some three-year-olds have sensory integration challenges with materials that are sticky, wet, or gritty. Allow them to experience art with the use of gloves, brushes, or sponges.

## 2. Engages in musical experiences

Music experiences for three-year-olds involve singing and using instruments to create sounds and rhythms. They often move their bodies when listening to music or singing tunes. Making up words to songs, listening to recorded music, and making new music using instruments are all good activities for this age. Experiences with music enrich the brain and support all areas of development. Three-year-olds demonstrate eagerness to engage in music experiences when they:

- Clap and laugh as they sing the words to a familiar song during circle time;
- Coordinate their finger movements during finger plays such as “Itsy-Bitsy-Spider” and “Twinkle, Twinkle, Little Star”;
- Move or dance to recorded music;
- Explore the differences between the sand paper blocks, the rhythm sticks, and the tambourine at the music center.

## 3. Engages in creative movement and dramatic play

Many three-year-olds enjoy movement activities that allow them to wiggle, jump, hop, swing, and dance. They learn through movement and should have many opportunities throughout the day for expression through movement. Small muscle movement games, like finger plays, can strengthen the muscles in the hands, while also supporting language development, memory, and communication skills. “Make believe” play helps three-year-olds express emotions, explore roles, and re-create life experiences. Examples of three-year-olds engaging in movement and drama include:

- Moving spontaneously to music;
- Imitating the movements of a guest showing a special dance from another culture;
- Standing on top of the climbing platform and saying “I’m the boat captain!” after reading a book about boats during circle time;
- Using ribbons, scarves, and other props while spinning and moving to music.

## 4. Shows understanding and appreciation of artistic creations or events

Three-year-olds need many opportunities to make choices and express their preferences about the arts. They initially respond to creative art based on what pleases their senses and need exposure to multiple types of artistic experiences, such as short plays, musical performances, and looking at art creations. Three-year-olds show a beginning appreciation for art when they:

- Smile, clap, and dance to the beat of the drums played by a group of musicians visiting the classroom;
- Listen attentively to a short concert, play, or puppet show;
- Talk about the colors and shapes they see in a painting;
- Points to a picture of friends in a favorite book and says, “I like my friend Jake.”



# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## THREE-YEAR-OLDS

| Sub-Domain                   | Standard                                                                  | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework                                |
|------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------|
| <b>Mathematical Thinking</b> | Demonstrates interest in mathematical problem solving                     | HS/CFR 1304.21(a)(4)(iv)                                      | Domain: Mathematics<br>Sub-Domain: Patterns & Measurement    |
|                              | Sorts objects into groups by one characteristic                           | HS/CFR 1304.21(a)(4)(iv)                                      | Domain: Mathematics<br>Sub-Domain: Geometry & Spatial Sense  |
|                              | Shows knowledge of numbers and counting                                   | HS/CFR 1304.21(a)(4)(iv)                                      | Domain: Mathematics<br>Sub-Domain: Number & Operations       |
|                              | Recognizes some geometric shapes                                          | HS/CFR 1304.21(a)(4)(iv)                                      | Domain: Mathematics<br>Sub-Domain: Geometry & Spatial Sense  |
|                              | Shows beginning understanding of spatial relationships and position words | HS/CFR 1304.21(a)(4)(iv)                                      | Domain: Mathematics<br>Sub-Domain: Geometry & Spatial Sense  |
|                              | Demonstrates beginning ability to compare and contrast                    | HS/CFR 1304.21(a)(4)(iv)                                      | Domain: Mathematics<br>Sub-Domain: Patterns & Measurement    |
|                              | Engages in activities that explore measurement                            | HS/CFR 1304.21(a)(4)(iv)                                      | Domain: Mathematics<br>Sub-Domain: Patterns & Measurement    |
| <b>Scientific Thinking</b>   | Uses senses to collect information through observation and exploration    | HS/CFR 1304.21(a)(4)(iv) and (a)(5)(i)                        | Domain: Science<br>Sub-Domain: Scientific Skills and Methods |
|                              | Begins to use simple tools for observing and investigating                | HS/CFR 1304.21(a)(4)(iv) and (a)(5)(i)                        | Domain: Science<br>Sub-Domain: Scientific Skills and Methods |
|                              | Begins to compare objects                                                 | HS/CFR 1304.21(a)(4)(iv) and (a)(5)(i)                        | Domain: Science<br>Sub-Domain: Scientific Skills and Methods |



# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

## THREE-YEAR-OLDS

| Sub-Domain            | Standard                                                                  | Head Start Code of Federal Regulations (Performance Standard) | Head Start Outcomes Framework                                                             |
|-----------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Social Studies</b> | Begins to recognize and appreciate similarities and differences in people | HS/CFR 1304.21(b)(2)(i)                                       | Domain: Science<br>Sub-Domain: Scientific Knowledge                                       |
|                       | Begins to understand family characteristics, roles, and functions         | HS/CFR 1304.21(c)(1)(iv)                                      | Domain: Social & Emotional Development<br>Sub-Domain: Knowledge of families & communities |
|                       | Shows awareness of some social roles and jobs that people do              | HS/CFR 1304.21(c)(1)(iv)                                      | Domain: Social & Emotional Development<br>Sub-Domain: Knowledge of families & communities |
|                       | Demonstrates awareness of group rules                                     | HS/CFR 1304.21(c)(1)(iv and v)                                | Domain: Social & Emotional Development<br>Sub-Domain: Self-Control                        |
|                       | Demonstrates awareness of the environment around them                     | HS/CFR 1304.21(c)(1)(iv and v)                                | Domain: Science<br>Sub-Domain: Scientific Knowledge                                       |
| <b>The Arts</b>       | Uses many different creative art materials to express and explore         | HS/CFR 1304.21(a)(4)(ii)                                      | Domain: Creative Arts<br>Sub Domain: Art                                                  |
|                       | Engages in music experiences                                              | HS/CFR 1304.21(a)(4)(ii)                                      | Domain: Creative Arts<br>Sub-Domain: Music                                                |
|                       | Engages in creative movement and dramatic play                            | HS/CFR 1304.21(a)(4)(ii)                                      | Domain: Creative Arts<br>Sub-Domain: Movement & Dramatic Play                             |
|                       | Shows understanding and appreciation of artistic creations or events      | HS/CFR 1304.21(a)(4)(ii)                                      | Domain: Creative Arts<br>Sub-Domain: Art                                                  |



# APPENDICES

APPENDICES



# APPENDIX A

## Florida Birth to Five Early Learning and Developmental Standards Committee Members

**Kerry Allen**

Regional Voluntary Pre-Kindergarten Facilitator,  
Office of Early Learning,  
Florida Department of Education

**Noelle Bee**

Program and Services Director,  
Agency for Workforce Innovation,  
Office of Early Learning

**Brittany Birken, Ph.D.**

Director, Agency for Workforce Innovation,  
Office of Early Learning

**Judy Burleson**

Education Coordinator,  
Redlands Christian Migrant Association

**Anne Cahn**

Head Start Director,  
Martin County School District

**Christine Chiricos, Ph.D.**

Associate in Research,  
Florida State University Center for Prevention and  
Early Intervention Policy

**Lilli Copp**

Director, Head Start State Collaboration Office

**Lee Cross, Ph.D.**

Associate Professor and Director of the Technical  
Assistance and Training Program for PreK Children  
with Disabilities, University of Central Florida

**Charlotte Curtis**

Florida Department of Health

**Cheryl Fountain, Ph.D.**

Executive Director, Florida Institute of Education,  
University of North Florida

**Alisa Ghazvini, Ph.D.**

Assistant Director, T/TAS at Western Kentucky  
University's AWI/OEL Quality Initiative

**Shan Goff**

Executive Director, Office of Early Learning,  
Department of Education

**Peter Gorski, M.D., M.P.A**

Director of Program Impact and Innovation,  
Children's Board of Hillsborough County

**Mimi Graham, Ed.D.**

Executive Director, Florida State University Center  
for Prevention and Early Intervention Policy

**Michael Gramling**

Human Development Specialist, T/TAS @ Western  
Kentucky University's AWI/OEL Quality Initiative

**Daryl Greenfield, Ph.D.**

Professor, Department of Psychology,  
University of Miami

**Vikki Griffin**

Child Care Licensing, Florida Department of  
Children & Families

**Gloria Hearn**

Educational Policy Consultant, Office of Early  
Learning, Department of Education

**Marilyn Hibbard**

Program Specialist, Pre-K Children with Disabilities  
at the Florida Department of Education

**Tara Huls, Ph.D.**

Program Specialist, Office of Early Learning,  
Department of Education

**Craig Jones, Ph.D.**

Associate Professor, University of West Florida

**Janice Kane**

Bureau Chief,  
Early Steps Children's Medical Services,  
Florida Department of Health

**Roni Leiderman, Ph.D.**

Interim Dean, Mailman Segal Institute,  
Nova Southeastern University

**Thomas Logan, Ph.D.**

Executive Director,  
Gateway Early Learning Coalition

**Amanda Moore**

State Inclusion Coordinator,  
Agency for Workforce Innovation,  
Office of Early Learning

**Ana Neuhauser**

Redlands Christian Migrant Association

**Tara Lynn Orlowski**

Child Care Program Analyst,  
Department of Children and Families

**Pamela Phelps, Ph.D.**

Director,  
Tallahassee Creative Preschool  
Vice-Chair, The Creative Center for  
Childhood Research and Training

**Aline Lloyd-Provencher**

Program Manager,  
St. Lucie Early Learning Coalition

**Deborah Rogers**

Consumer Relations Analyst,  
Agency for Workforce Innovation,  
Office of Early Learning

**Deborah Russo**

Director,  
Child Care Program Office,  
Department of Children and Families

**Janie Sailors, RN**

Health Specialist, T/TAS at Western Kentucky  
University's AWI/OEL Quality Initiative

**Connie Jo Smith, Ed.D**

Early Childhood Specialist, T/TAS at Western  
Kentucky University's AWI/OEL Quality Initiative

**J. Maggie Stevens**

Quality Assurance Coordinator,  
Lee County Head Start

**Betsy Thigpen**

Early Childhood Specialist, T/TAS at Western  
Kentucky University's AWI/OEL Quality Initiative

**Marce Verzaro-O'Brien, Ph.D.**

Director, T/TAS at Western Kentucky University  
and the AWI/OEL Quality Initiative

**Courtne Wheelless**

Family Support Coordinator,  
Agency for Workforce Innovation,  
Office of Early Learning

**Carole West**

Program Specialist,  
Florida Department of Education



# APPENDIX B

## Immunization Schedule, Well Visit Schedule & Growth Charts

**FIGURE 1: Recommended immunization schedule for persons aged 0 through 6 years—United States, 2012** (for those who fall behind or start late, see the catch-up schedule [Figure 3])

| Vaccine ▼                                         | Age ► | Birth | 1 month | 2 months | 4 months | 6 months         | 9 months                  | 12 months                         | 15 months | 18 months                 | 19–23 months | 2–3 years   | 4–6 years |                                                                         |
|---------------------------------------------------|-------|-------|---------|----------|----------|------------------|---------------------------|-----------------------------------|-----------|---------------------------|--------------|-------------|-----------|-------------------------------------------------------------------------|
| Hepatitis B <sup>1</sup>                          |       | Hep B | HepB    |          |          | HepB             |                           | HepB                              |           |                           |              |             |           | Range of recommended ages for all children                              |
| Rotavirus <sup>2</sup>                            |       |       |         | RV       | RV       | RV <sup>2</sup>  |                           |                                   |           |                           |              |             |           |                                                                         |
| Diphtheria, tetanus, pertussis <sup>3</sup>       |       |       |         | DTaP     | DTaP     | DTaP             | see footnote <sup>1</sup> | DTaP                              |           |                           |              |             | DTaP      |                                                                         |
| <i>Haemophilus influenzae</i> type b <sup>4</sup> |       |       |         | Hib      | Hib      | Hib <sup>4</sup> |                           | Hib                               |           |                           |              |             |           | Range of recommended ages for certain high-risk groups                  |
| Pneumococcal <sup>5</sup>                         |       |       |         | PCV      | PCV      | PCV              |                           | PCV                               |           |                           |              | PPSV        |           |                                                                         |
| Inactivated poliovirus <sup>6</sup>               |       |       |         | IPV      | IPV      |                  |                           | IPV                               |           |                           |              |             | IPV       |                                                                         |
| Influenza <sup>7</sup>                            |       |       |         |          |          |                  |                           | Influenza (Yearly)                |           |                           |              |             |           |                                                                         |
| Measles, mumps, rubella <sup>8</sup>              |       |       |         |          |          |                  |                           | MMR                               |           | see footnote <sup>9</sup> |              |             | MMR       | Range of recommended ages for all children and certain high-risk groups |
| Varicella <sup>9</sup>                            |       |       |         |          |          |                  |                           | Varicella                         |           | see footnote <sup>9</sup> |              |             | Varicella |                                                                         |
| Hepatitis A <sup>10</sup>                         |       |       |         |          |          |                  |                           | Dose 1 <sup>10</sup>              |           |                           |              | HepA Series |           |                                                                         |
| Meningococcal <sup>11</sup>                       |       |       |         |          |          |                  |                           | MCV4 — see footnote <sup>11</sup> |           |                           |              |             |           |                                                                         |

This schedule includes recommendations in effect as of December 23, 2011. Any dose not administered at the recommended age should be administered at a subsequent visit, when indicated and feasible. The use of a combination vaccine generally is preferred over separate injections of its equivalent component vaccines. Vaccination providers should consult the Advisory Committee on Immunization Practices (ACIP) statement for detailed recommendations, available online at <http://www.cdc.gov/vaccines/pubs/acip-list.htm>. Clinically significant adverse events that follow vaccination should be reported to the Vaccine Adverse Event Reporting System (VAERS) online (<http://www.vaers.hhs.gov>) or by telephone (800-822-7967).

- Hepatitis B (HepB) vaccine.** (Minimum age: birth)  
**At birth:**
  - Administer monovalent HepB vaccine to all newborns before hospital discharge.
  - For infants born to hepatitis B surface antigen (HBsAg)-positive mothers, administer HepB vaccine and 0.5 mL of hepatitis B immune globulin (HBIG) within 12 hours of birth. These infants should be tested for HBsAg and antibody to HBsAg (anti-HBs) 1 to 2 months after completion of at least 3 doses of the HepB series, at age 9 through 18 months (generally at the next well-child visit).
  - If mother's HBsAg status is unknown, within 12 hours of birth administer HepB vaccine for infants weighing  $\geq 2,000$  grams, and HepB vaccine plus HBIG for infants weighing  $< 2,000$  grams. Determine mother's HBsAg status as soon as possible and, if she is HBsAg-positive, administer HBIG for infants weighing  $\geq 2,000$  grams (no later than age 1 week).**Doses after the birth dose:**
  - The second dose should be administered at age 1 to 2 months. Monovalent HepB vaccine should be used for doses administered before age 6 weeks.
  - Administration of a total of 4 doses of HepB vaccine is permissible when a combination vaccine containing HepB is administered after the birth dose.
  - Infants who did not receive a birth dose should receive 3 doses of a HepB-containing vaccine starting as soon as feasible (Figure 3).
  - The minimum interval between dose 1 and dose 2 is 4 weeks, and between dose 2 and 3 is 8 weeks. The final (third or fourth) dose in the HepB vaccine series should be administered no earlier than age 24 weeks and at least 16 weeks after the first dose.
- Rotavirus (RV) vaccines.** (Minimum age: 6 weeks for both RV-1 [Rotarix] and RV-5 [Rota Teq])
  - The maximum age for the first dose in the series is 14 weeks, 6 days; and 8 months, 0 days for the final dose in the series. Vaccination should not be initiated for infants aged 15 weeks, 0 days or older.
  - If RV-1 (Rotarix) is administered at ages 2 and 4 months, a dose at 6 months is not indicated.
- Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine.** (Minimum age: 6 weeks)
  - The fourth dose may be administered as early as age 12 months, provided at least 6 months have elapsed since the third dose.
- Haemophilus influenzae* type b (Hib) conjugate vaccine.** (Minimum age: 6 weeks)
  - If PRP-OMP (PedvaxHIB or Comvax [HepB-Hib]) is administered at ages 2 and 4 months, a dose at age 6 months is not indicated.
  - Hiberix should only be used for the booster (final) dose in children aged 12 months through 4 years.
- Pneumococcal vaccines.** (Minimum age: 6 weeks for pneumococcal conjugate vaccine [PCV]; 2 years for pneumococcal polysaccharide vaccine [PPSV])
  - Administer 1 dose of PCV to all healthy children aged 24 through 59 months who are not completely vaccinated for their age.
  - For children who have received an age-appropriate series of 7-valent PCV (PCV7), a single supplemental dose of 13-valent PCV (PCV13) is recommended for:
    - All children aged 14 through 59 months
    - Children aged 60 through 71 months with underlying medical conditions.
  - Administer PPSV at least 8 weeks after last dose of PCV to children aged 2 years or older with certain underlying medical conditions, including a cochlear implant. See *MMWR* 2010;59(No. RR-11), available at <http://www.cdc.gov/mmwr/pdf/rr/rr5911.pdf>.
- Inactivated poliovirus vaccine (IPV).** (Minimum age: 6 weeks)
  - If 4 or more doses are administered before age 4 years, an additional dose should be administered at age 4 through 6 years.
  - The final dose in the series should be administered on or after the fourth birthday and at least 6 months after the previous dose.
- Influenza vaccines.** (Minimum age: 6 months for trivalent inactivated influenza vaccine [TIV]; 2 years for live, attenuated influenza vaccine [LAIV])
  - For most healthy children aged 2 years and older, either LAIV or TIV may be used. However, LAIV should not be administered to some children, including 1) children with asthma, 2) children 2 through 4 years who had wheezing in the past 12 months, or 3) children who have any other underlying medical conditions that predispose them to influenza complications. For all other contraindications to use of LAIV, see *MMWR* 2010;59(No. RR-8), available at <http://www.cdc.gov/mmwr/pdf/rr/rr5908.pdf>.
  - For children aged 6 months through 8 years:
    - For the 2011–12 season, administer 2 doses (separated by at least 4 weeks) to those who did not receive at least 1 dose of the 2010–11 vaccine. Those who received at least 1 dose of the 2010–11 vaccine require 1 dose for the 2011–12 season.
    - For the 2012–13 season, follow dosing guidelines in the 2012 ACIP influenza vaccine recommendations.
- Measles, mumps, and rubella (MMR) vaccine.** (Minimum age: 12 months)
  - The second dose may be administered before age 4 years, provided at least 4 weeks have elapsed since the first dose.
  - Administer MMR vaccine to infants aged 6 through 11 months who are traveling internationally. These children should be revaccinated with 2 doses of MMR vaccine, the first at ages 12 through 15 months and at least 4 weeks after the previous dose, and the second at ages 4 through 6 years.
- Varicella (VAR) vaccine.** (Minimum age: 12 months)
  - The second dose may be administered before age 4 years, provided at least 3 months have elapsed since the first dose.
  - For children aged 12 months through 12 years, the recommended minimum interval between doses is 3 months. However, if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid.
- Hepatitis A (HepA) vaccine.** (Minimum age: 12 months)
  - Administer the second (final) dose 6 to 18 months after the first.
  - Unvaccinated children 24 months and older at high risk should be vaccinated. See *MMWR* 2006;55(No. RR-7), available at <http://www.cdc.gov/mmwr/pdf/rr/rr5507.pdf>.
  - A 2-dose HepA vaccine series is recommended for anyone aged 24 months and older, previously unvaccinated, for whom immunity against hepatitis A virus infection is desired.
- Meningococcal conjugate vaccines, quadrivalent (MCV4).** (Minimum age: 9 months for Menactra [MCV4-D], 2 years for Menveo [MCV4-CRM])
  - For children aged 9 through 23 months 1) with persistent complement component deficiency; 2) who are residents of or travelers to countries with hyperendemic or epidemic disease; or 3) who are present during outbreaks caused by a vaccine serogroup, administer 2 primary doses of MCV4-D, ideally at ages 9 months and 12 months or at least 8 weeks apart.
  - For children aged 24 months and older with 1) persistent complement component deficiency who have not been previously vaccinated; or 2) anatomic/functional asplenia, administer 2 primary doses of either MCV4 at least 8 weeks apart.
  - For children with anatomic/functional asplenia, if MCV4-D (Menactra) is used, administer at a minimum age of 2 years and at least 4 weeks after completion of all PCV doses.
  - See *MMWR* 2011;60:72–6, available at <http://www.cdc.gov/mmwr/pdf/wk/mm6003.pdf>, and Vaccines for Children Program resolution No. 6/11-1, available at <http://www.cdc.gov/vaccines/programs/vfc/downloads/resolutions/06-11mening-mcv.pdf>, and *MMWR* 2011;60:1391–2, available at <http://www.cdc.gov/mmwr/pdf/wk/mm6040.pdf>, for further guidance, including revaccination guidelines.

This schedule is approved by the Advisory Committee on Immunization Practices (<http://www.cdc.gov/vaccines/recs/acip>), the American Academy of Pediatrics (<http://www.aap.org>), and the American Academy of Family Physicians (<http://www.aafp.org>).  
Department of Health and Human Services • Centers for Disease Control and Prevention

**Bright Futures**  
Prevention and health promotion for infants,  
children, adolescents, and their families.™

Developmental, psychosocial, and chronic disease issues for children and adolescents may require frequent counseling and treatment visits separate from preventive care visits.

These guidelines represent a consensus by the American Academy of Pediatrics (AAP) and Bright Futures. The AAP continues to emphasize the great importance of **continuity of care** in comprehensive health supervision and the need to avoid **fragmentation of care**.

Copyright © 2008 by the American Academy of Pediatrics.

fragmentation of care.

o Perform risk assessments of screens as appropriate, based on universal screening requirements for patients with Medicaid or high resilience areas.

o Tuberculosis testing per recommendations of the Committee on Infectious Diseases, published in the current edition of *Red Book: Report of the National Committee on Infectious Diseases*. Testing should be done on recognition of high-risk factors.

r Third Report of the National Cholesterol Education Program (NCEP) Expert Panel on Detection, Evaluation, and Treatment of High Blood Cholesterol in Adults (Adult Treatment Panel III) <http://circ.ahajournals.org/cgi/content/full/109/25/5143> and "The Expert Committee Recommendations on the Assessment, Prevention, and Treatment of Child and Adolescent Overweight and Obesity," Supplement to Pediatrics. In press.

s Sexually active patients should be screened for sexually transmitted infections (STIs).

t As assessed as part of a pelvic examination beginning within 3 years of onset of sexual activity or age 21 (whichever comes first).

u Referral to dental home, if available. Otherwise, administer oral health risk assessment. If the primary water source is deficient in fluoride, consider oral fluoride supplementation.

v At the visits for 3 years and 6 years of age, it should be determined whether the patient has a dental home. If the patient does not have a dental home, a referral should be made to one. If the primary water source is deficient in fluoride, consider oral fluoride supplementation.

w Refer to the specific guidance by age as listed in Bright Futures Guidelines. Hagan JF, Shaw JS, Duncan PM, eds. *Bright Futures: Guidelines for the Clinical Examination, Supervision of Infants, Children, and Adolescents*, 3rd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2008.

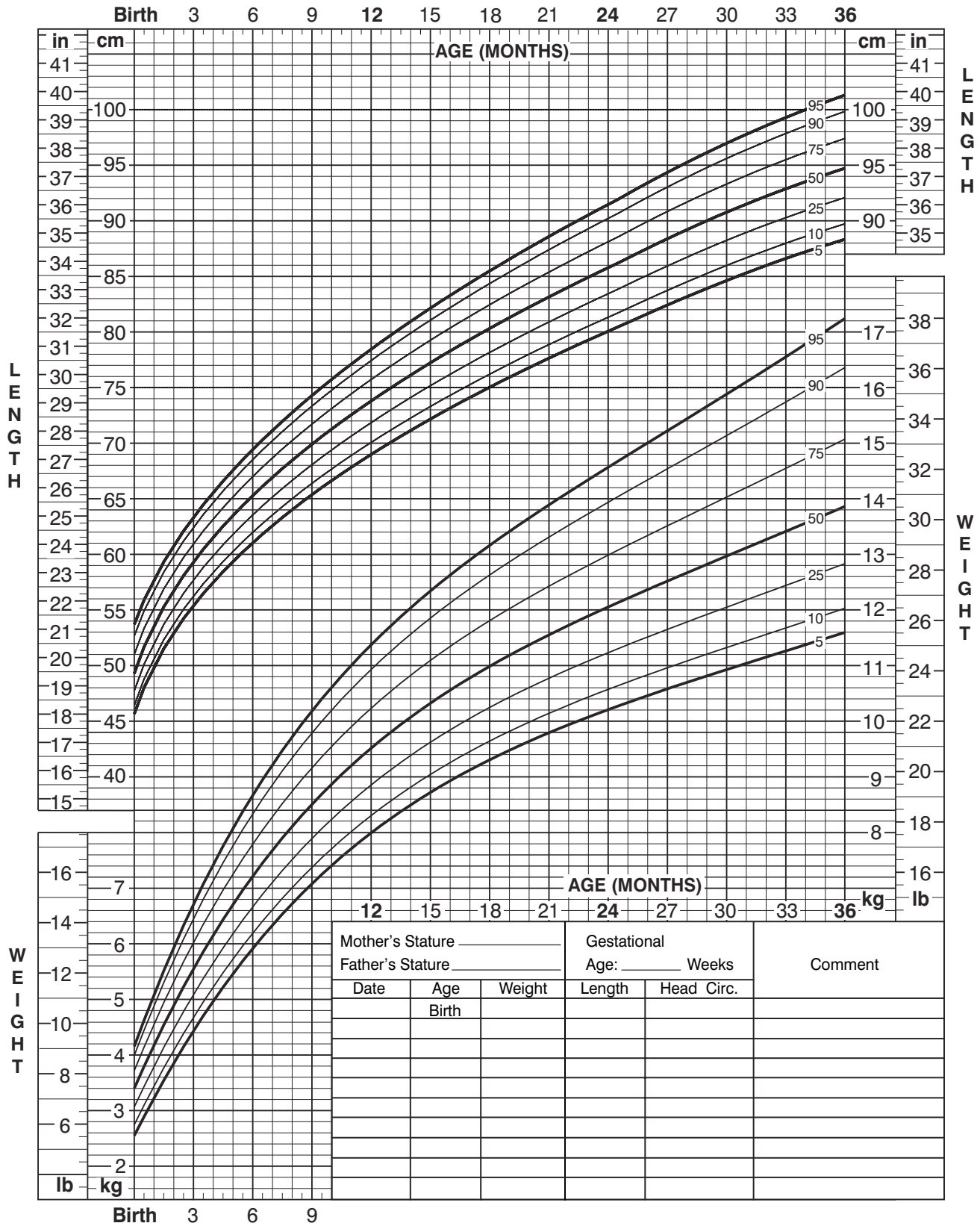
● = to be performed ★ = risk assessment to be performed, with appropriate action to follow, if positive  
 ← = range during which a service may be provided, with the symbol indicating the preferred age



**Birth to 36 months: Girls**  
**Length-for-age and Weight-for-age percentiles**

NAME \_\_\_\_\_

RECORD # \_\_\_\_\_



Published May 30, 2000 (modified 4/20/01).  
 SOURCE: Developed by the National Center for Health Statistics in collaboration with  
 the National Center for Chronic Disease Prevention and Health Promotion (2000).  
<http://www.cdc.gov/growthcharts>



## RECORD # \_\_\_\_\_

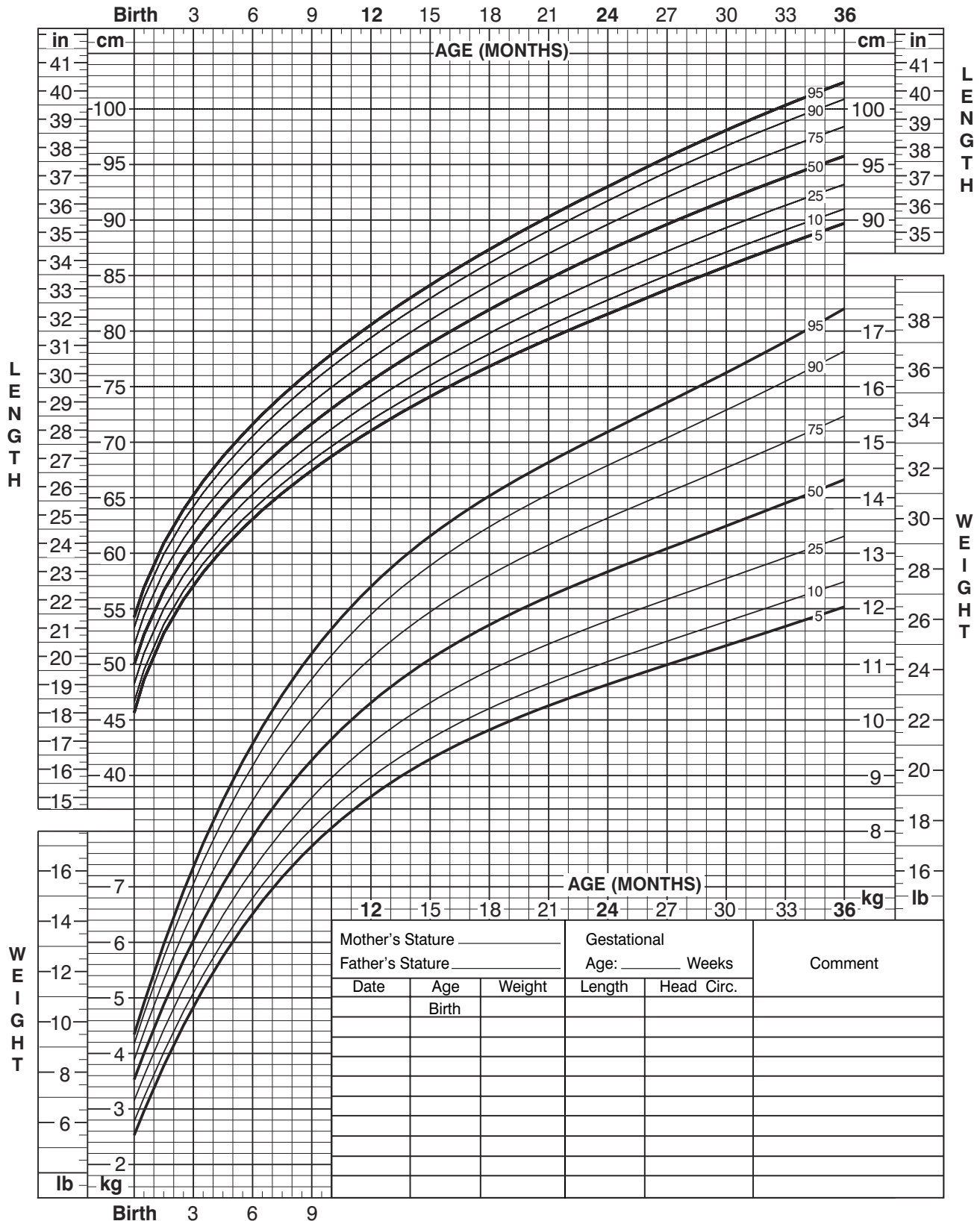


# Birth to 36 months: Boys

## Length-for-age and Weight-for-age percentiles

NAME \_\_\_\_\_

RECORD # \_\_\_\_\_



Published May 30, 2000 (modified 4/20/01).  
 SOURCE: Developed by the National Center for Health Statistics in collaboration with  
 the National Center for Chronic Disease Prevention and Health Promotion (2000).  
<http://www.cdc.gov/growthcharts>



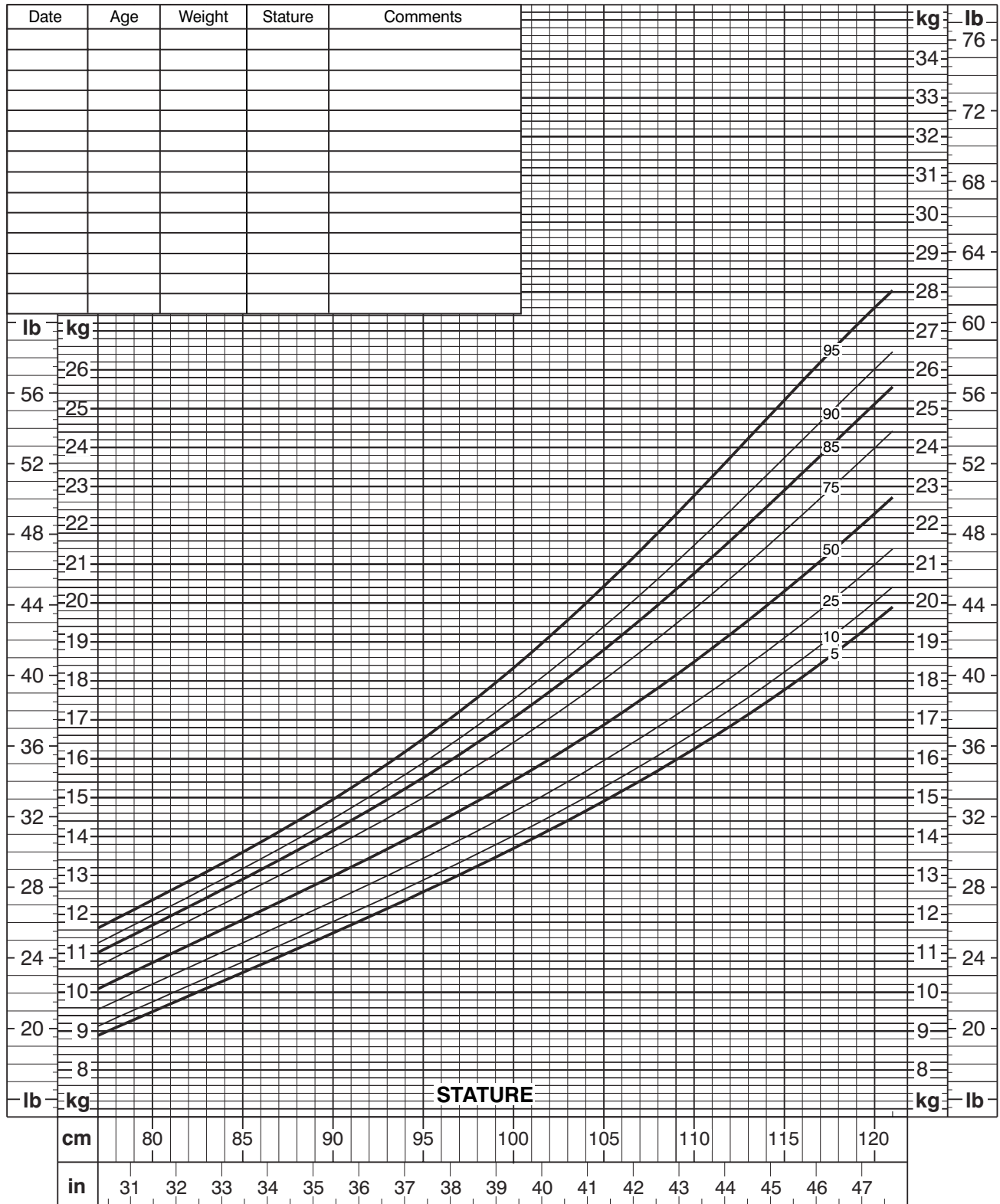
SAFER • HEALTHIER • PEOPLE™

## RECORD # \_\_\_\_\_



NAME \_\_\_\_\_

RECORD # \_\_\_\_\_

**Weight-for-stature percentiles: Girls**

Published May 30, 2000 (modified 10/16/00).

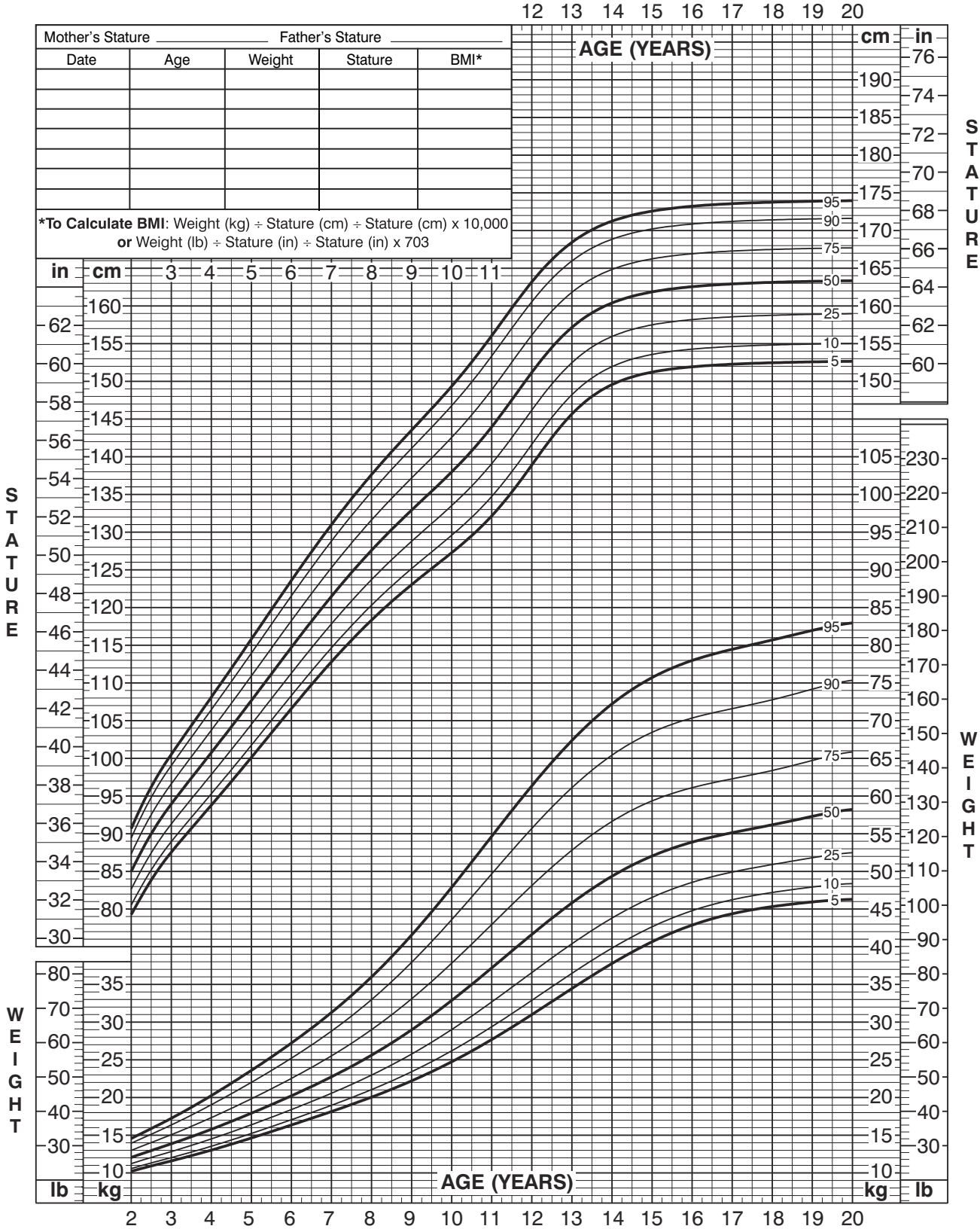
SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000).  
<http://www.cdc.gov/growthcharts>



SAFER • HEALTHIER • PEOPLE™

2 to 20 years: Girls  
 Stature-for-age and Weight-for-age percentiles

NAME \_\_\_\_\_  
 RECORD # \_\_\_\_\_



Published May 30, 2000 (modified 11/21/00).  
 SOURCE: Developed by the National Center for Health Statistics in collaboration with  
 the National Center for Chronic Disease Prevention and Health Promotion (2000).  
<http://www.cdc.gov/growthcharts>



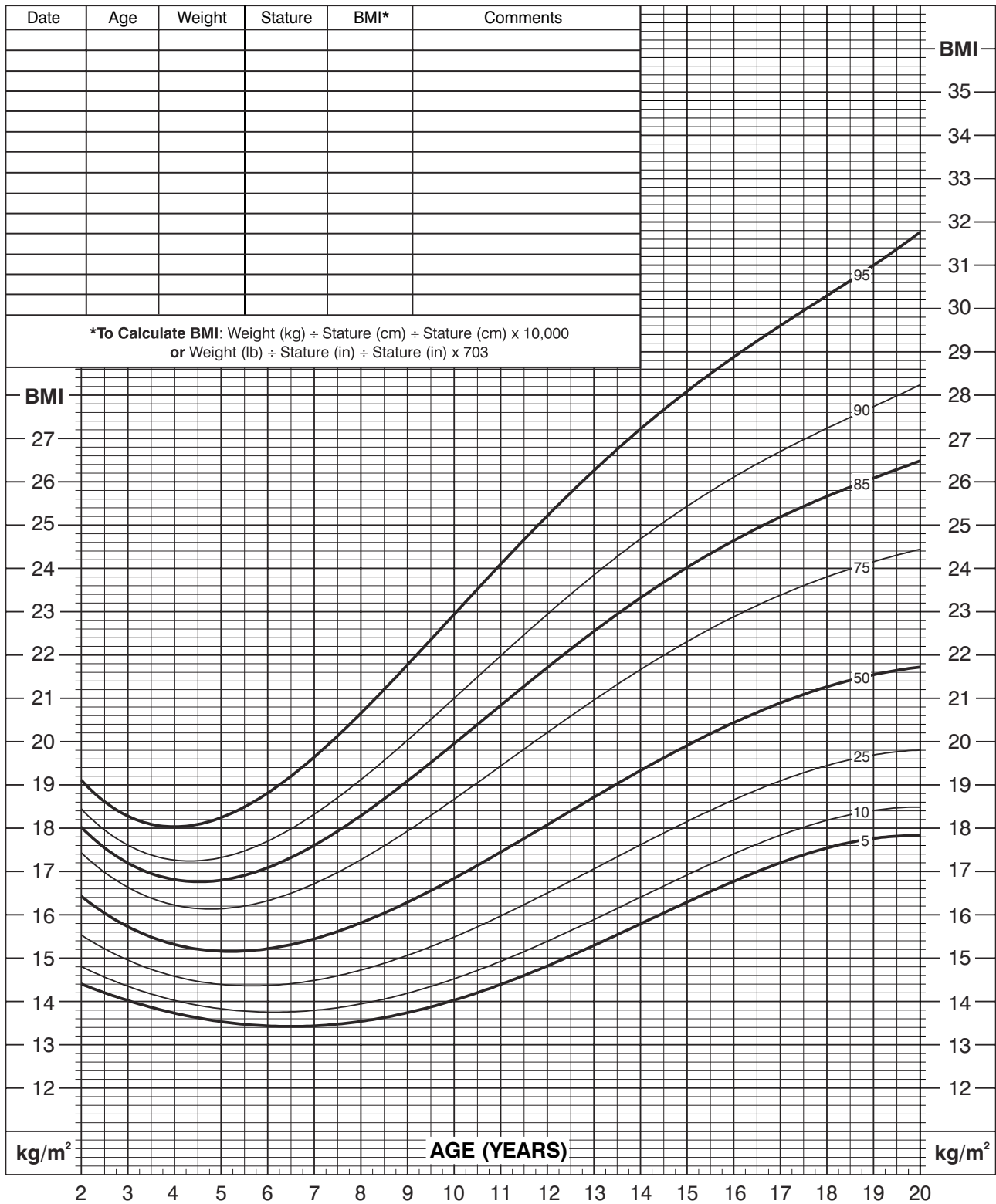


## 2 to 20 years: Girls

### Body mass index-for-age percentiles

NAME \_\_\_\_\_

RECORD # \_\_\_\_\_



Published May 30, 2000 (modified 10/16/00).

SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000).  
<http://www.cdc.gov/growthcharts>

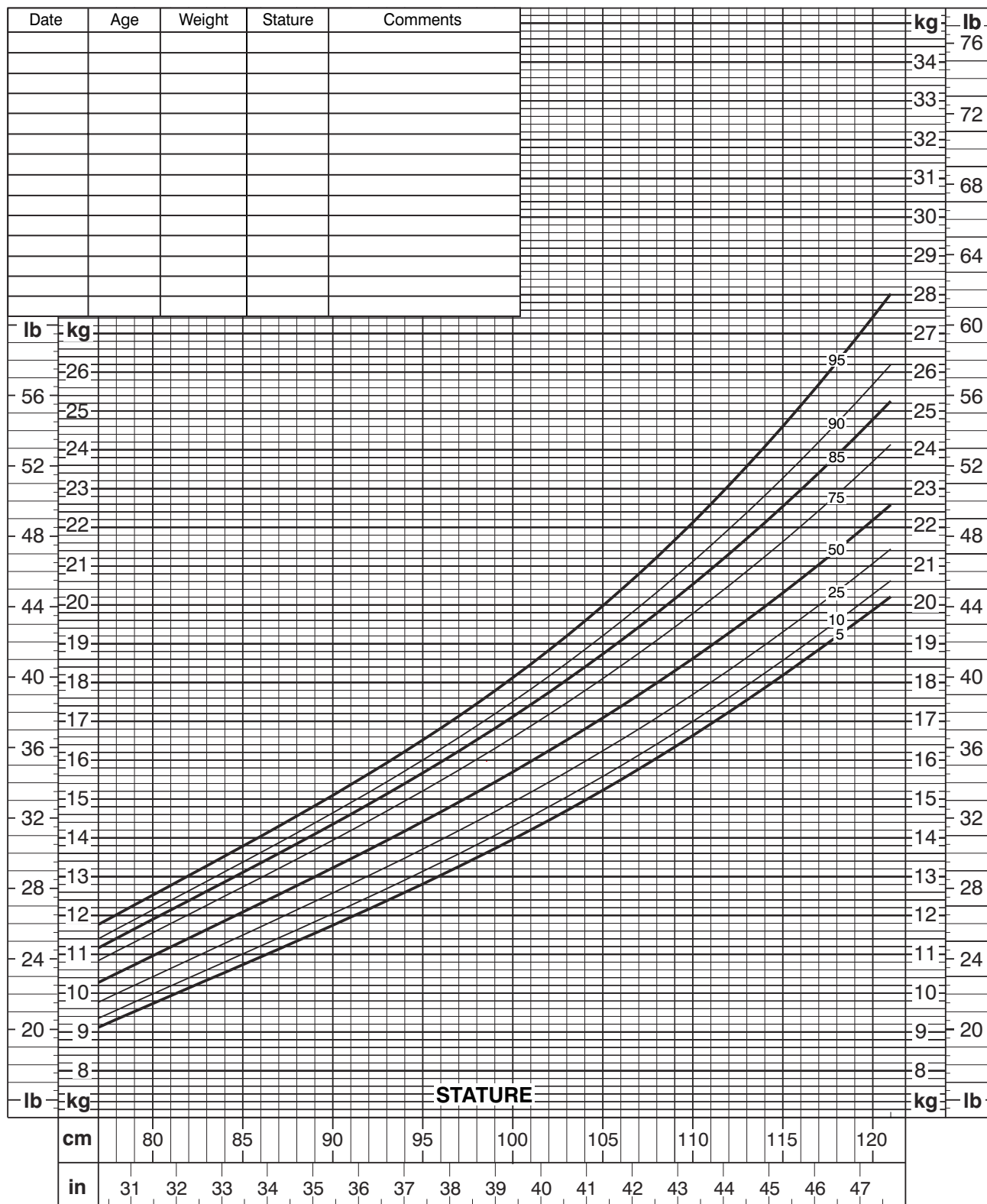


SAFER • HEALTHIER • PEOPLE™

# Weight-for-stature percentiles: Boys

NAME \_\_\_\_\_

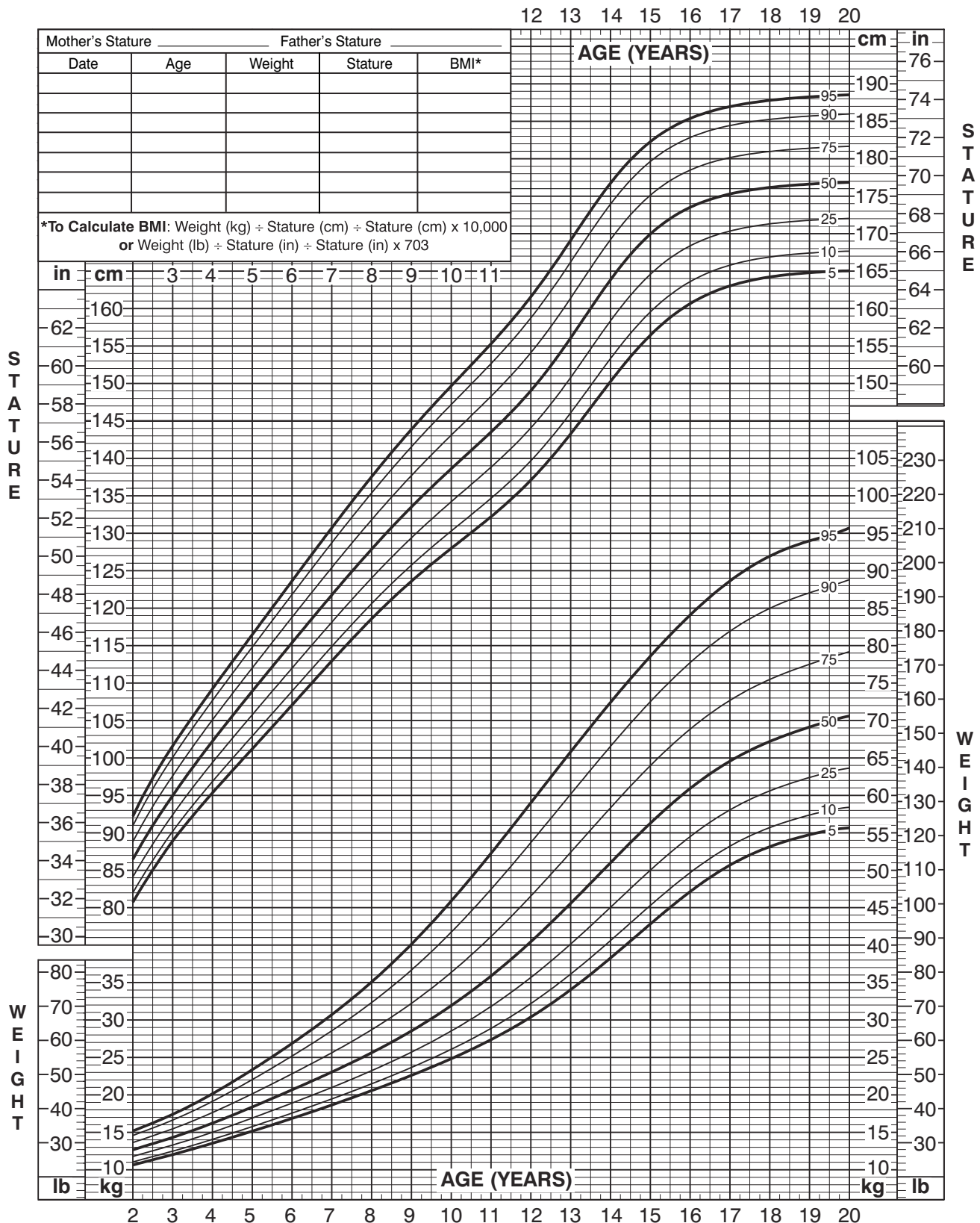
RECORD # \_\_\_\_\_



Published May 30, 2000 (modified 10/16/00).  
SOURCE: Developed by the National Center for Health Statistics in collaboration with  
the National Center for Chronic Disease Prevention and Health Promotion (2000).  
<http://www.cdc.gov/growthcharts>



RECORD # \_\_\_\_\_



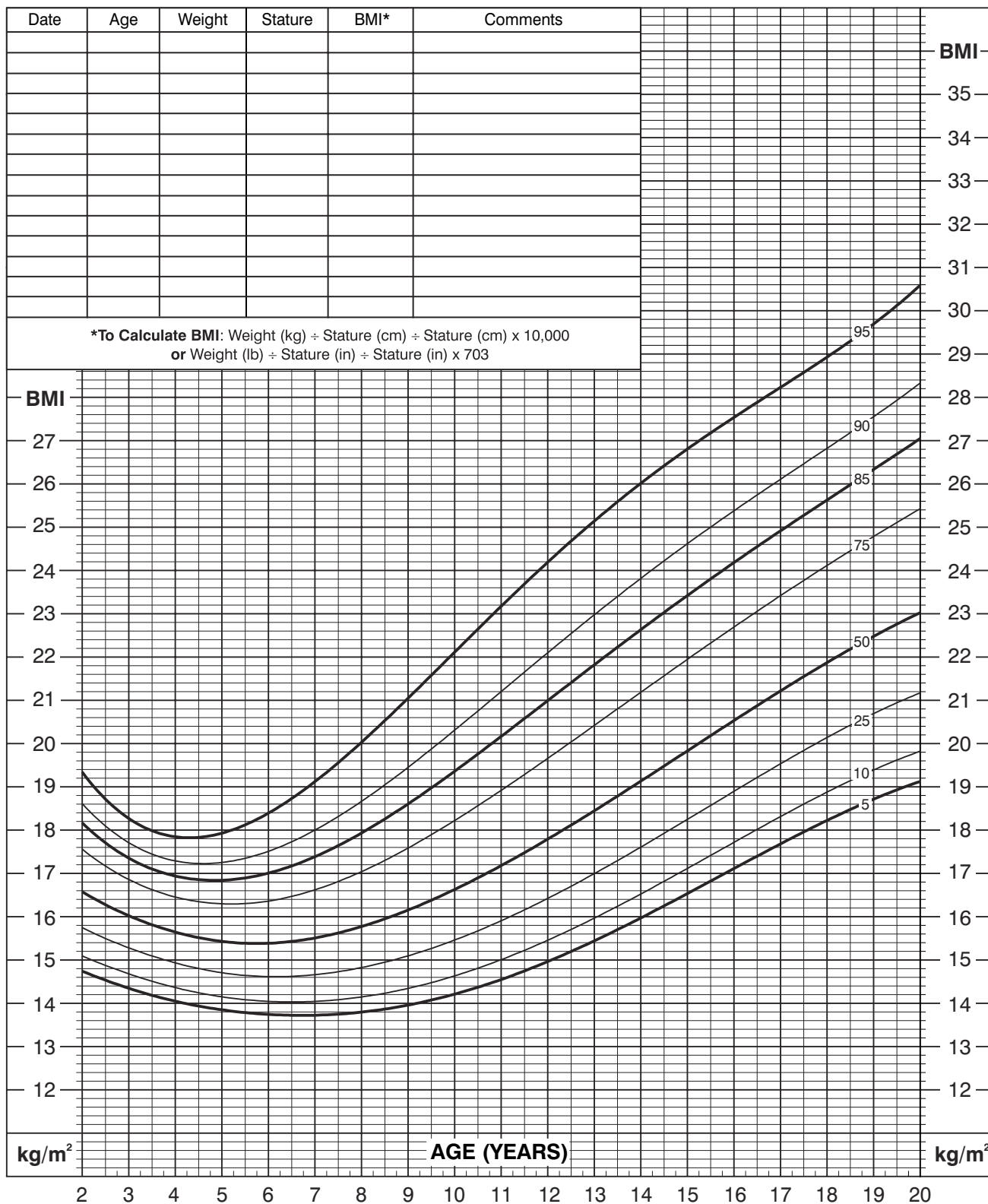
**SAFER • HEALTHIER • PEOPLE™**

## 2 to 20 years: Boys

### Body mass index-for-age percentiles

NAME \_\_\_\_\_

RECORD # \_\_\_\_\_



Published May 30, 2000 (modified 10/16/00).

SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000).  
<http://www.cdc.gov/growthcharts>



SAFER • HEALTHIER • PEOPLE™

# GLOSSARY

## Florida Birth to Five Early Learning and Developmental Standards

**Agency for Workforce Innovation:**

The state agency in Florida responsible for administering the School Readiness, Voluntary Pre Kindergarten and Child Care Resource and Referral programs

**Approaches to Learning:**

The multiple ways in which young children engage in acquiring and using information and skills to solve problems and engage in reciprocal relationships

**Attribute:**

A quality, property, or characteristic of somebody or something

**Caregiver:**

A person who provides direct care for children in an early learning setting, such as a home, early learning program or other environment; can include formal caregivers such as teachers and other adults such as parents or relatives

**Child Assessment:**

A process of gathering and describing or quantifying information across all domains about young children's development, based on an understanding of developmental expectations and research, and using findings to inform families, services, and practices

**Child Screening:**

A procedure that is designed to identify only those children who may need a more intensive assessment of potential developmental delays

**Cognitive:**

Thinking activity; conscious intellectual activity

**Cognitive Development:**

The process by which young children build upon previous learning and experiences, scan their immediate environments, seek additional information, and then solve problems and challenges that they encounter in their everyday interactions with people and objects

**Competency:**

Ability; the ability to do something, especially measured against a standard

**Concept and Memory:**

The capacity of young children to learn about the differences and similarities among objects, people and situations, and to use that information in their exploration of new environments

**Congenital:**

Existing at birth

**Creative Arts:**

The expression and representation of each child's unique world through music, art, movement and dance

**Creativity and Inventiveness:**

The capacity of young children to use alternate and new strategies to explore their worlds and to solve problems

**Culture:**

The customary beliefs, social forms, and material traits of a racial, religious, or social group

**Curriculum:**

Everything a child experiences in an early learning program, including social interactions, learning experiences and routines; curriculum (a) has multiple components, such as goals, content, and instructional practices, and (b) is influenced by many factors, including society's values, content standards, accountability systems, research findings, community expectations, culture and language, and individual children's characteristics

**Developmental Assessment:**

Either an informal or a structured evaluation of a child's growth in the areas of physical, language, intellectual, social, and emotional development

**Developmental Screening:**

A short, quick procedure designed to identify children who might need to be referred for more intensive evaluation of potential developmental delays

**Developmentally Appropriate Practice:**

The provision of learning opportunities designed to encourage the practice of newly-acquired skills while offering challenges just beyond young children's current mastery level, and doing so in a safe, nurturing environment

**Domain:**

An area of development or knowledge

**Diversity:**

The inclusion of different people (as people of different races or cultures) in a group or organization

**Eagerness and Curiosity:**

The capacity of young children to explore situations and people that is unfamiliar

**Early Reading:**

The development of young children's vocabulary knowledge, phonological and print awareness, and love of literature through a variety of print and audio materials and experiences

**Early Writing:**

The development of young children's capacity to represent their ideas and feelings on paper through a variety of experiences utilizing writing implements

**Environment:**

The world around us including our physical surroundings and the people we interact with

**Emerging:**

Coming about slowly; showing up a little at a time

**Exploration and Discovery:**

The capacity of young children to use their prior learning and new skills to make sense of situations, events and relationships

**Expressive language:**

What children can say to communicate with others, progressing from coos and gurgles to words and sentences; includes sign and gesture in children with limited speech abilities

**Family:**

A group of individuals living together



**Fine motor skills:**

Abilities using the small muscles of the hands; activities using these skills include grasping toys, picking up or holding food, connecting links, lacing, drawing, crushing paper and cutting

**General Knowledge:**

The accumulation of information about people, objects and situations, facilitating growth of young children's problem-solving and daily interaction skills

**Genetic:**

Caused by, or controlled by genes

**Gross motor skills:**

Abilities using large muscles of the arms, legs and torso: activities using these skills include crawling, pulling up, walking, running, jumping, pedaling, throwing and dancing

**Health:**

A term that encompasses young children's physical, dental, auditory, visual and nutritional development and well-being

**Initiate:**

To make something happen

**Inventiveness:**

Children's ability to make discoveries and explore ideas, objects, and materials

**Language and Communication:**

The growth of young children's capacity to gather and share information through verbal and written communications with others

**Mathematical Thinking:**

The capacity of young children to identify spatial, temporal, and numerical relationships among objects and among people, and to use that information to better understand their world

**Milestone:**

A significant point in development

**Persistence:**

A child's ability to stick with a task for a time, sometimes employing creative methods to solve problems, such as fitting a puzzle piece into its place, without giving up easily

**Phonological awareness:**

The ability to hear and discriminate the sounds of language

**Physical Development:**

The growth of young children's gross and fine motor and self-help skills, as well as their physical, dental and nutritional growth

**Physiological:**

Having to do with a child's healthy or normal body functions

**Pincer grasp:**

Take hold of something using the finger and thumb

**Planning and Reflection:**

The capacity of young children to think about their actions before initiating an event, and to evaluate the results of their behaviors

**Problem-Solving and Creative Expression:**

The capacity of young children to use current knowledge and skills to gain information, interpret their surroundings, and to try out multiple solutions to challenges they are facing in their environments

**Prosocial:**

Behaviors that are helpful, caring and respectful of others; skills that enable children to engage positively with others, understand themselves and others better, and express and understand emotions

**Receptive language:**

What children can hear and understand; includes understanding sign language and gestures in children with limited hearing

**Scientific Thinking:**

The capacity of young children to ask questions, develop hypotheses, test the predictions, and evaluate the results

**Self-concept:**

A child's understanding of who they are in the world, including their personality traits, what they are good at, and how they relate to others

**Self-regulation:**

A child's ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention

**Self-help:**

A child's ability to accomplish health and self-care routines, such as dressing, washing hands, and toileting, with or without help from an adult

**Seriation:**

Grouping things based on a single attribute, for example lining up counting bears from smallest to largest

**Social-Emotional Development:**

The growth of young children's capacity to form and maintain positive and productive relationships with others, and to understand and value their own abilities and uniqueness

**Social Studies:**

The capacity of young children to identify family roles and relationships, understand how groups function, and to use social information in their daily interactions with others

**Standard:**

An expectation regarding a skill or knowledge level that a young child will exhibit based on study and research of a child population group

**Tactile:**

Relating to the sense of touch

**Temperament:**

Habitual mode of emotional response

The Florida Early Learning and Developmental Standards were created by using multiple resources, of which, one was the Alaska Guidelines. It is important to note that Alaska Guidelines were adapted from the Washington State Guidelines and were revised by Alaskans to meet the unique concerns of children their State. We wish to acknowledge the work of Alaska and Washington State. Specifically, for Washington State, we want to thank The WA State Department of Early Learning, the Office of Superintendent of Public Instruction, Washington State Core Interagency Team and Dr. Sharon Lynn Kagan and her team at Columbia University for providing the basis for the Alaska Early Learning Guidelines which greatly influenced Florida's guidelines.