



Commonwealth of the Northern Mariana Islands Early Learning and Development Guidelines

Ages Birth to Five
2021



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INTRODUCTION

Research shows that the early years matter. Children who experience high quality early care and education and enter school prepared for kindergarten are more successful in school and later in life. In order to support the healthy development of all young children, the CNMI Early Learning and Development Guidelines (ELDGs) were adopted by the CNMI Preschool Development Grant (PDG) Team in September, 2021. The team adopted the *Head Start Early Learning Outcomes Framework* to serve as the learning and development guidelines for all children ages birth to five in CNMI. The adopted CNMI Early Learning and Development Guidelines replace the CNMI Infants and Toddlers and Preschoolers Early Learning Guidelines published in 2014.

“Early Learning and Development Guidelines provide written expectations that:

- Describe what children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- Are appropriate for each age group (e.g., infants, toddler, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- Cover all Essential Domains of School Readiness; and
- Are universally designed and developmentally, culturally, and linguistically appropriate.” (National Center on Early Childhood Quality Assurance, 2016)

The CNMI Early Learning and Development Guidelines include a broad description of children’s learning and development. The Guidelines provide examples and resources that are

designed to support families, caregivers, and early educators. The Early Learning and Development Guidelines can be used to; improve knowledge of child development, inform age-appropriate expectations for children’s development and learning, establish goals for children’s development and learning that are shared across programs and services, and guide plans for developing curricula and activities.

The adoption of these Guidelines is intended to create greater collaboration across the early childhood system of care in CNMI where young children may spend their first five years of life at home with their families, in friend or family care, in family child care, child care centers, Early Head Start, or Head Start prior to arriving at kindergarten.

Families

Families are children’s first and most important teachers. Families can use the ELDGs to better understand how children develop and obtain information and activities to use at home with their children.

Early Childhood Teachers and Caregivers

The ELDGs define what children should know and be able to do and the teachers and caregivers working with children each day must be able to plan appropriate environments and activities to support children’s learning and development.

Administrators

Leaders of programs for young children play a vital role in influencing program quality and the use of the ELDGs to support children’s learning and development.

Policymakers and Community Leaders

Policymakers and leaders can support outcomes for children by influencing use of the ELDGs and promoting collaboration among organizations and agencies that serve young children and families.

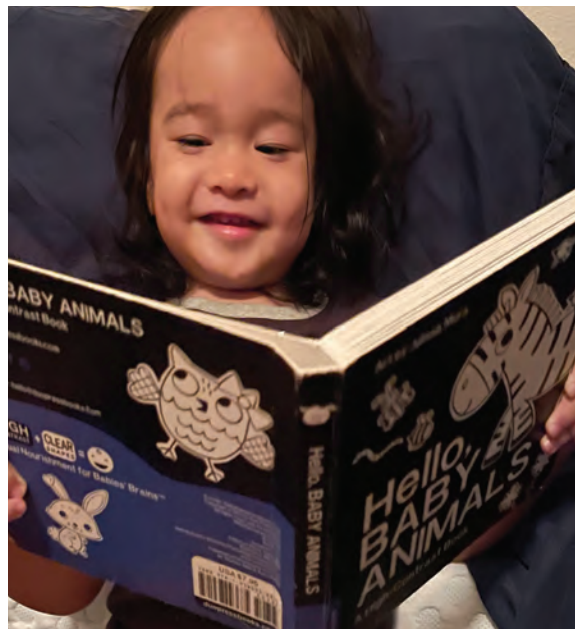
Public Schools and Kindergarten Teachers

The ELDGs describe what we want children to know and be able to do before kindergarten. Teachers and receiving schools can build on children’s prior experiences and learning when there is shared understanding in developmental expectations and everyone that is supporting young children is using the ELDGs to support children’s healthy development.

Community Impact

What children learn in their first five years of life lays the foundation for years to come. It is up to the adults in CNMI to work together to support children’s progress.

This section includes important information that adults need in order to use the Early Learning and Development Guidelines effectively. It includes information about the Guidelines, how to use the Guidelines, and what is included in the publication.





GUIDING PRINCIPLES

- **Each child is unique and can succeed.**
Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Early Learning and Development Guidelines.
- **Learning occurs within the context of relationships.**
Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.
- **Families are children's first and most important caregivers, teachers, and advocates.**
Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.
- **Children learn best when they are emotionally and physically safe and secure.**
Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.**
Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.
- **Teaching must be intentional and focused on how children learn and grow.**
Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.
- **Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.**
Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

The CNMI PDG Team adopted the Head Start Early Learning Framework: Ages Birth to Five to describe the skills, behaviors, and knowledge that families and early childhood programs must foster in all children. The Framework will serve as the **CNMI Early Learning and Development Guidelines (ELDGs)** and will be referenced throughout this publication as the **Guidelines** or **ELDGs**.

The CNMI **ELDGs** are grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes.

Early childhood programs should use the ELDGs to guide their choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery, and problem-solving with the early learning outcomes described in the Guidelines will promote successful learning in all children. Programs should use the ELDGs with families to help them engage in their children's learning. Families can use the ELDGs to learn more about the early learning outcomes and supporting their child's healthy development.

The first five years of life is a time of wondrous development and learning. Children grow from infants communicating through

babbling and crawling on all fours - to toddlers speaking short sentences and beginning to run - to preschoolers telling detailed stories and kicking a ball to a friend. All young children learn in the context of caring, responsive, and stimulating relationships as they explore the world around them.

Yet, the quality of their early experiences can vary dramatically, and this can influence their learning and development. For example, by three years of age, some children have large vocabularies and others have much smaller ones. These differences usually reflect the everyday language experiences that children have with adults as well as the other experiential and developmental factors. Such differences can have a lasting impact on later school success. Early childhood programs must create stimulating learning environments and implement intentional teaching strategies that ensure all children are ready to succeed in school.



THE ORGANIZATION OF THE EARLY LEARNING & DEVELOPMENT GUIDELINES

The Guidelines are organized into the following elements: Domains, Sub-Domains, Goals, Developmental Progressions, and Indicators (see Figure 1).

To guide effective teaching practices, these elements are:

- **RESEARCH-BASED**—Informed by research as being reasonably achievable, age appropriate, and aligned with kindergarten expectations.
- **COMPREHENSIVE**—Cover the central domains of early learning and skills children need to succeed in school and provide sufficient breadth and depth in each area.
- **INCLUSIVE**—Relevant for children from diverse linguistic, economic, and cultural backgrounds and for children with disabilities.
- **MANAGEABLE**—Include a reasonable number of domains, sub-domains, goals, and indicators that programs can effectively implement.
- **MEASURABLE**—Reflect observable skills, behaviors, and concepts.

Figure 1: ELDG ORGANIZATION

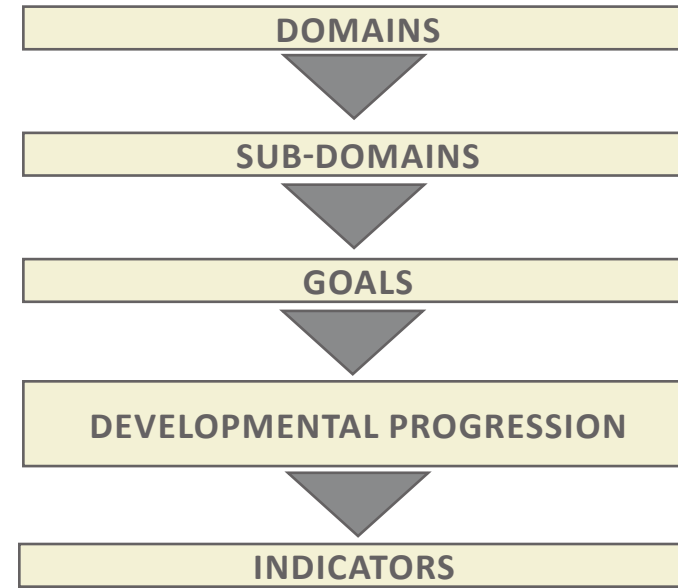


Figure 2: Domain Organization

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
INFANT-TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



Domains

The **Domains** are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success (see Figure 2). The central domains are:

- **Approaches to Learning (ATL)**
- **Social and Emotional Development (SE)**
- **Language and Literacy (LC and LIT)**
- **Cognition (COG)**
- **Perceptual, Motor, and Physical Development (PMP)**

Each domain is related to and influences the others. For example, as preschoolers' working memory develops (a component of Approaches to Learning), their ability to follow multiple-step instructions improves, and their ability to learn complex math concepts increases.

Because areas of early learning become more differentiated as children get older, some domains for preschoolers are captured differently than they are for infants and toddlers. Specifically, the single domain of Language and Communication for infants and toddlers becomes two domains—Language and Communication and Literacy—for preschoolers. This distinction best reflects the breadth and depth of development for 3- to 5-year-olds. Likewise, the single domain of Cognition for infants and toddlers is presented as two different domains for preschoolers: Mathematics Development and Scientific Reasoning. The domain structure captures important developmental differences across the ages and guides effective teaching practices that support strong child outcomes.

Sub-Domains

The **Sub-Domains** are categories or components of development within a domain. For example, for the Social and Emotional Development domain, sub-domains include relationships with adults, relationships with other children, emotional functioning, and sense of identity and belonging.

Goals

The **Goals** are broad statements of expectations for children's learning and development. The goals describe broad skills, behaviors, and concepts within a sub-domain that are important for success in school. These are sometimes referred to as standards in state early learning guidelines.

Developmental Progressions

The **Developmental Progressions** describe the skills, behaviors, and concepts that children will demonstrate as they progress towards a given goal within an age period. The term “emerging” is used for the youngest infant age group when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

Indicators

Indicators are identified for each goal for children- 36 months and 60 months of age. They describe specific, observable skills, behaviors, and concepts that children should know and be able to do by 36 months or by 60 months. Given children's individual differences, some children may demonstrate these indicators before the designated age period and some may demonstrate them later. The indicators listed for each age are not exhaustive—other indicators related to the goal may be observed.

VISUAL EXPLANATION OF THE EARLY LEARNING AND DEVELOPMENT GUIDELINES

Domains: Represent the general area of learning and development.

Sub-Domains: Offer more specific developmental themes of learning and development within each domain.

Indicators: Describe specific, observable skills, behaviors, and concepts that children should know and be able to do.

Goals: Represent the anticipated outcomes that are important for school success. Goals are written for Infant-Toddlers and Preschoolers.

Developmental Progression: Describes the skills, behaviors, and concepts that children demonstrate as they progress towards a given goal within an age period.

Domain: Approaches to Learning			
SUB-DOMAIN: CREATIVITY			
Infant-Toddler Goal ATL.9: Child shows imagination in play.			
DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	14 to 36 Months	By 36 Months
<i>Emerging</i>	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with children.		<ul style="list-style-type: none"> • Uses pretend and imaginary objects or people in play or interaction with others. • Uses materials such as paper, paint, crayons, or blocks to make novel things.
Preschooler Goal ATL.13: Child uses imagination in play and interactions with others.			
DEVELOPMENTAL PROGRESSION		INDICATORS	
36 to 48 Months	48 to 60 Months	By 60 Months	
Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<ul style="list-style-type: none"> • Engages in social and pretend play. • Uses imagination with materials to create stories or works of art. • Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. 	



ORGANIZATION OF THIS DOCUMENT

The ELDGs are organized by domain and include Effective Practice Guides. Each of the five domains are presented in a color coded section of this document.

- Approaches to Learning (APL)
- Social and Emotional Development (SE)
- Language and Literacy (LL)
- Cognition (COG)
- Perceptual, Motor, and Physical Development (PMP)

Each domain is organized with four sections:

1. The overview provides a brief introduction to increase the readers understanding of the domain.
2. The list of infant, toddler, and preschooler goals for the domain.
3. The domain chart which describes the continuum of learning that are essential for school readiness includes the developmental progression for infants, toddlers, and preschoolers along with the goal to be met by 36 months and 60 months of age. Children develop at different rates, as a result there is some overlap for infants and toddlers. The overlap in the age levels reflects that is is normal for children's development to vary during the early years. The progressions are divided into five periods:

Infants and Toddlers

- Birth to 9 months
- 8 to 18 months
- 16 to 36 months

Preschoolers

- 36 to 48 months
- 48 to 60 months

4. *Head Start Early Learning Outcomes Framework Effective Practice Guides* - These “Know, See, Do” guides provide

domain-specific practices that support children's development. The guides show what these practices look like in early learning settings - but they can be used by everyone - teachers, home visitors, family members - to learn more about how to effectively support children's growth and development across the domains. (Office of Head Start, 2020).

The Effective Practice Guides include components of learning:

Know - practices that are effective in supporting children's development

See - links to video clips of practices in action

Do - tips to try on your own when working to support children's development

Additional information about the Effective Practice Guides can be found at <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>

The Early Learning and Development Guidelines include a **Glossary** which provides an alphabetical list of words or terms that are frequently used in early education. Readers may find the glossary helpful to increase their knowledge.

Resources to assist individuals in locating services and information to further support children's learning and development are included in the publication. Resources that are specific to CNMI are found under the Local Resources.

CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

Children who are dual language learners (DLLs) are growing up with more than one language. The foundation for language development is set in utero as babies process and store the sounds of the languages in their environment. The continued development of a child's home language in the family and early childhood program is an asset and will support the child's progress in all areas of learning. For example, there are cognitive benefits, particularly in the area of executive functioning, to children's dual language learning. Young children who speak two languages also benefit socially as they can create relationships in both languages while also maintaining strong ties with their family, community, and culture. Children's progress in learning English will vary depending on their past and current exposure to English, their age, temperament, and other factors.

Intentional planning at the program and classroom level is necessary. Teaching practices need to create learning environments that support children's diversity and use proven strategies that promote home language(s) and English acquisition. The learning outcomes of children who are DLLs are best supported with opportunities to interact and learn in each of their developing languages. Programs must ensure that children who are DLLs progress in each area of learning and development in the Early Learning and Development Guidelines while also promoting English acquisition. Children who are DLLs must be allowed to demonstrate the skills, behaviors, and knowledge in the Guidelines in their home language, English, or both languages.



The Guidelines are designed to:

- foster a deeper understanding of the timing and sequence of child development and learning from birth to age 5
- guide implementation of effective learning experiences that promote strong outcomes for all children

Infants and Toddlers

Experiences in the first three years of life have a strong impact on brain development and learning. They are the foundation for healthy development and strong child outcomes in the preschool years and beyond. In the Guidelines, developmental progress in key learning areas for infants and toddlers is presented in three age groups:

- birth to 9 months,
- 8 to 18 months,
- and 16 to 36 months.

These age groups reflect common shifts or transitions in development. The overlapping months recognize that infants and toddlers, in particular, grow and develop at different rates. The Guidelines also provide specific skills, behaviors, and concepts that children should demonstrate by 36 months.

Preschoolers

From 3 to 5 years of age, experiences continue to have a strong impact on brain development and learning. Children build on their earlier experiences to learn even more complex ways of communicating, relating, exploring, and understanding the world around them. Areas of learning during this age period become more specific and differentiated. This depth is reflected in the Guidelines. Preschoolers' developmental



progression is described across two age groups: 36 to 48 months (3 to 4 years) and 48 to 60 months (4 to 5 years). The Guidelines also identify specific skills, behaviors, and concepts that children at 60 months of age should know and be able to do as they prepare to enter kindergarten.

Children with Disabilities

It is essential that programs identify the strengths and abilities of all children to ensure that learning opportunities are maximized and that all children are fully included in every educational experience and activity. Children with disabilities may need more individualized or intensive instruction in order to develop and learn the skills, behaviors, and concepts described in the Framework. They may require accommodations in the environment or in instructional strategies. Some may require adaptive materials or assistive technology. Programs need to use the Guidelines in close collaboration with specialists identified on a child's Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or 504 plan.



Using the Early Learning and Development Guidelines (ELDGs)

The Guidelines outline the key areas and expectations for child development and learning that programs should use to:

- plan teaching strategies and learning environments
- establish school readiness goals
- select curricula
- select assessments
- tailor professional development
- inform program planning, improvement, and implementation

The Guidelines are a guide to foster implementation of effective teaching and program practices. The ELDGs include domains of learning most central to school success and presents a common set of expectations in these key learning areas.

The targeted focus is designed to ensure that learning experiences and environments are delivered with the utmost intentionality to promote strong child outcomes.

The Guidelines do not include every area of child development and learning. For example, the Guidelines do not include creative arts domain, but art experiences are an important part of early childhood and can be used to promote learning and development across the domains in the ELDGs. They foster curiosity and fine motor skills, develop vocabulary about colors, shapes, promote counting and object relations, and build self-regulation skills. Art is joyful activity for children that allows discovery and exploration, active and engaged learning and individual expression. Aligning curriculum activities, such as art, with the Guidelines ensures that children have broad learning

Terminology: Throughout this publication the **Early Learning and Development Guidelines** may be referred to as the **Early Learning and Development Guidelines**, the **Guidelines**, or the **ELDGs**. The language is interchangeable.

experiences that have greater impact on important child outcomes.

The ELDGs also can be a helpful tool for effective engagement with families. Programs can use the Guidelines to convey the importance of adults talking with infants starting at birth, using turn taking and two-way communication. Teachers and parents can use the ELDGs to discuss skills children are developing and to identify strategies that support and reinforce children's learning and development in the home and community. Programs that use the Guidelines in partnership with families will benefit from the family's knowledge of the child's development, interests, and prior experiences. Programs then can implement more individualized learning opportunities that promote strong child outcomes.

Children are engaged and eager learners from birth. Effective early childhood programs build on children's readiness to learn by creating stimulating and safe environments and supporting positive adult-child relationships. Aligning teaching and program practices with the learning outcomes in the Guidelines will promote more effective educational experiences and stronger child outcomes. Thoughtfully-designed practices will motivate and excite children and foster their internal desire to learn. Implementing the ELDGs will assist programs in their efforts to ensure all children become successful learners in school.

Who Can Use the Guidelines? Everyone who cares for children has a role.

Early Educators Use the Guidelines to:

- Support the development of strong relationships
- Prepare the environment and plan learning experiences to support progress toward the goals
- Engage consistently in meaningful interactions and conversations with children to support their learning in all the domains
- Inform effective, intentional, and responsive teaching practices to help children make progress toward the goals
- Engage parents and family members in understanding and supporting their child's learning
- Complement information gathered from ongoing assessments
- Guide focused communication and discussion about early learning and development and expected outcomes for children

Parents and Family Members Use the Guidelines to:

- Increase their understanding of developmentally appropriate expectations for young children, including the importance of reciprocal interactions and conversations starting in infancy
- Guide focused communication and discussion with teachers about early learning and development and expected outcomes for children
- Work together with early childhood program to promote their child's development and learning through positive interactions and effective learning experiences



Approaches to Learning



Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.

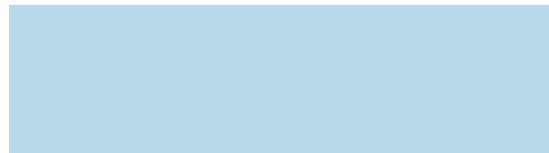
The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella to guide teaching practices that support the development of these skills. This domain also includes initiative, curiosity, and creativity. Supporting children's skills in this domain helps children acquire knowledge, learn new skills, and set and achieve goals. They learn to successfully navigate learning experiences that are challenging, frustrating, or simply take time to accomplish. How children engage in learning influences development in all domains and directly contributes to success in school.

An important part of becoming a successful learner is developing the ability to self-regulate in a variety of situations. In infancy, self-regulation occurs within the

context of consistent, responsive relationships. In the next few years, the child becomes a more active agent, though adults still provide guidance. Children draw on emotional and behavioral self-regulation skills in many ways. They develop different coping strategies to manage feelings when playing with other children and when following classroom rules. This growing ability for children to manage emotions and behavior allows for more positive engagement in learning activities. Children also develop cognitive self-regulation skills—often referred to as executive functioning. These skills include sustained attention, impulse control, and flexibility in thinking. Another related skill is working memory, the ability to hold information and manipulate it to perform tasks. Executive functioning

skills are present in rudimentary form during the infant and toddler years and develop even more in the preschool years. For example, children become increasingly able to rely on their memory to recount past experiences in detail and follow multi-step directions. Whether climbing onto a couch to retrieve a toy, building increasingly elaborate block structures, or deciding on the roles in pretend play, young children draw upon their curiosity, persistence, and creativity to gather information and solve problems.

Many factors influence how children approach learning. Some children seem to be born risk takers who are eager to try something new, while others prefer to observe for a while. As children with disabilities learn how to learn, they may require more individualized instruction and accommodations to aid with sustained attention or regulation of feelings.



APPROACHES TO LEARNING (ATL) GOALS

Sub-Domain: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

- Infant-Toddler ATL.1: Child manages feeling and emotions with support of familiar adults.
- Infant-Toddler ATL.2: Child manages actions and behaviors with support of familiar adults.
- Preschooler ATL.1: Child manages emotions with increasing independence.
- Preschooler ATL.2: Child follows classroom rules and routines with increasing independence.
- Preschooler ATL.3: Child appropriately handles and takes care of classroom materials.
- Preschooler ATL.4: Child manages actions, words, and behavior with increasing independence.

Sub-Domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

- Infant-Toddler ATL.3: Child maintains focus and sustains attention with support.
- Infant-Toddler ATL.4: Child develops the ability to show persistence in actions and behavior.
- Infant-Toddler ATL.5: Child demonstrates the ability to be flexible in actions and behavior.
- Preschooler ATL.5: Child demonstrates an increasing ability to control impulses.
- Preschooler ATL.6: Child maintains focus and sustains attention with minimal adult support.
- Preschooler ATL.7: Child persists in tasks.
- Preschooler ATL.8: Child holds information in mind and manipulates it to perform tasks.
- Preschooler ATL.9: Child demonstrates flexibility in thinking and behavior.

Sub-Domain: INITIATIVE AND CURIOSITY

- Infant-Toddler ATL.6: Child demonstrates emerging initiative in interactions, experiences, and explorations.
- Infant-Toddler ATL.7: Child shows interest in and curiosity about objects, materials, or events.
- Preschooler ATL.10: Child demonstrates initiative and independence.
- Preschooler ATL.11: Child shows interest in and curiosity about the world around them.

Sub-Domain: CREATIVITY

- Infant-Toddler ATL.8: Child uses creativity to increase understanding and learning.
- Infant-Toddler ATL.9: Child shows imagination in play and interactions with others.
- Preschooler ATL.12: Child expresses creativity in thinking and communication.
- Preschooler ATL.13: Child uses imagination in play and interactions with others.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Infant-Toddler Goal ATL.1: Child manages feelings and emotions with support of familiar adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	<ul style="list-style-type: none"> Looks to others for help in coping with strong feelings and emotions. Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions.

Preschooler Goal ATL.1: Child manages emotions with increasing independence*

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions. Expresses emotions in ways that are appropriate to the situation.	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<ul style="list-style-type: none"> Expresses emotions in ways that are appropriate to the situation. Looks for adult assistance when emotions are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.

*This is the same as Preschooler SE.8.

The strategies children use to manage strong emotions may vary based on cultural background. For example, some children may be more likely to use self-soothing strategies while others may seek out comfort from adults.



Domain: Approaches to Learning (ATL)

SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Infant-Toddler Goal ATL.2: Child manages actions and behavior with support of familiar adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.	<ul style="list-style-type: none"> Participates in and follows everyday routines with the support of familiar adults. Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults. Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult’s hand when crossing the street.

Preschooler Goal ATL.2: Child follows classroom rules and routines with increasing independence.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<ul style="list-style-type: none"> Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. Responds to signals when transitioning from one activity to another.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Preschooler Goal ATL.3: Child appropriately handles and takes care of classroom materials.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Handles classroom materials, such as putting them where they belong, with adult support.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor	<ul style="list-style-type: none"> • Appropriately handles materials during activities. • Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

Preschooler Goal ATL.4: Child manages actions, words, and behavior with increasing independence.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words	Manages own actions, words, and behavior with occasional support from adults.	<ul style="list-style-type: none"> • Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. • Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. • Waits for turn, such as waits in line to wash hands or waits for turn on swings. • Refrains from aggressive behavior towards others. • Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Infant-Toddler Goal ATL.3: Child maintains focus and sustains attention with support.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join others in a common focus.	Participates in activities and experiences with people, objects, or materials that require attention and common focus.	<ul style="list-style-type: none"> • Maintains engagement in interactions with familiar adults and children. • Chooses to join in activities or pays attention to tasks and activities that are self-initiated. • Maintains focus and attention on a simple task or activity for short periods of time.

Preschooler Goal ATL.5: Child demonstrates an increasing ability to control impulses.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	Sometimes controls impulses independently, while at other times needs support from an adult.	<ul style="list-style-type: none"> • Stops an engaging activity to transition to another less desirable activity with adult guidance and support. • Delays having desires met, such as agreeing to wait turn to start an activity. • Without adult reminders, waits to communicate information to a group. • Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Infant-Toddler Goal ATL.4: Child develops the ability to show persistence in actions and behavior.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	<ul style="list-style-type: none"> • Persists in learning new skills or solving problems. • Continues efforts to finish a challenging activity or task with support of an adult.

Preschooler Goal ATL.6: Child maintains focus and sustains attention with minimal adult support.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<ul style="list-style-type: none"> • Maintains focus on activities for extended periods of time, such as 15 minutes or more. • Engages in purposeful play for extended periods of time. • Attends to adult during large and small group activities with minimal support.



As children grow, they stay engaged with materials in their environment for longer periods of time.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Infant-Toddler Goal ATL.5: Child demonstrates the ability to be flexible in actions and behavior.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	<ul style="list-style-type: none"> Adjusts to changes in routines or usual activities when informed ahead of time by adults. Makes common, everyday transitions that are part of a daily schedule. Shows flexibility in problem solving by trying more than one approach.

Preschooler Goal ATL.7: Child persists in tasks.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	<ul style="list-style-type: none"> Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child. Returns with focus to an activity or project after having been away from it.

Some preschoolers may have difficulty participating in small groups and staying on task due to language delays or attention difficulties. Adults can plan specific activities or class jobs to keep these children engaged and gradually increase their ability to maintain focus and persist in tasks.



Domain: Approaches to Learning (ATL)

SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Preschooler Goal ATL.8: Child holds information in mind and manipulates it to perform tasks.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	Holds an increasing amount of information in mind in order to successfully complete tasks.	<ul style="list-style-type: none"> Accurately recounts recent experiences in the correct order and includes relevant details. Successfully follows detailed, multi-step directions, sometimes with reminders. Remembers actions to go with stories or songs shortly after being taught.

Preschooler Goal ATL.9: Child demonstrates flexibility in thinking and behavior.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	<ul style="list-style-type: none"> Tries different strategies to complete work or solve problems, including with other children. Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. Transitions between activities without getting upset.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: INITIATIVE AND CURIOSITY

Infant-Toddler Goal ATL.6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Initiates interactions with familiar adults through expressions, actions, or behaviors.	Points to desired people, objects, or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	<ul style="list-style-type: none"> Engages others in interactions or shared activities. Demonstrates initiative by making choices or expressing preferences. Attempts challenging tasks with or without adult help. Shows eagerness to try new things.

Preschooler Goal ATL.10: Child demonstrates initiative and independence.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	<ul style="list-style-type: none"> Engages in independent activities. Makes choices and communicates these to adults and other children. Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: INITIATIVE AND CURIOSITY

Infant-Toddler Goal ATL.7 Child shows interest and curiosity about objects, materials, or events.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	<ul style="list-style-type: none"> Asks questions about what things are, how they are used, or what is happening. Experiments with different ways of using new objects or materials. Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.

Preschooler Goal ATL.11: Child shows interest in and curiosity about the world around them.

DEVELOPMENTAL PROGRESSION		INDICATORS
Seeks out new information and explores new play and tasks with adult support.	Seeks out new information and explores new play and tasks both independently and with adult support.	<ul style="list-style-type: none"> Asks questions and seeks new information. Is willing to participate in new activities or experiences even if they are perceived as challenging. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

As children grow, they show increasing interest in and curiosity about objects and materials in their environment.



Domain: Approaches to Learning (ATL)

SUB-DOMAIN: CREATIVITY

Infant-Toddler Goal ATL.8: Child uses creativity to increase understanding and learning.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	<ul style="list-style-type: none"> • Pays attention to new or unusual things. • Shows willingness to participate in new activities or experiences. • Uses language in creative ways, sometimes making up words or rhymes.

Preschooler Goal ATL.12: Child expresses creativity in thinking and communication.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.	<ul style="list-style-type: none"> • Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. • Approaches tasks, activities, and play in ways that show creative problem solving. • Uses multiple means of communication to creatively express thoughts, feelings, or ideas.

Domain: Approaches to Learning (ATL)

SUB-DOMAIN: CREATIVITY

Infant-Toddler Goal ATL.9: Child shows imagination in play and interactions with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
<i>Emerging</i>	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	<ul style="list-style-type: none"> • Uses pretend and imaginary objects or people in play or interaction with others. • Uses materials such as paper, paint, crayons, or blocks to make novel things.

Preschooler Goal ATL.13: Child uses imagination in play and interactions with others.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<ul style="list-style-type: none"> • Engages in social and pretend play. • Uses imagination with materials to create stories or works of art. • Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

Children often use objects or materials to represent something else during their play. They may engage in role play and pretend to be a familiar figure in their community.



APPROACHES TO LEARNING (ATL) - EFFECTIVE PRACTICE GUIDES

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN’S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Emotional and Behavioral Self-Regulation	<p>INTERACTIONS Soothe young infants by voice and touch to help them reach a calmer state.</p> <p>Identify and name emotions to help a child recognize and eventually use feelings vocabulary to talk about his emotional state.</p> <p>ENVIRONMENT Observe children’s use of toys and materials to make sure they are neither too simple nor too challenging, which may cause boredom or frustration. Make changes accordingly.</p> <p>Create an environment of “yes” to support children’s emotional and behavioral self-regulation (e.g., safe and appropriate toys, materials, and equipment within children’s reach; duplicates of favorite toys; enough space for active play; places for one or a few children)</p> <p>INDIVIDUALIZATION Create a setting where all children have access to appropriate learning experiences.</p> <p>Recognize children’s emotional cues and respond in ways that are effective for a given child.</p>	<p>Emotional and Behavioral Self-Regulation: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/emotional-behavioral-self-regulation-see</p>	<ul style="list-style-type: none"> • Identify, acknowledge, and support self-soothing behaviors (e.g., “Would you like to hold your blanket? That always seems to make you feel calmer.”). • Anticipate infants’ needs and respond as soon as you can. Describe the child’s feelings, what you are doing, and what will happen next in a soothing (e.g., “Are you hungry? After I put Jamal in his crib, I’ll get your bottle ready. Then we’ll sit together in the rocking chair while you drink.”). • Prepare toddlers for transitions between activities by giving a five-minute warning and letting them know what will happen next (e.g., that it will soon be time to clean up). • Give toddlers simple choices like, “You may have apple slices or orange.” Make sure the choices you offer are ones that are acceptable no matter which one the child chooses. • Allow children time to work through their emotions with your help. Give them words to express their feelings (e.g., “You don’t like when mommy leaves. You cry because you’re sad to see her go. Mommy will be back Then you’ll smile and be happy.”). • Comment on toddlers’ attempts to handle a challenging situation (e.g., “I know how much you were looking forward to playing outside today. But when you saw it was raining, you and Nico played with puzzles instead. What a great thing to do on a rainy day!”).

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN’S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Emotional and Behavioral Self-Regulation</p>	<p>INTERACTIONS Involve the children in setting a few simple rules stated in positive terms so children know what to do.</p> <p>Use positive guidance strategies to help children learn appropriate behaviors.</p> <p>ENVIRONMENT Provide dramatic play props, materials (e.g., art, writing), and opportunities that encourage children to act out coping with strong feelings.</p> <p>Use visual cues and verbal reminders to help children prepare for transitions.</p> <p>INDIVIDUALIZATION Use role playing to help a child practice how to act and what to say when experiencing strong emotions.</p> <p>Pair a child with more fully developed emotional and behavioral self-regulation skills with a child whose skills in this area are still developing.</p>	<p>Emotional and Behavioral Self-Regulation: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/emotional-behavioral-self-regulation-see</p>	<ul style="list-style-type: none"> • Redirect challenging behavior by using different strategies, such as verbal reminders to suggest an alternative; physical cues (e.g., placing a hand on the shoulder of a child who’s about to hit or grab a toy); visual cues (e.g., pointing to a rule on a chart); or calling attention to a child’s who’s doing what’s expected. • Help children identify when they’re tense and stressed, or relaxed and calm. Name those feelings when you see them. • Introduce the idea of taking three deep breaths as a calming technique. Children can use the mantra “smell the flowers” (inhale) and “blow out the candles” (exhale). Teach and practice when children are calm, and coach them when they’re upset. • Set three to five rules that are simple and positively worded (e.g., “Hands to self; safe feet; eyes are watching; ears are listening; I try new things.”). • Use pictures or photos to illustrate the rules. • Model what following the rules looks like. Acknowledge when children follow the rules (e.g., “Zenobia is sitting on the rug. She looks like she is ready for story time.”). • Label shelves, bins, and containers with pictures and words so children know where to store toys and materials. Show children how to use and store them appropriately.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Cognitive Self-Regulation	<p>INTERACTIONS Model flexibility and persistence.</p> <p>Promote sustained joint attention with children. Joint attention is when an adult and child both pay attention to an object or action. It happens when the adult or child alerts each other to an object or action by looking, pointing, or other non-verbal or verbal means.</p> <p>ENVIRONMENT Follow a predictable schedule so children gain a general idea of what will happen at different times of the day. Make sure to announce and help children manage transitions.</p> <p>Provide equipment, materials, and time for children to play age-appropriate game.</p> <p>INDIVIDUALIZATION Notice, support, and respond to children's interests flexibly.</p> <p>Express confidence in a child's ability to successfully accomplish a goal or task.</p>	<p>Cognitive Self-Regulation: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/cognitive-self-regulation-see</p>	<ul style="list-style-type: none"> • Provide a variety of interesting, culturally- and age-appropriate toys and materials to explore. • When interacting with young infants, give them one or two toys or materials at a time to play with. Switch the materials when you notice children losing interest. • Allow children to use toys and materials in their own ways and repeat actions and activities. • Play simple games that involve repetition, such as peek-a-boo. • Describe what children see, hear, and do. For toddlers, interpret and expand on what they do and say. • For example, if a child says "Daddy truck," you might say, "You drove to school in daddy's truck? What did you like about being in daddy's truck?" • Ask open-ended questions such as, "How did you do that? Tell me more." • Use children's names to get their attention (e.g., "Katie, do you see that bird?"). • Use simple statements to let children know that you see how they feel (e.g., "I can see how frustrating that is for you. You are really working hard to figure that out."). • Help children just enough to get them past where they are stuck. • For example, if an infant is having trouble rolling from his back to his tummy, you might tuck the child's arm under his tummy to see if that helps, rather than turning him over all the way.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Cognitive Self-Regulation	<p>INTERACTIONS Offer new props or assume a role to help children engage in high-level imaginary play.</p> <p>Introduce and continue an ongoing story so children can practice using their working memory to recall the characters and their actions.</p> <p>ENVIRONMENT Provide developmentally appropriate challenges so children can learn to persist and focus on achieving goals.</p> <p>Introduce group games and offer board games that allow children to master rules, wait for a turn, and try different options to succeed.</p> <p>INDIVIDUALIZATION Notice and comment on a child's use of impulse control.</p> <p>Give children enough time to succeed at their own pace.</p>	<p>Cognitive Self-Regulation: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/cognitive-self-regulation-see</p>	<ul style="list-style-type: none"> • Play games, such as Simon Says or freeze dance, where children are challenged to control impulses and hold information in mind and use it to perform a task.³ • Praise children's attempts to regulate or control their impulses (e.g., "Jeremy, thank you for remembering to raise your hand so everyone gets a turn.>"). • Use external aids to support children's attention and memory. For example: • Invite children to plan which learning center they will play in and give them a card with a picture of the learning center. • In buddy reading, you might pair one child who holds a card indicating they want to hear a story with a child who holds a card indicating that they would like to read a story.⁴ • Assist a frustrated child by providing just enough help (e.g., "You are working so hard on that puzzle! Would that piece fit if you turned it a little bit?"). • Use prompts to help children connect new concepts with what was learned previously (e.g., "Remember when ...," "Yesterday ...," and "What does this remind you of?").⁵ • Ask children to generate ideas and try them out (e.g., "How could we use these materials to build a birdhouse?").

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Initiative and Curiosity	<p>INTERACTIONS Involve children as partners in carrying out routines and jobs.</p> <p>Narrate descriptions of what they are doing and what the children are doing.</p> <p>ENVIRONMENT Offer age-appropriate, open-ended toys and materials that children can use in their own ways. Make sure toys and materials are placed where children can reach them.</p> <p>Introduce new materials and let children explore them on their own.</p> <p>INDIVIDUALIZATION Follow individual children's leads in activities and conversations.</p> <p>Ask open-ended questions and keep the rich conversations going.</p>	<p>Initiative and Curiosity: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/initiative-curiosity-see</p>	<ul style="list-style-type: none"> • Provide opportunities for children to explore using all their senses, encouraging them to react and move (e.g., place one or two colorful toys within an infant's reach during tummy time or invite toddlers to taste different varieties of apples). • Watch and listen for clues (e.g., body movements, facial expressions, vocalizations, child approaching you) that reflect what children might be wondering, thinking, or trying to share. Share their excitement and delight! • Provide an environment and materials that are safe for a child to explore so you can nurture and celebrate a child's curiosity. • Offer open-ended toys, like boxes and blocks, that can be physically manipulated in a variety of ways. • Let toddlers do things their own way. Letting children attempt something, fail, and sometimes become a little frustrated equips them with the understanding that it is okay to try and fail. • Encourage infants and toddlers to participate in routines as much as possible (e.g., have a child lift their legs up when getting a diaper changed or pull up their pants).

Sub-Domain	KNOW: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Initiative and Curiosity</p>	<p>INTERACTIONS Observe and wait before offering assistance so children can solve their own problems and decide for themselves whether to ask for help.</p> <p>Have teachers share what they are curious about and how they seek answers to their questions.</p> <p>ENVIRONMENT Provide a safe environment so children can take safe risks and learn from them.</p> <p>Provide interesting objects to explore and tools for children to use in their explorations.</p> <p>INDIVIDUALIZATION Ask open-ended questions that invite children to explain, elaborate, and share their thought process.</p> <p>Acknowledge, learn about, and build on a child's interests.</p>	<p>Initiative and Curiosity: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/initiative-curiosity-see</p>	<ul style="list-style-type: none"> • Show delight at children's discoveries (e.g., "Alicia, that is a beautiful pine cone! Tell me about where you found it.>"). • Encourage inquiry by asking open-ended questions, such as: <ul style="list-style-type: none"> • "I wonder how that got there?" • "What would happen if ...?" • "How might you do that?" • "How might you learn more about?" • Provide materials and time for children to follow their own interests, create, and explore. • Play games that build on and extend children's curiosity, such as "I Spy" or "Mystery Bag." • Change plans if children initiate a more interesting idea or experience.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Creativity	<p>INTERACTIONS Repeat back the sounds babies make to encourage their emerging ability to imitate.</p> <p>Connect toddlers' imaginary play to their favorite books to connect real-life experiences with those in books.</p> <p>ENVIRONMENT Stock interest areas with props and open-ended objects that encourage imaginative play.</p> <p>Create spaces where two or three toddlers can play together.</p> <p>INDIVIDUALIZATION Extend creative play by offering new props, commenting on the action, and joining in when appropriate.</p> <p>Scaffold emerging social skills, such as taking turns and cooperation, that children use in imaginary play.</p>	<p>Creativity: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/creativity-see</p>	<ul style="list-style-type: none"> • Imitate sounds, gestures, and facial expressions to support infants in using a variety of ways to interact with other people. Arrange activities to promote play in small groups of two or three toddlers. • Participate in infants' and toddlers' play, modeling positive social interactions such as taking turns. • Provide props and open-ended objects to support imaginary play. For example, introduce objects that can be used to represent real-life items (e.g., using a small wooden block as a phone). • Organize the environment to encourage pretend play (e.g., include toy cars and trucks with the blocks or puppets and dress-up clothes near books). • Connect toddlers' imaginary play to familiar plots from story books and real-life situations. • Engage in pretend play with infants and toddlers. Extend pretend play by asking questions such as, "What happens next?" or "Oh look, here is a shell. I wonder if we can use this in our story?" • Provide safe, engaging materials toddlers can use for creative expression (e.g., simple rhythm instruments, scarves, crayons, chalk, finger paint, different types of paper to paint on, play dough, collage materials). When they use the materials, emphasize the creative process over the end product.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Creativity	<p>INTERACTIONS Invite children to share with others the process they used to create a piece of art, block structure, sidewalk chalk drawing, or other creation.</p> <p>Ask open-ended questions that promote divergent thinking (seeing things from different viewpoints) so children can stretch their thinking skills.</p> <p>ENVIRONMENT Introduce prop boxes filled with items that engage children's creativity and imaginative play.</p> <p>Follow a schedule with long blocks of time so children can make and carry out their plans.</p> <p>INDIVIDUALIZATION Offer a wide variety of books, materials, and tools that support each child's creativity. Adapt items as needed to allow access for all children.</p> <p>Observe a child engaged in the creative process and respond with descriptive verbal encouragement or new props and materials.</p>	<p>Creativity: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/creativity-see</p>	<ul style="list-style-type: none"> • Create an environment where children feel supported and can take risks (i.e., they aren't afraid to try and fail). Praise effort and persistence (e.g., "You worked really hard on that!"). • Allow time for children to investigate their own interests. Actively listen to their ideas and ask questions that invite children to explain what they are doing and why. • Respond to children in ways that let them know you accept and appreciate the creative ways they solve problems, approach tasks, and express themselves. • Provide children with opportunities to create and explore with a variety of materials. • Create a "recycle center" where leftover materials are available for projects. Organize materials by size, texture, and color. Encourage children to keep them organized (a great critical thinking experience).



Social and Emotional Development

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Infants and toddlers develop relationship-building skills and behaviors through their earliest interactions with important adults in their lives. Children who develop trusting relationships with adults are able to more fully explore and engage in the world around them. They know that the adults will support them in challenging times.

Relationships with other children also may develop in the first three years of life. These relationships provide opportunities to practice skills learned from adults. These relationships also foster problem-solving skills as young children navigate the difficulties and joys of interacting with another child who has different wants and ideas. As children move into

the preschool years, they become increasingly interested in forming relationships with peers. Critical social skills, such as compromise, cooperation, and sharing, are developing at this time. Young children need support from adults as they learn and practice these skills.

Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions. Emotional development in infants is closely tied to their social development with adults as well as to individual differences. These early relationships teach young children how to express and interpret a wide range of emotions. Though children express emotions at birth, the preschool years are a critical time for learning how to manage emotions in ways that can help children build

strong social skills and get the most out of their time in the early childhood program. Preschoolers are developing more concrete ideas about their own identity—who they are and what they can do. A sense of identity and belonging contributes to school readiness and learning by helping children gain self-confidence. When children feel good about themselves and what they can do, they engage more fully in learning opportunities.

For many reasons, the rate and path of social and emotional development varies in young children. Cultural and linguistic backgrounds must be taken into account as well as individual differences. Some cultures encourage children to be outgoing, others to be reserved in social interactions and emotional expression. Children with disabilities may require more individualized instruction or accommodations. They may need intentional guidance from teachers to help them form friendships or to express their feelings.



As children observe and interact with familiar adults, they begin to learn how to express and interpret a broad range of emotions. Social and emotional development go hand-in-hand in the early years.

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SE)

Sub-Domain: RELATIONSHIPS WITH ADULTS

Infant-Toddler SE1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.

Infant-Toddler SE2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.

Infant-Toddler SE3: Child learns to use adults as a resource to meet needs.

Preschooler SE1: Child engages in and maintains positive relationships and interactions with adults.

Preschooler SE2: Child engages in prosocial and cooperative behavior with adults.

Sub-Domain: RELATIONSHIPS WITH OTHER CHILDREN

Infant-Toddler SE4: Child shows interest in, interacts with, and develops personal relationships with other children.

Infant-Toddler SE5: Child imitates and engages in play with other children.

Preschooler SE3: Child engages in and maintains positive interactions and relationships with other children.

Preschooler SE4: Child engages in cooperative play with other children.

Preschooler SE5: Child uses basic problem-solving skills to resolve conflicts with other children.

Sub-Domain: EMOTIONAL FUNCTIONING

Infant-Toddler SE6: Child learns to express a range of emotions.

Infant-Toddler SE7: Child recognizes and interprets emotions of others with the support of familiar adults.

Infant-Toddler SE8: Child expresses care and concern towards others.

Infant-Toddler SE9: Child manages emotions with the support of familiar adults.

Preschooler SE6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

Preschooler SE7: Child expresses care and concern toward others.

Preschooler SE8: Child manages emotions with increasing independence.

Sub-Domain: SENSE OF IDENTITY AND BELONGING

Infant-Toddler SE10: Child shows awareness about self and how to connect with others.

Infant-Toddler SE11: Child understands some characteristics of self and others.

Infant-Toddler SE12: Child shows confidence in own abilities through relationships with others.

Infant-Toddler SE13: Child develops a sense of belonging through relationships with others.

Preschooler SE9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Preschooler SE10: Child expresses confidence in own skills and positive feelings about self.

Preschooler SE11: Child has sense of belonging to family, community, and other groups.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

Infant-Toddler Goal SE.1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	<ul style="list-style-type: none"> Shows emotional connection and attachment to familiar adults. Turns to familiar adults for protection, comfort, and getting needs met.

Preschooler Goal SE.1: Child engages in and maintains positive relationships and interactions with adults.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	<ul style="list-style-type: none"> Interacts readily with trusted adults. Engages in some positive interactions with less familiar adults, such as parent volunteers. Shows affection and preference for adults who interact with them on a regular basis. Seeks help from adults when needed.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

Infant-Toddler Goal SE.2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	<ul style="list-style-type: none"> Engages in and may initiate behaviors that build relationships with familiar adults. Uses familiar adults for reassurance when engaging with new adults.

Preschooler Goal SE.2: Child engages in prosocial and cooperative behavior with adults.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	<ul style="list-style-type: none"> Engages in prosocial behaviors with adults, such as using respectful language or greetings. Attends to an adult when asked. Follows adult guidelines and expectations for appropriate behavior. Asks or waits for adult permission before doing something when they are unsure.

Preschoolers initiate longer and more reciprocal interactions with trusted adults, such as asking questions or talking about ideas.



Domain: Social and Emotional Development (SE)

SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

Infant-Toddler Goal SE.3: Child learns to use adults as a resource to meet needs.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	<ul style="list-style-type: none"> Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf. Shows preference for familiar adults when in distress.



Young children engage in positive interactions with adults in a variety of situations, including everyday routines. When they develop trusting relationships, they are able to more fully explore the world.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Infant-Toddler Goal SE.4: Child shows interest in, interact with, and develops personal relationships with other children.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	<ul style="list-style-type: none"> Shows increasing interest in interacting with other children. Shows preference for particular playmates, such as greeting friends by name.

Preschooler Goal SE.3: Child engages in and maintains positive interactions and relationships with other children.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	<ul style="list-style-type: none"> Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Infant-Toddler Goal SE.5: Child imitates and engages in play with other children.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	<ul style="list-style-type: none"> • Uses multiple strategies, such as imitating or responding, in order to enter play with other children. • Engages in extended play with other children with a common focus. • Engages in simple cooperative play with other children.

Preschooler Goal SE.4: Child engages in cooperative play with other children.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	<ul style="list-style-type: none"> • Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. • Demonstrates willingness to include others' ideas during interactions and play. • Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. • Engages in reflection and conversation about past play experiences.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Preschooler Goal SE.5: Child uses basic problem-solving skills to resolve conflicts with other children.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	<ul style="list-style-type: none"> Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?” Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. Expresses feelings, needs, and opinions in conflict situations. Seeks adult help when needed to resolve conflicts.



During play, preschoolers manage their actions, words, and behavior with increasing independence.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: EMOTIONAL FUNCTIONING

Infant-Toddler Goal SE.6: Child learns to express a range of emotions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit a response from a familiar adult.	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	<ul style="list-style-type: none"> Expresses a variety of emotions through facial expressions, sounds, gestures, or words. Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.

Preschooler Goal SE.6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.	<ul style="list-style-type: none"> Recognizes and labels basic emotions in books or photographs. Uses words to describe own feelings. Uses words to describe the feelings of adults or other children.



Domain: Social and Emotional Development (SE)

SUB-DOMAIN: EMOTIONAL FUNCTIONING

Infant-Toddler Goal SE.7: Child recognizes and interprets emotions of others with the support of familiar adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	<ul style="list-style-type: none"> Recognizes feelings and emotions of others. Responds to feelings and emotions of others with support from familiar adults. Describes feelings of characters in a book with support from an adult.

Preschooler Goal SE.7: Child expresses care and concern toward others.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	<ul style="list-style-type: none"> Makes empathetic statements to adults or other children. Offers support to adults or other children who are distressed.



Children show care and emotions through dramatic play.



Domain: Social and Emotional Development (SE)

SUB-DOMAIN: EMOTIONAL FUNCTIONING

Infant-Toddler Goal SE.8: Child expresses care and concern towards others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
May cry when another child cries.	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	<ul style="list-style-type: none"> Shows care and concern for others, including comforting others in distress. Responds to needs of others and tries to help others with simple tasks.

Preschooler Goal SE.8: Child manages emotions with increasing independence*

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	<ul style="list-style-type: none"> Expresses feelings in ways that are appropriate to the situation. Looks for adult assistance when feelings are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

* This is the same as Preschooler ATL Goal 1

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: EMOTIONAL FUNCTIONING

Infant-Toddler Goal SE.9: Child manages emotions with the support of familiar adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	<ul style="list-style-type: none">• Uses different ways to calm or comfort self when upset.• Responds positively to emotional support from adults and other children.

Children's body language provides non-verbal communication.



Domain: Social and Emotional Development (SE)

SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING

Infant-Toddler Goal SE.10: Child shows awareness about self and how to connect with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Learns about self by exploring hands, feet, body, and movement.	Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others.	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	<ul style="list-style-type: none"> Shows awareness of self, including own body, abilities, thoughts, and feelings. Shows awareness of others as having thoughts and feelings separate from own.

Preschooler Goal SE.9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	<ul style="list-style-type: none"> Describes self using several different characteristics. Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.



Domain: Social and Emotional Development (SE)

SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING

Infant-Toddler Goal SE.11: Child understands some characteristics of self and others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	<ul style="list-style-type: none"> Recognizes own name. Identifies some physical characteristics of self, such as hair color, age gender, or size. Recognizes some similarities and differences between self and others.

Preschooler Goal SE.10: Child expresses confidence in own skills and positive feelings about self.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	<ul style="list-style-type: none"> Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Expresses own ideas or beliefs in group contexts or in interactions with others. Uses positive words to describe self, such as kind or hard-worker.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING

Infant-Toddler Goal SE.12: Child shows confidence in own abilities through relationships with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	<ul style="list-style-type: none"> Shows confidence in increasing abilities. Shows others what they can do.

Preschooler Goal SE.11: Child has sense of belonging to family, community, and other groups.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	<ul style="list-style-type: none"> Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool. Relates personal stories about being a part of different groups. Identifies similarities and differences about self across familiar environments and settings.

Domain: Social and Emotional Development (SE)

SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING

Infant-Toddler Goal SE.13: Child develops a sense of belonging through relationships with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	Refers to personal or family experience and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	<ul style="list-style-type: none"> Identifies self as a member of family. Points to or names self and other familiar people, such as in photos or pictures. Talks about family members, familiar people, or friends who may not be present.



SOCIAL AND EMOTIONAL DEVELOPMENT (SE): EFFECTIVE PRACTICE GUIDES

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Relationships with Adults	<p>INTERACTIONS Respond to children's positive and negative emotions in ways that let children know their feelings are important.</p> <p>Convey warmth and affection toward children by smiling, laughing, showing empathy, and using gentle, nurturing touch.</p> <p>ENVIRONMENT Stay aware of children's needs by consistently scanning the setting and responding when children need help.</p> <p>Provide quiet and active areas stocked with materials children may use on their own, all the while being ready to join a child who indicates interest in the adult's participation.</p> <p>INDIVIDUALIZATION Wait for a child's response to a verbal or nonverbal communication before acting and vary responses to match or adapt to those of the child.</p> <p>Use children's names with a positive comment, look children in the eye (if culturally appropriate) and listen carefully during a conversation, and follow their interests with actions, words, and new ideas.</p>	<p>Relationships with Adults: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/relationships-adults-see</p>	<ul style="list-style-type: none"> • Check in with children visually and verbally when you're occupied with something else. Use a smile or a comment such as, "I see you over there. Are you getting hungry?," as a reminder that you're connected. • Talk to children as you're going about daily tasks like diapering or providing snacks. Pause to allow them a turn in the conversation, which will progress from gesturing and cooing to sounds, words, phrases, and complete sentences as children get older. • Provide a routine or cue so children know what to expect. Describe what's happening now and what will happen next.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Relationships with Adults	<p>INTERACTIONS Model and discuss pro-social behaviors so children can experience how they look and feel.</p> <p>Demonstrate respect by kneeling, using eye contact (if culturally appropriate), and listening closely until children have finished talking.</p> <p>ENVIRONMENT Set up materials needed for an activity in advance so children do not have to wait.</p> <p>Arrange materials so children can easily find what they need and return things when they are finished using them.</p> <p>INDIVIDUALIZATION Spend one-on-one time with every child, every day.</p> <p>Comment on and thank children for their positive behavior.</p>	<p>Relationships with Adults: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/relationships-adults-see</p>	<ul style="list-style-type: none"> Remember the details concerning the lives of individual children. For example, make a connection to their families by asking children to talk about the people in their drawings or photos. As time permits, use index cards or sentence strips to create captions. Show children you value their presence by offering a warm, personal greeting when they enter the setting and a “See you tomorrow” or “See you soon” as they leave. When a child is absent, let her know you missed her. See and be seen. Circulate so you can spot children who might need support. Make sure children can see you, too.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Relationships with Other Children	<p>INTERACTIONS Model and demonstrate how to communicate with others during routines and activities.</p> <p>Comment on and support children's use of emerging social skills, such as sharing and using words to express ideas and needs.</p> <p>ENVIRONMENT Offer play materials and activities that encourage two or more children to use them together.</p> <p>Arrange the setting so children can see what's going on around them and move freely without encountering obstacles or getting in each other's way.</p> <p>INDIVIDUALIZATION Observe and identify children's interests and temperaments and group them with peers who share the same characteristics.</p> <p>Keep track of each child's social development and provide support to enhance and build new social skills.</p>	<p>Relationships with Other Children: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/relationships-other-children-see</p>	<ul style="list-style-type: none"> • Position infants where they can see others playing. Comment on the activities of other children. • Hold very young children on your lap so they can see their peers, which makes you a secure base and shows them you've got their back. • Create opportunities to play side by side. Provide duplicate toys or toys with multiple parts that make sharing easier, like a shape sorter. • For older toddlers, arrange play areas that accommodate small groups so that children can go into those areas to play and interact with each other. • Resist the urge to leap in to facilitate play, allowing a little time for children to work things out on their own. • Read books about playing together and helping each other.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Relationships with Other Children	<p>INTERACTIONS Read and discuss books, tell stories, and comment on what it means to be a friend.</p> <p>Remind children of the steps involved in using problem-solving to solve a problem.</p> <p>ENVIRONMENT Provide duplicates of popular items and the equipment and materials needed so all children can take part.</p> <p>Lead games that teach children how to cooperate, take turns, and accomplish a shared goal.</p> <p>INDIVIDUALIZATION Scaffold a child in learning how to establish and maintain friendships.</p> <p>Invite two children who rarely interact with each other to do a task together so they can get to know each other.</p>	<p>Relationships with Other Children: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/relationships-other-children-see</p>	<ul style="list-style-type: none"> • Pair a child who has difficulty making friends with a more skilled buddy to complete a fun activity together. • Model ways a child can invite himself into a group. Join the play yourself with dialogue that shows how; for example, “That looks like fun. Shall we ask them if we can play, too?” • Identify problems as you see them happening. Cue children by saying, “I see we have a problem. What should we do?” • Use puppets and persona dolls to role-play common conflicts, asking children to describe how characters are feeling and how they might solve the problem. • Create laminated books showing illustrated solutions to problems, such as trading, taking turns, and playing together. Have children refer to the book for solutions as needed. • Create a “friendship can” that includes popsicle sticks with each child’s name or photo. Draw sticks to pair children for activities or classroom errands.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Emotional Functioning	<p>INTERACTIONS Tell children what is going to happen in advance to prepare them for changes and transitions.</p> <p>Accept and name children's strong feelings while offering ways to manage them.</p> <p>ENVIRONMENT Design the environment to maximize positive behaviors and minimize behaviors that cause problems.</p> <p>Offer materials that encourage children to manage, express, and discuss their feelings and those of others.</p> <p>INDIVIDUALIZATION Step in to help children learn how to handle disagreements.</p> <p>Change an activity when a child seems tired, overly excited, or distressed.</p>	<p>Emotional Functioning: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/emotional-functioning-see</p>	<ul style="list-style-type: none"> • Make feelings part of your everyday conversation with an infant or very young child. "Listen to the sound your rattle makes. Do you like that? You do!" or "I know you don't like feeling cold and wet. Let's get you a fresh, clean diaper." • Validate both positive and negative emotions. "Lisette, you built a tall tower! The smile on your face shows me you're proud." "Josh, I know you're upset because it's time to come in. You love being outside! Can you help me put your coat and mittens away so they're ready for next time?" • Describe what you're seeing and doing when a child is upset so children can learn to recognize these cues and offer similar comfort. "Tarik bumped his knee and he's crying. Let's get him some ice to put on his boo-boo." • Offer options when a child is upset, such as a blanket, a hug, or a quiet place to regroup. Describe what's happening by saying things like, "A quiet place makes it easier to calm down," so children can begin to understand the strategies that work for them.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Emotional Functioning	<p>INTERACTIONS Invite children to express their feelings and to consider what others might be feeling.</p> <p>Acknowledge and accept children's feelings while helping them express those feelings in appropriate ways.</p> <p>ENVIRONMENT Provide a variety of materials and activities that allow for creative expression.</p> <p>Arrange the setting so children can save and protect projects they are still working on.</p> <p>INDIVIDUALIZATION Hold private discussions with individual children to help them understand and cope with emotions.</p> <p>Ask a child to help a peer who needs assistance.</p>	<p>Emotional Functioning: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/emotional-functioning-see</p>	<ul style="list-style-type: none"> • Pause before you react to an incident in the setting; for example, a disagreement over a turn on the slide. Ask the children who were involved how they feel about what has happened. This acknowledges children's feelings and also gives you a moment to figure out how you want to respond. • Encourage children to notice each other's feelings and suggest ways to help. "Jared, can you slide a little this way? Samantha is building something with blocks and looks worried that it may get knocked over." • Anticipate what might happen in a new situation and provide reassurance that will help children manage emotions. For example, "We have new supplies in the art center, and I know you will all want to try them out. Don't worry. Everyone will get a turn at some point during center time."

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant-Toddler: Sense of Identity and Belonging	<p>INTERACTIONS Use children's names and comment on individual characteristics during daily routines and activities.</p> <p>Greet children and families warmly at the start of the day and invite families to share information about their child that will enhance practice.</p> <p>ENVIRONMENT Display family photos, books, pictures, and other familiar household items that create a welcoming, home-like atmosphere and reflect the children's cultures and home languages.</p> <p>Provide places where each child can store personal comfort items from home.</p> <p>INDIVIDUALIZATION Notice and acknowledge the activities and contributions of each child.</p> <p>Plan activities and experiences that allow children to express what makes them unique.</p>	<p>Sense of Identity and Belonging: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/sense-identity-belonging-see</p>	<ul style="list-style-type: none"> • Describe obvious physical similarities and differences between children. "Your hair is red and long. Chantel's hair is brown and short. You both have two blue eyes, one nose, and one mouth!" • Point out that different people have different ideas and preferences. "You love applesauce! But Kalim doesn't like it at all." • Sing songs that celebrate membership in the group and uniqueness. Choose some songs that show how your class or group does things (e.g., greeting each other in the morning or picking up toys). Choose other songs with verses that name individual children.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Sense of Identity and Belonging	<p>INTERACTIONS Invite children to explain the steps they followed in completing an activity or task.</p> <p>Show an interest in the child's life at the program and at home.</p> <p>ENVIRONMENT Ensure the materials, displays, print, music, foods, and other items in the setting reflect the languages, families, and cultures of the children enrolled.</p> <p>Provide materials and activities that allow all children to participate, succeed, and be challenged to build new skills and knowledge.</p> <p>INDIVIDUALIZATION Keep in close touch with families to exchange information about the child's interests, successes, and challenges.</p> <p>Offer meaningful, specific praise for efforts and accomplishments.</p>	<p>Sense of Identity and Belonging: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/sense-identity-belonging-see</p>	<ul style="list-style-type: none"> • Take photos of children working and playing together and post them around the room. Share children's accomplishments with families via photos on protected websites or apps designed for this purpose. • Learn words and phrases in a child's home language that are meaningful to the child and family. • Have families bring in objects that represent children's cultures; for example, empty food boxes to stock the dramatic play area. • Offer chances for children to share information about themselves, their family, culture, and community; for example, drawing pictures, telling personal stories, and singing a song or doing a dance they learned at home or a community event.



Language and Literacy



Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Babies attend to the sounds of language in their environment before they are born. In the context of nurturing, responsive adult relationships, infants rapidly learn to communicate with facial expressions, gestures, and looks. They move from babbling to understanding many words spoken to them and then uttering or signing their first words. Toddlers learn to speak new words at an amazing pace and use language to express their needs, ask questions, and engage in short conversations.

Language skills continue to expand and by the end of the preschool period, children speak in adult-like sentences, tell and re-tell stories, use verbal humor, and engage in group discussions. Preschoolers are sophisticated language users

who harness language in order to take in new and complex information and organize their world. As they delve into new learning experiences, they add mathematical or scientific terms to their vocabulary, such as semi-circle or T-Rex. They begin to understand word categories, such as hammers and screwdrivers are tools, and relationships among words, such as the opposite of up is down. Preschoolers with strong language skills are prepared to be successful learners in school.

Language and literacy skills can develop in any language, and for the most part, they develop first in the child's home language. Supporting development of the home language helps prepare young children for learning English. Children who are dual language learners (DLLs) show different patterns of English acquisition, depending on their prior exposure, their abilities, their temperaments, and the support they

receive at home and in the early childhood program. Some children who are DLLs may use different vocabulary and sentence structure in each language.

Children’s language ability affects learning and development in all areas, especially emerging literacy. Emerging literacy refers to the knowledge and skills that lay the foundation for reading and writing. For infants and toddlers, emerging literacy is embedded in the domain **Language and Communication**, reflecting the interrelatedness of these learning areas and the limited scope of these budding skills. As infants and toddlers listen to and repeat songs and rhymes, explore books, and hear stories, they are gaining literacy skills. By three years of age, children can understand the pictures in familiar books and ask what is happening. They make scribbles, shapes, and even letter-like marks on paper that may represent something to them.

For preschoolers, **Language and Literacy** are distinct domains to reflect the differentiation, centrality, breadth, and depth of language and literacy development in this age period. Preschoolers are beginning to grasp how written language is structured into sounds and symbols. They play rhyming games and learn the names of letters and associated sounds. They take pride in recognizing their name in print and practice writing it. Preschoolers begin to understand print conventions and the different functions of print in picture books or grocery lists. As they listen to and talk about story books or retell and enact events, they gain an understanding of sequence, character development, and causal relationships. When preschoolers are engaged literacy learners, they are laying the foundation for becoming capable readers and writers in school.

Children with disabilities may need extra support when they are learning to communicate. They may need listening devices to help them hear or assistive tools to help them speak or write clearly. Depending on the child’s needs, programs can support the development of sign language as a means of communication. Programs must promote language and literacy outcomes through appropriate and intentional support so that all children can develop strong skills in language and literacy.



Programs must promote language and literacy goals for all children.



DOMAIN: LANGUAGE AND COMMUNICATION (LC)

Sub-Domain: ATTENDING AND UNDERSTANDING

Infant-Toddler LC1: Child attends to, understands, and responds to communication and language from others.

Infant-Toddler LC2: Child learns from communication and language experiences with others.

Preschooler LC1: Child attends to communication and language from others.

Preschooler LC2: Child understands and responds to increasingly complex communication and language from others.

Sub-Domain: COMMUNICATING AND SPEAKING

Infant-Toddler LC3: Child communicates needs and wants non-verbally and by using language.

Infant-Toddler LC4: Child uses non-verbal communication and language to engage others in interaction.

Infant-Toddler LC5: Child uses increasingly complex language in conversation with others.

Infant-Toddler LC6: Child initiates non-verbal communication and language to learn and gain information.

Preschooler LC3: Child varies the amount of information provided to meet the demands of the situation.

Preschooler LC4: Child understands, follows, and uses appropriate social and conversational rules.

Preschooler LC5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Sub-Domain: VOCABULARY

Infant-Toddler LC7: Child understands an increasing number of words used in communication with others.

Infant-Toddler LC8: Child uses an increasing number of words in communication and conversation with others.

Preschooler LC6: Child understands and uses a wide variety of words for a variety of purposes.

Preschooler LC7: Child shows understanding of word categories and relationships among words.

Sub-Domain: EMERGENT LITERACY

Infant-Toddler LC9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Infant-Toddler LC10: Child handles books and relates them to their stories or information.

Infant-Toddler LC11: Child recognizes pictures and some symbols, signs, or words.

DOMAIN: LITERACY (LIT)

Infant-Toddler LC12: Child comprehends meaning from pictures and stories.

Infant-Toddler LC13: Child makes marks and uses them to represent objects or actions.

Sub-Domain: PHONOLOGICAL AWARENESS

Preschooler LIT1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Sub-Domain: PRINT AND ALPHABET KNOWLEDGE

Preschooler LIT2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Preschooler LIT3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

Sub-Domain: COMPREHENSION AND TEXT STRUCTURE

Preschooler LIT4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.

Preschooler LIT5: Child asks and answers questions about a book that was read aloud.

Sub-Domain: WRITING

Preschooler LIT6: Child writes for a variety of purposes using increasingly sophisticated marks.



Domain: Language and Communication (LC)

SUB-DOMAIN: ATTENDING AND UNDERSTANDING

Infant-Toddler Goal LC.1: Child attends to, understands, and responds to communication and language from others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to.	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	<ul style="list-style-type: none"> Shows understanding of some words and phrases used in conversation, such as by responding to simple questions. Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions.

Preschooler Goal LC.1: Child attends to communication and language from others.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<ul style="list-style-type: none"> Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others. Shows ongoing connection to a conversation, group discussion, or presentation.

Cultural expectations can influence adult-child interactions in many ways. For example, in some cultures, children are taught to show respect to adults by making direct eye contact when spoken to. In other cultures, children are taught that respect is demonstrated by avoiding direct eye contact.



Domain: Language and Communication (LC)

SUB-DOMAIN: ATTENDING AND UNDERSTANDING

Infant-Toddler Goal LC.2: Child learns from communication and language experiences with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	<ul style="list-style-type: none"> Acts on descriptions provided by others about people, objects, or events. Demonstrates interest and understanding when participating in language activities or games.

Preschooler Goal LC.2: Child understands and responds to increasingly complex communication and language from others.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<ul style="list-style-type: none"> Shows an ability to recall (in order) multiple step directions. Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/Why?" Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then. Shows an understanding of talk related to the past or future. Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are Dual Language Learners may demonstrate more complex communication and language in their home language than in English.

Domain: Language and Communication (LC)

SUB-DOMAIN: COMMUNICATING AND SPEAKING

Infant-Toddler Goal LC.3: Child communicates needs and wants non-verbally and by using language.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “More” when eating.	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them.	<ul style="list-style-type: none"> • Uses combinations of words and simple sentences or signs in a variety of situations. • Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants.

Preschooler Goal LC.3: Child varies the amount of information provided to meet the demands of the situation.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	<ul style="list-style-type: none"> • Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher. • Uses language, spoken or sign, to clarify a word or statement when misunderstood. • Children who are DLLs may switch between their languages.

Domain: Language and Communication (LC)

SUB-DOMAIN: COMMUNICATING AND SPEAKING

Infant-Toddler Goal LC.4: Child uses non-verbal communication and language to engage others in interaction.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	<ul style="list-style-type: none"> • Initiates and responds in conversations with others. • Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information. • Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.

Preschooler Goal LC.4: Child understands, follows, and uses appropriate social and conversational rules.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	<ul style="list-style-type: none"> • Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. • With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.

Domain: Language and Communication (LC)

SUB-DOMAIN: COMMUNICATION AND SPEAKING

Infant-Toddler Goal LC.5: Child uses increasingly complex language in conversation with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.	<ul style="list-style-type: none"> • Uses sentences of three or more words in conversation with others. • Asks and answers simple questions in conversations with others. • Refers to past or future events in conversation with others.

Preschooler Goal LC.5: Child expresses self in increasingly long, detailed, and sophisticated ways.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<ul style="list-style-type: none"> • Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. • Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations. • Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.

Domain: Language and Communication (LC)

SUB-DOMAIN: VOCABULARY

Infant-Toddler Goal LC.6: Child initiates non-verbal communication and language to learn and gain information.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.	Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.	Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	<ul style="list-style-type: none"> Asks questions in a variety of ways. Repeats or re-phrases questions until a response is received.

Preschooler Goal LC.6: Child understands and uses a wide variety of words for a variety of purposes.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<ul style="list-style-type: none"> Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities. Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes. With support, forms guesses about the meaning of new words from context clues.



Children communicate in response to questions through gestures.

Domain: Language and Communication (LC)

SUB-DOMAIN: VOCABULARY

Infant-Toddler Goal LC.7: Child understands an increasing number of words used in communication with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	<ul style="list-style-type: none"> Shows understanding of the meaning of common words used in daily activities. Attends to new words used in conversation with others. Understands most positional words, such as on, under, up, or down.

Preschooler Goal LC.7: Child shows an understanding of word categories and relationships among words.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<ul style="list-style-type: none"> Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank,” or “When you hop it’s like jumping on one leg,” or “The bear and fox are both wild animals.” Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. Identifies key common antonyms, such as black/white or up/down. Identifies one or two synonyms for very familiar words, such as glad or happy. Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic,” or “It’s so cold, it’s frosty.”

Domain: Language and Communication (LC)

SUB-DOMAIN: EMERGENT LITERACY

Infant-Toddler Goal LC.9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	<ul style="list-style-type: none"> Repeats simple familiar rhymes or sings favorite songs. Retells familiar stories using props.

Infant-Toddler Goal LC.10: Child handles books and relates them to their stories or information.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Explores a book by touching it, patting it, or putting it in mouth.	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	<ul style="list-style-type: none"> Asks to have several favorite books read over and over. Holds book, turns pages, and pretends to read.

Infant-Toddler Goal LC.11: Child recognizes pictures and some symbols, signs, or words.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	<p>Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.</p> <p>Children who are DLLs recognize and use written forms of each of their languages.</p>	<ul style="list-style-type: none"> Points to and names some letters or characters in their names. Recognizes familiar signs on a building or street. Attributes meaning to some symbols, such as a familiar logo or design.

Domain: Language and Communication (LC)

SUB-DOMAIN: EMERGENT LITERACY

Infant-Toddler Goal LC.12: Child comprehends meaning from pictures and stories.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Looks at picture books and listens to an adult talk about pictures in a book.	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	<ul style="list-style-type: none"> • Uses pictures as a guide to talk about a story that has been read. • Asks or answers questions about what is happening in a book or story. • Identifies the feelings of characters in a book or story.

Infant-Toddler Goal LC.13: Child makes marks and uses them to represent objects or actions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
<i>Emerging</i>	Makes marks on a paper with a large crayon or marker to explore writing materials.	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	<ul style="list-style-type: none"> • Draws pictures using scribbles and talks with others about what they have made. • Draws straight lines or curved lines. • Makes letter-like marks or scribbles on paper.



Toddlers make marks on paper to represent an object or action. They often talk with others about what they have drawn. The development of children's fine motor skills will impact their emerging capacity to draw and eventually write.

Domain: Literacy (LIT)

SUB-DOMAIN: PHONOLOGICAL AWARENESS

Preschooler Goal LIT.1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	<ul style="list-style-type: none"> Provides one or more words that rhyme with a single given target, such as “What rhymes with log?” Produces the beginning sound in a spoken word, such as “Dog begins with /d/.” Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE

Preschooler Goal LIT.2: Child demonstrates an understand of how print is used (functions of print) and the rules that govern how print works (conventions of print).

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<ul style="list-style-type: none"> Understands that print is organized differently for different purposes, such as a note, list, or storybook. Understands that written words are made up of a group of individual letters. Begins to point to single-syllable words while reading simple, memorized texts. Identifies book parts and features, such as the front, back, title, and author.

Domain: Literacy (LIT)

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE

Preschooler Goal LIT.3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<ul style="list-style-type: none"> Names 18 upper- and 15 lower-case letters. Knows the sounds associated with several letters.

SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE

Preschooler Goal LIT.4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<ul style="list-style-type: none"> Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. Tells fictional or personal stories using a sequence of at least two or three connected events. Identifies characters and main events in books and stories.

Domain: Literacy (LIT)

SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE

Preschooler Goal LIT.5: Child asks and answers questions about a book that was read aloud.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	<ul style="list-style-type: none"> Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.” Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text. Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.



Preschoolers respond to questions about stories with varying details and information.

Domain: Literacy (LIT)

SUB-DOMAIN: WRITING

Preschooler Goal LIT.6: Child writes for a variety of purposes using increasingly sophisticated marks.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<ul style="list-style-type: none"> Creates a variety of written products that may or may not phonetically relate to intended messages. Shows an interest in copying simple words posted in the classroom. Attempts to independently write some words using invented spelling, such as K for kite. Writes first name correctly or close to correctly. Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.



Preschoolers engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks.

LANGUAGE AND LITERACY (LC AND LIT): EFFECTIVE PRACTICE GUIDES

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN’S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infant-Toddler: Attending and Understanding</p> <p>For infants and toddlers who are dual language learners (DLLs), model language by repeating your best guess at what they may be trying to communicate and then extending what they say.</p>	<p>INTERACTIONS Attend to an infant’s verbal and non-verbal communications and respond with words and facial expressions to continue a back-and-forth-exchange. Use questions and short comments to encourage toddlers’ thinking and language learning.</p> <p>ENVIRONMENT Arrange the space so there are comfortable places to engage children in conversations while carrying out routines. Offer a collection of board and washable books that feature pictures of familiar objects and experiences, and introduce simple stories in English and the children’s home or tribal languages.</p> <p>INDIVIDUALIZATION Create and read books using photos of children and their families. Talk with children about their own experiences and in response to their interests.</p>	<p>Attending and Understanding: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/attending-understanding-see</p>	<ul style="list-style-type: none"> • Acknowledge a baby’s smiles and babbles and respond to her sounds and movements with your own (e.g., “You like the rattle! Can you touch it?”). • Narrate caregiving activities; for example: Now, let’s get you a fresh, clean diaper. We’ll tape this side closed—boop! And now the other side—boop! Can you stand up so I can pull up your pants? Thanks. You are good to go. • Follow the child’s lead, describing the things in which he’s interested.w

“I see your sweet smile. Did mommy make you laugh?”



Sub-Domain	KNOW: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN’S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Attending and Understanding</p> <p>For DLL preschoolers, use simple words and short phrases if they are new to the language. As they learn the language, use more complex words and longer sentences, and allow time for them to process what you are saying.</p>	<p>INTERACTIONS Speak slowly and clearly, stopping as needed to make sure children are following along.</p> <p>Talk with small groups at mealtimes and during activities to model language skills and to encourage children to listen to and communicate with each other.</p> <p>ENVIRONMENT Provide home language and English versions of recorded books and stories.</p> <p>Offer interesting things to explore that lead children to talk and share ideas with each other.</p> <p>INDIVIDUALIZATION Learn and use a few important and meaningful words in a child’s home language.</p> <p>Observe and keep track of a child’s receptive language skills while encouraging expressive language.</p>	<p>Attending and Understanding: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/attending-understanding-see</p>	<ul style="list-style-type: none"> • Model the listening skills you want to see from the children you work with, giving them your full attention and asking them to elaborate on their comments. • Assist children in mastering the give-and-take of conversation by encouraging them to wait for their turn to speak (e.g., “Tony, I really want to hear about your new shoes, and you can tell me about them later. Right now, let’s listen and find out more about Gloria’s seashells.”).¹

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN’S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infant-Toddler: Communicating and Speaking</p> <p>When talking or signing with children, use their home or tribal language if you are able.</p>	<p>INTERACTIONS Respond to children’s non-verbal and verbal requests by meeting their needs consistently.</p> <p>Repeat children’s communications to seek confirmation or clarification and to encourage them to extend their language use.</p> <p>ENVIRONMENT Make books available in multiple areas of the home or early childhood setting. Include books in the languages children hear at home and in the setting (e.g., home language, English, tribal language).</p> <p>Create cozy places where an adult can sit and talk with one or a few children.</p> <p>INDIVIDUALIZATION Introduce new vocabulary words in response to a child’s interests.</p> <p>Hold one-on-one conversations with children to help them learn the give and take of conversations.</p>	<p>Communicating and Speaking: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/communicating-speaking-see</p>	<ul style="list-style-type: none"> • Acknowledge a child’s sounds and gestures (e.g., “I know you’re sad Dad’s leaving. It’s hard to say goodbye.”) • Expand on what a child says, adding new vocabulary and modeling complete sentences. For example: • Child: “Me runned.” • Adult: “You ran on the playground? Where did you go?” • Provide opportunities for children to speak and listen to each other. Ask open-ended questions that allow for a variety of responses.

Caregiving routines are great opportunities for one-on-one communication.



Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN’S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Communicating and Speaking</p> <p>When talking or signing with children, use their home or tribal language if you are able. Use labels, signs, and posters in children’s home and tribal languages, as appropriate.</p>	<p>INTERACTIONS Help children learn how to take turns expressing their ideas.</p> <p>Provide numerous opportunities for children to use language with adults and each other.</p> <p>ENVIRONMENT Provide conversation starters such as interesting things to see, hear, and touch.</p> <p>Engage children in creating experience charts, illustrated with photos, so children can revisit and discuss experiences.</p> <p>INDIVIDUALIZATION Provide augmentative and alternative communication tools, such as a communication board.</p> <p>Pair a child with strong expressive language skills with a child whose skills are less developed.</p>	<p>Communicating and Speaking: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/communicating-speaking-see</p>	<ul style="list-style-type: none"> • Build on children’s interests by being “in the moment,” modeling and encouraging children to take turns during conversations. • Take children’s questions seriously and let them contribute to new discoveries. • Show children that their talk is valued by providing an explanation when children ask questions about what a word means and by building upon what children say. • Use games that prompt children to talk and ask questions (e.g., hide a toy in a pillowcase and ask children to reach in without looking and describe what they touch).


Sub-Domain	KNOW: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN’S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infant-Toddler: Vocabulary</p> <p>When talking or signing with children, use their home or tribal language if you are able.</p>	<p>INTERACTIONS Provide the words for objects and other things and repeat them often.</p> <p>Build on children’s language using vocabulary the children may not know yet.</p> <p>ENVIRONMENT Provide a language-rich environment.</p> <p>Update dramatic play props to reflect children’s current interests and experiences.</p> <p>INDIVIDUALIZATION Tailor requests and directions to the child’s age and stage of development.</p> <p>Help a child learn the words used to express feelings and desires.</p>	<p>Vocabulary: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/vocabulary-see</p>	<ul style="list-style-type: none"> • Label objects and actions verbally or using sign language. • Prompt children to point to, verbalize, or sign the names of objects and actions. • Narrate your own actions while they are happening (self-talk) and narrate children’s actions while they are happening (parallel talk). • Use a variety of specific and descriptive words and “map” these words onto concepts that children already know. • For example, while serving melon at snack time, mention that this is a kind of melon called a cantaloupe, and that yesterday’s snack was a different kind of melon called a honeydew. Descriptive words for melons might include color (e.g., orange, green) and taste (e.g., sweet, juicy). • Sometimes pair a word you know in the child’s home language with a word in English (e.g., “Here is your pañal—your diaper.”) to show the connection between the two words. • Speak in complete sentences and vary the types of sentences (e.g., short, long) used throughout the day. • Talk about things that are not present or visible in the room (e.g., related to things in the past, present, or future, or pretend events/role-playing). For example: <ul style="list-style-type: none"> • “Yesterday, you ate all your oatmeal.” • “What did you see when you went to the beach with your nana?”

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Vocabulary</p> <p>When talking or signing with children, use their home or tribal language if you are able. Use labels, signs, and posters in children's home and tribal languages, as appropriate.</p>	<p>INTERACTIONS Use multi-syllable and sophisticated words repeatedly so children can master them.</p> <p>Introduce new words before reading a book or telling a story.</p> <p>ENVIRONMENT Provide a language-rich setting.</p> <p>Offer items that encourage children to sort and categorize by characteristic or feature.</p> <p>INDIVIDUALIZATION Notice and respond when a child initiates a conversation.</p> <p>Intentionally teach words as they come up in context.</p>	<p>Vocabulary: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/vocabulary-see</p>	<ul style="list-style-type: none"> • Notice where children look and then talk about what they are focusing on using interesting, rich vocabulary. • Introduce words that describe objects, actions, and attributes (e.g., include verbs like “gallop” and “soar” as well as adjectives like “enormous” and “miniscule”). • Clarify or explain new or unfamiliar words as they relate to everyday objects or actions children are familiar with. • Play sorting games that reinforce the idea of categories (e.g., circles in one box, squares in the other; fruit in one bowl, vegetables in the other; “All the children with curly hair, please line up to wash your hands for snack time.”) • Reinforce categories by having children identify the item in a group that is different (e.g., bear, cat, and airplane). • Incorporate specific language learning into classroom transitions (e.g., direct children to the front or back of the line or next to or behind a particular child).

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infant-Toddler: Emergent Literacy</p> <p>When talking or signing with children, use their home or tribal language if you are able.</p>	<p>INTERACTIONS Ask families to share books, songs, and rhymes in home languages, tribal languages, and in English; use them often so children can master them.</p> <p>Encourage children to explore books and use drawing materials on their own and with adult assistance.</p> <p>ENVIRONMENT Offer a wide variety of books and environmental print covering the languages, cultures, interests, and other unique characteristics of the children; display books in children's reach.</p> <p>Provide large pieces of paper and large crayons and markers so children can experience making their own marks.</p> <p>INDIVIDUALIZATION Provide books and pictures related to a child's experience, such as learning to walk or being afraid of the dark.</p> <p>Make up and tell stories about a child or children in the group.</p>	<p>Emergent Literacy: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/emergent-literacy-see</p>	<ul style="list-style-type: none"> • Cuddle up to read. This shared experience helps children associate reading with pleasure. • Point to the pictures in a book and label them, using facial expressions, varied vocal tones, and gestures to communicate the meaning of words. • Reinforce the meaning of words by connecting them to children's real-life experiences at home, school, and in the community. • Ask children questions about the pictures or plot of a book. <ul style="list-style-type: none"> • With infants, watch and listen for a response (e.g., vocalization, facial expression, body movement) before providing answers and comments. • For children 18 months and older, provide opportunities to complete predictable sentences or rhyming phrases while reading aloud. Make connections between the book and children's own lives. • Tell children stories. Encourage more verbal children to tell stories. • Use songs and fingerplays to model rhyming and enhance children's ability to predict what comes next in the song or fingerplay. • Talk with children about how print is used around them. For example: <ul style="list-style-type: none"> • Point out signs and what they mean during walks • Explain what symbols mean on materials in the setting (e.g., empty food boxes used for pretend play, alphabet letters in children's names) • Provide time, safe and appropriate materials, and space for mark-making experiences, such as scribbling, drawing, and painting. These experiences can be provided indoors and outdoors. • Model writing for different reasons. Explain what you are writing and why you are writing.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Phonological Awareness</p> <p>To lead phonological awareness experiences, you need to know the sounds and sound combinations of a language very well. Only lead phonological awareness experiences in languages in which you are fluent.</p>	<p>INTERACTIONS Play games and sing songs throughout the day that build phonological awareness.</p> <p>Read aloud books and poetry that play with sounds and words.</p> <p>ENVIRONMENT Set up a listening center with recordings of songs and books that include language play.</p> <p>Provide puppets and props that go with rhyming and word play books to encourage children to revisit the books on their own.</p> <p>INDIVIDUALIZATION Use children's names often and highlight the sounds found in them.</p> <p>Incorporate word play naturally when holding individual conversations with children.</p>	<p>Phonological Awareness: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/phonological-awareness-see</p>	<ul style="list-style-type: none"> • Watch and listen for children's spontaneous play with sounds of language. Respond by encouraging and extending it. For example: <ul style="list-style-type: none"> • When a child taps two blocks together while vocalizing, "bam, bam, boom, boom," join in by tapping two blocks while saying, "zam, zam, zoom zoom." Extend the play by asking, "What other sounds can you tap?" • Similarities between phonemes (individual sounds) in English and children's home languages can be used as a foundation for building phonological awareness (e.g., if the child's home language has some of the same phonemes as English, start using them for rhymes or beginning sound learning experiences as they are sounds with which children are already familiar). • Offer opportunities that involve rhymes. For example: <ul style="list-style-type: none"> • Sing rhyming songs and play rhyming games. • Read books and poetry that have rhyming words. • Invite children to fill in rhyming words (e.g., "One, two, buckle my ___ (shoe)"). • Encourage children to make up their own rhymes. • Play word-combining games to make compound words like raincoat and sunshine. Use photos or pictures for visual cues and to make the games hands-on for children. • Clap the syllables in a child's name to identify them during transitions (e.g., Me-lin-da, Char-lie, Gi-o-van-na) or in a sentence (e.g., "We are going outside (six claps)"). • For older preschoolers, play guessing games in which children add sounds together (e.g., /c/ + /up/ = cup) or subtract beginning sounds to make a new word (e.g., rice - /r/ = ice).

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Print and Alphabet Knowledge</p> <p>When talking or signing with children, use their home or tribal language if you are able.</p>	<p>INTERACTIONS Point out and name letters in the environment; associate correct letter sounds with known words.</p> <p>Lead children in writing about a shared experience; demonstrate functions and conventions of print while writing.</p> <p>ENVIRONMENT Offer alphabet props, games, puzzles, stamps, charts, and books that encourage children to learn the alphabet in English, and for dual language learners, in their home languages.</p> <p>Provide a variety of paper and writing tools children can use in their play scenarios and for other writing purposes.</p> <p>INDIVIDUALIZATION Learn and use the words for letters of the alphabet, and corresponding examples, in the children's home languages as well as in English.</p> <p>Encourage children to write or dictate stories or explanations to go with their work.</p>	<p>Print and Alphabet Knowledge: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/print-alphabet-knowledge-see</p>	<ul style="list-style-type: none"> • Draw children's attention to different features of print in books and other materials in the environment (e.g., in English and many other languages, print is read from left to right and top to bottom; picture books have a front and back cover, title, author, and illustrator). • Provide different kinds of print in the environment (e.g., menus, brochures, magazines, bus or train schedules), and in children's home or tribal language when available. Explain what they are for, how they are read, and how they are used. Encourage children to use them in their play. • Read a variety of alphabet books, like those with connected text and those with only a letter and several pictures on each page. Bring key features of the books to the children's attention (e.g., a letter on each page and pictures of those things whose names begin with that letter). • Use printed names to label children's cubbies, cots, or other personal items such as backpacks or water bottles. Add photos to support children who are just starting to notice printed materials. • Use children's printed names during transitions and other learning experiences to name letters and sounds and point out interesting things about letter-sound relationships. For example: <ul style="list-style-type: none"> • Some letters can stand for more than one sound, and letter names in one language may sound different than the same letters in another language (e.g., the letter /r/ in English is pronounced like the word "are," and the letter /r/ in Spanish is pronounced "eh-rray," with a trilled /r/ sound). • Name letters and sounds and point out interesting things about letter-sound relationships in other written words that are meaningful to children (e.g., mommy, papa, abuela, names of siblings and pets, print on food boxes, words in favorite books).

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Comprehension and Text Structure</p> <p>When talking or signing with children, use their home or tribal language if you are able. Use books in children's home or tribal languages, as appropriate.</p>	<p>INTERACTIONS Read books aloud from beginning to end the first time they are introduced to children.</p> <p>Read the same books again and again so children can recall the plot, characters, and events.</p> <p>ENVIRONMENT Provide a variety of puppets and book-related props so children can retell a story from a book or make up a new one.</p> <p>Provide blank books so children can retell stories through illustrations and writing at their developmental levels.</p> <p>INDIVIDUALIZATION Hold one-on-one conversations with children focused on books read aloud.</p> <p>Offer adult-made or purchased materials that allow a child to practice sequencing.</p>	<p>Comprehension and Text Structure: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/comprehension-text-structure-see</p>	<ul style="list-style-type: none"> • Help children comprehend stories by talking with them as stories are shared and by asking open-ended questions and responding to the children's comments and questions. • During a second reading of a book, prompt children's thinking and verbal engagement by asking questions about characters' motivations and feelings and what will happen next. Share your own reasoning to show how people use information from a story. • Plan the environment to support independent story readings and retelling (e.g., reading aloud to a group of stuffed animals or retelling stories using a flannel board and pieces or puppets. • Make audio and video recordings of children retelling stories or telling new stories of their own creation. Place the recordings where children can access them. • Place information books in different parts of the environment or setting (e.g., put books about shells near a seashell collection, books about building houses in the block area, cookbooks in the dramatic play area, and bring books about nature outside). <p><i>"You are right - it was a very big turtle."</i></p> 

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Writing</p> <p>When talking, signing, or writing with children, use their home or tribal language if you are able.</p>	<p>INTERACTIONS Encourage children to write or dictate stories or explanations to go with their work.</p> <p>Model the many different purposes for print and encourage children to write as part of their play and other activities.</p> <p>ENVIRONMENT Offer writing materials in all learning centers and outdoors.</p> <p>Provide the materials needed to write, illustrate, and bind books.</p> <p>INDIVIDUALIZATION Adapt writing tools so children who have difficulty with fine motor skills will be able to grasp them.</p> <p>Spend time observing and supporting individual children's writing skills; respond with the tools, opportunities, and encouragement each child needs.</p>	<p>Writing: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/writing-see</p>	<ul style="list-style-type: none"> • Offer to take dictation to provide captions for children's art or describe what's happening in a photo. • Offer opportunities for children to draw pictures. • Drawing strengthens the fine motor skills needed to produce letter-like forms. It is also a way for children to be intentional in making meaning. • Help emergent writers form words by demonstrating on a separate piece of paper, segmenting the sounds, and discussing the letters needed. • Offer ways for children to write with their fingers (e.g., with finger paint or trays of sand) or use "found" objects such as sticks to write in sand or dirt. • Provide materials for children to create print props for play (e.g., a sign for a pretend lemonade stand or roadside restaurant). • Encourage children to write their names during everyday routines and play (e.g., when entering or leaving the setting, on their paintings and drawings). • Model writing and explain what you are writing and why. • Provide a variety of tools to write with and materials to write on, as well as opportunities to write for a purpose (e.g., make a shopping list, create a card to send to someone). • Encourage children to explore, practice, and enjoy their writing experiences. [2] • Express appreciation for children's attempts at writing.



Cognition

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

Children play an active role in their own cognitive development by exploring and testing the world around them, but they also need support from parents, teachers and other adults. When infants and toddlers feel safe and secure, they are more willing to experiment with their world, such as discovering how a pull toy works, observing what happens when they turn on a faucet, and trying out different behaviors to see how people react. In the process, they begin to understand basic mathematical, spatial, and causal relationships. Toddlers also explore concepts through a variety of symbolic activities, such as drawing and pretend play. More and more, young children can rely on their developing memory to help them make sense of the world. All this activity in the first three years lays the foundation for the more complex cognitive skills that preschoolers develop.

Cognitive development is presented as two different domains for preschoolers—**Mathematics Development** and

Scientific Reasoning—to reflect the increasingly complex and more differentiated cognitive abilities of this age period. **Mathematics development** in preschoolers refers to understanding numbers and quantities, their relationships, and operations, such as what it means to add to and take away. Mathematics also includes shapes and their structure, reasoning, measurement, classification, and patterns. Preschoolers are eager to measure their height to see how much they have grown and to chime in with repeating patterns in books and songs.

Increasingly, children use math strategies to solve problems during daily activities, such as figuring out how many more cups are needed at snack time. Because math includes generalizations and abstractions, math skills help young children connect ideas, develop logical and abstract thinking, and analyze, question, and understand the world around them. Children develop math concepts and skills through

active exploration and discovery in the context of stimulating learning opportunities and intentional teaching strategies.

Scientific Reasoning refers to the emerging ability to develop scientific knowledge about the natural and physical worlds, learn scientific skills and methods, and continue developing reasoning and problem-solving skills. For preschoolers, scientific investigation includes making observations, recording them, talking about them, and analyzing them. Their investigations reflect their natural interests in how things work, in plants and animals, their bodies, and weather. In the process of investigating, they can learn to use measurement and observational tools, such as a ruler and a magnifying glass. During the early childhood years, science provides opportunities for rich vocabulary learning and collaboration with peers and fosters a sense of curiosity and motivation to learn. Problem-solving and reasoning become more complex as preschoolers gain new abilities to ask questions and gather information. Their inclination to be curious, explore, experiment, ask questions, and develop their own theories about the world makes science an important domain for enhancing learning and school success.

Because cognitive development encompasses a broad range of skills, behaviors, and concepts, children display great individual variation in their development from birth to 5. Prior experiences, cultural and linguistic backgrounds, temperament, and many other factors can impact the rate and course of cognitive development. Children with disabilities may require extra support as they use their senses and bodies to explore or as they describe their scientific investigations. The instruction and learning opportunities young children experience set the stage for their cognitive development and success.

Cognitive development from birth to 5 is influenced by children’s cultural and linguistic backgrounds, temperaments, and many other factors. Children who are dual language learners (DLLs) may express their knowledge and understanding differently - depending on the content of the skills and the context in which they were learned.



DOMAIN: COGNITION (COG)

Sub-Domain: EXPLORATION AND DISCOVERY

Infant-Toddler COG1: Child actively explores people and objects to understand self, others, and objects

Infant-Toddler COG2: Child uses understanding of causal relationships to act on social and physical environments.

Sub-Domain: MEMORY

Infant-Toddler COG3: Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

Infant-Toddler COG4: Child recognizes the stability of people and objects in the environment.

Infant-Toddler COG5: Child uses memories as a foundation for more complex actions and thoughts.

Sub-Domain: REASONING AND PROBLEM-SOLVING

Infant-Toddler COG6: Child learns to use a variety of strategies in solving problems

Infant-Toddler COG7: Child uses reasoning and planning ahead to solve problems.

Sub-Domain: EMERGENT MATHEMATICAL THINKING

Infant-Toddler COG8: Child develops sense of number and quantity.

Infant-Toddler COG9: Child uses spatial awareness to understand objects and their movement in space.

Infant-Toddler COG10: Child uses matching and sorting of objects or people to understand similar and different.

Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY

Infant-Toddler COG11: Child observes and imitates sounds, words, gestures, actions, and behaviors.

Infant-Toddler COG12: Child uses objects or symbols to represent something else.

Infant-Toddler COG13: Child uses pretend play to increase understanding of culture, environment, and experiences.

DOMAIN: MATHEMATICS DEVELOPMENT (MTH)

Sub-Domain: COUNTING AND CARDINALITY

Preschooler MTH1: Child knows number names and the count sequence.

Preschooler MTH2: Child recognizes the number of objects in a small set.

Preschooler MTH3: Child understands the relationship between numbers and quantities.

DOMAIN: MATHEMATICS DEVELOPMENT (MTH) CONTINUED

Preschooler MTH4: Child compares numbers.

Preschooler MTH5: Child associates a quantity with written numerals up to 5 and begins to write numbers.

Sub-Domain: OPERATIONS AND ALGEBRAIC THINKING

Preschooler MTH6: Child understand addition as adding to and understand subtraction as taking away from.

Preschooler MTH7: Child understands simple patterns.

Sub-Domain: MEASUREMENT

Preschooler MTH8: Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

Sub-Domain: GEOMETRY AND SPATIAL SENSE

Preschooler MTH9: Child identifies, describes, compares, and composes shapes.

Preschooler MTH10: Child explores the positions of objects in space.

DOMAIN: SCIENTIFIC REASONING (SCI)

Sub-Domain: SCIENTIFIC INQUIRY

Preschooler SCI1: Child observes and describes observable phenomena (objects, materials, organisms, and events).

Preschooler SCI2: Child engages in scientific talk.

Preschooler SCI3: Child compares and categorizes observable phenomena.

Sub-Domain: REASONING AND PROBLEM SOLVING

Preschooler SCI4: Child asks a question, gathers information, and makes predictions.

Preschooler SCI5: Child plans and conducts investigations and experiments.

Preschooler SCI6: Child analyzes results, draws conclusions, and communicates results.

Domain: Cognition (COG) - Infant-Toddler

SUB-DOMAIN: EXPLORATION AND DISCOVERY

Infant-Toddler Goal COG.1: Child actively explores people and objects to understand self, others, and objects.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.	Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	<ul style="list-style-type: none"> Learns about characteristics of people and properties and uses of objects through the senses and active exploration. Experiments with everyday objects or materials to answer “What?” “Why?” or “How?” questions.

Infant-Toddler Goal COG.2: Child uses understanding of casual relationships to act on social and physical environments.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	<ul style="list-style-type: none"> Makes simple predictions about what will happen next, such as in a story or in everyday routines. Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.



Domain: Cognition (COG) - Infant - Toddler

SUB-DOMAIN: MEMORY

Infant-Toddler Goal COG.3: Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	<ul style="list-style-type: none"> Comments about similarities or differences between new people, objects, or events, and ones that are more familiar. Tells others about what will happen next or about changes in usual routines or schedules.

Infant-Toddler Goal COG.4: Child recognizes the stability of people and objects in the environment.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	<ul style="list-style-type: none"> Notices who is missing from a familiar group, such as family at dinner or children in a playgroup. Looks in several different places for a toy that was played with a few days before.

Infant-Toddler Goal COG.5: Child uses memories as a foundation for more complex actions and thoughts.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	<ul style="list-style-type: none"> Recalls a similar family event when hearing a story read. Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside. Repeats simple rules about expected behavior, such as "We wash our hands before we eat."

Domain: Cognition (COG) - Infant - Toddler

SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

Infant-Toddler Goal COG.6: Child learns to use a variety of strategies in solving problems.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	<ul style="list-style-type: none"> • Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help. • Tries to solve the same problem in several different ways at different times.

Infant-Toddler Goal COG.7: Child uses reasoning and planning ahead to solve problems.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	<ul style="list-style-type: none"> • Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper. • Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.



Toddlers use a variety of strategies as they match and sort objects by color, shape, or size.



Domain: Cognition (COG)- Infant - Toddler

SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING

Infant-Toddler Goal COG.8: Child develops sense of number and quantity.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Attends to quantity in play with objects, such as reaching or looking for more than one object.	Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.	<ul style="list-style-type: none"> Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order. Identifies “more” or “less” with a small number of items without needing to count them. Uses fingers to show how old they are.

Infant-Toddler Goal COG.9: Child uses spatial awareness to understand objects and their movement in space.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Explores or examines objects and watches objects when they move.	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	<ul style="list-style-type: none"> Does puzzles with interlocking pieces, different colors, and shapes. Understands some effects of size or weight when picking up or moving objects.

Infant-Toddler Goal COG.10: Child uses matching and sorting of objects or people to understand similar and different characteristics.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	<ul style="list-style-type: none"> Sorts toys or other objects by color, shape, or size. Orders some objects by size. Identifies characteristics of people, such as “Mom has black hair like me.”

Domain: Cognition (COG)- Infant - Toddler

SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY

Infant-Toddler Goal COG.11: Child observes and imitates sounds, words, gestures, actions, and behaviors.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	Imitates what other people did earlier, such as wiping up a spill or closing a door.	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	<ul style="list-style-type: none"> • Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table. • Imitates someone else's conversation, such as in pretend play or on a toy phone.

Infant-Toddler Goal COG.12: Child uses objects or symbols to represent something else.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
<i>Emerging</i>	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	<ul style="list-style-type: none"> • Uses familiar objects to represent something else. • Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough. • Understands that some symbols have meaning, such as a sign or a drawing.

Infant-Toddler Goal COG.13: Child uses pretend play to increase understanding of culture, environment, and experiences.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
<i>Emerging</i>	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	<ul style="list-style-type: none"> • Seeks to involve others in pretend or make-believe play. • Looks for props to use when telling or making up a story. • Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.

Domain: Cognition: Mathematics Development (MTH)- Preschooler

SUB-DOMAIN: COUNTING AND CARDINALITY

Preschooler Goal MTH.1: Child knows number names and the count sequence.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	Says or signs more number words in sequence.	<ul style="list-style-type: none"> Counts verbally or signs to at least 20 by ones.

Preschooler Goal MTH.2: Child recognizes the number of objects in a small set.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	<ul style="list-style-type: none"> Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.

Preschooler Goal MTH.3: Child understands the relationship between numbers and quantities.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	<ul style="list-style-type: none"> When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. Counts and answers “How many?” questions for approximately 10 objects. Accurately counts as many as five objects in a scattered configuration. Understands that each successive number name refers to a quantity that is one larger. Understands that the last number said represents the number of objects in a set.

Domain: Cognition: Mathematics Development (MTH)- Preschooler

SUB-DOMAIN: COUNTING AND CARDINALITY

Preschooler Goal MTH.4: Child compares numbers.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.	<ul style="list-style-type: none"> Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. Identifies and uses numbers related to order or position from first to tenth.

Preschooler Goal MTH.5: Child associates a quantity with written numbers up to 5 and begins to write numbers.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	<ul style="list-style-type: none"> Associates a number of objects with a written numeral 0–5. Recognizes and, with support, writes some numerals up to 10.



Preschoolers develop mathematical knowledge as they interact with materials, puzzles, and games.

Domain: Cognition: Mathematics Development (MTH) - Preschooler

SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

Preschooler Goal MTH.6: Child understands addition as adding to and understands subtraction as taking away from.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	<ul style="list-style-type: none"> Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number. With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, "Five, four, three...two!" (keeping track with fingers).

Preschooler Goal MTH.7: Child understands simple patterns:

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	<ul style="list-style-type: none"> Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.

Domain: Cognition: Mathematics Development (MTH) - Preschooler

SUB-DOMAIN: MEASUREMENT

Preschooler Goal MTH.8: Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	<ul style="list-style-type: none"> Measures using the same unit, such as putting together snap cubes to see how tall a book is. Compares or orders up to five objects based on their measurable attributes, such as height or weight. Uses comparative language, such as shortest, heavier, or biggest.



Legos, blocks, or other manipulatives can be used for non-standard measurement or for making comparisons - “who has the tallest Lego tower?” or “does the tower have more red, green, or blue Legos?”

Domain: Cognition: Mathematics Development (MTH)- Preschooler

SUB-DOMAIN: Geometry and Spatial Sense

Preschooler Goal MTH.9: Child identifies, describes, compares, and composes shapes.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	<ul style="list-style-type: none"> Names and describes shapes in terms of length of sides, number of sides, and number of angles. Correctly names basic shapes regardless of size and orientation. Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. Creates and builds shapes from components.

Preschooler Goal MTH.10: Child explores the positions of objects in space.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	<ul style="list-style-type: none"> Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind. Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."



Domain: Cognition: Scientific Reasoning (SCI)- Preschooler

SUB-DOMAIN: SCIENTIFIC INQUIRY

Preschooler Goal SCI.1: Child observes and describes observable phenomena (objects, materials, organisms, and events).

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	<ul style="list-style-type: none"> Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations. Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope. Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky. Represents observable phenomena with pictures, diagrams, and 3-D models.

Preschooler Goal SCI.2: Child engages in scientific talk.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	<ul style="list-style-type: none"> Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure. Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.

Domain: Cognition: Scientific Reasoning (SCI)- Preschooler

SUB-DOMAIN: SCIENTIFIC INQUIRY

Preschooler Goal SCI.3: Child compares and categorizes observable phenomena.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	<ul style="list-style-type: none"> • Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound. • Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.



Young children learn to use observational tools to extend their senses and to observe the natural world up close.



Domain: Cognition: Scientific Reasoning (SCI) - Preschooler

SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

Preschooler Goal SCI.4: Child asks a question, gathers information, and makes predictions.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	Asks more complex questions. Uses other sources besides adults to gather information, such as books or other experts. Uses background knowledge and experiences to make predictions.	<ul style="list-style-type: none"> Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?" Gathers information about a question by looking at books or discussing prior knowledge and observations. Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown."

Preschooler Goal SCI.5: Child plans and conducts investigations and experiments.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.	<ul style="list-style-type: none"> Articulates steps to be taken and lists materials needed for an investigation or experiment. Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others. Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.

Domain: Cognition: Scientific Reasoning (SCI) - Preschooler

SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

Preschooler Goal SCI.6: Child analyzes results, draws conclusions, and communicates results.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
<p>With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"</p>	<p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	<ul style="list-style-type: none"> Analyzes and interprets data and summarizes results of investigation. Draws conclusions, constructs explanations, and verbalizes cause and effect relationships. With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results. Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.



With increasing independence, children plan and conduct investigations to gather information and make predictions about how things work.

COGNITION (COG): EFFECTIVE PRACTICE GUIDES

Sub-Domain	KNOW: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infants and Toddlers: Exploration and Discovery</p>	<p>INTERACTIONS Promote infants' explorations of their world using their senses.</p> <p>Describe children's actions and the effects of their actions on objects and people (cause and effect).</p> <p>ENVIRONMENT Display and store toys and play materials on low, open shelves so children can make choices about what to explore and return items when done.</p> <p>Offer a wide variety and range of toys and materials that are safe, culturally appropriate, and open-ended.</p> <p>INDIVIDUALIZATION Promote children's independent exploration of toys, materials, and the people in the setting.</p> <p>Observe and step in to offer verbal and non-verbal information and guidance to support concept development.</p>	<p>Exploration and Discovery: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/exploration-discovery-see</p>	<ul style="list-style-type: none"> • Provide open-ended materials that can be used in a variety of ways, such as blocks, empty containers and boxes, and nesting cups. • Provide toys and materials that support children's exploration with cause and effect (e.g., musical instruments; windsocks and chimes; toys with elements that produce results, such as knobs that twist to make a sound, levers that slide to open and close, and latches that open or close a door or lid).¹ • Promote infants' exploration using their senses—hearing, touching and feeling different textures, seeing, smelling, and tasting.² • Show children different and new ways of moving and playing with objects and toys by describing what to try, using gestures, and modeling different strategies. Let children explore the new and different ways on their own. • For infants, support exploration using strategies like putting your hands over the child's hands or arm to help her move the object or toy. You can also attach objects to a young infant's arm or leg or put an object or toy within his reach so he will knock it when he moves and make something happen (cause and effect).³ • Help children (even infants too young to answer) make sense of their experiences by describing what they see and do. Talk about cause and effect relationships that exist in their daily activities and play (e.g., "You drank the whole bottle. Now the bottle is empty!" and "When you rolled the ball and it bumped into the block tower, the block tower fell down."). Ask open-ended questions such as, "I wonder why ...?" "What do you think will happen if ...?" "What else can you try?"⁴ Wait and watch for cues (e.g., body movements, gestures, facial expressions, using sign language, words, phrases) before responding. • Call children's attention to attributes and properties of objects and toys they explore (e.g., function, texture, color, shape, sound, size, letters, and numbers). Use spatial and concept words such as up/down, top/bottom, on/off, and in/out. Model actions physically; for example, saying, "You put the red block on top of the blue block," while pointing to or tapping the top of the block structure.⁵

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infants and Toddlers: Memory	<p>INTERACTIONS Talk with children about people, places, and things that are not present.</p> <p>Connect current experiences to ones that have already taken place.</p> <p>ENVIRONMENT Designate a place for everything and store things in the same places so over time children can remember where things are kept.</p> <p>Offer simple puzzles and games that help children build their memories.</p> <p>INDIVIDUALIZATION Play games that help the child understand concepts such as object permanence (people and objects still exist when they are out of sight or sound range).</p> <p>Help a child revisit past experiences verbally and with the support of photographs of the child's activities over time.</p>	<p>Memory: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/memory-see</p>	<ul style="list-style-type: none"> • Play simple games such as peek-a-boo and hide-and-seek with partially hidden favorite toys. For older toddlers: <ul style="list-style-type: none"> • Try hiding a toy in predictable places around the room and inviting the child to find it • Play the Memory Game, in which children try to match pictures placed face-down, starting with a small number of sets • Talk about events that happened earlier in the day, the day before, or even “a long time ago,” even with very young infants. Use photos of children, their families, and familiar objects and events to talk about children's past experiences. • Create and maintain a daily schedule for older infants and toddlers. Implement familiar care rituals from home (e.g., singing a lullaby before naptime). The same things do not need to happen at the same time every day. But, if they happen in the same order, children will soon remember what came before and what happens next. A very simple picture schedule helps as a visual reminder of the daily routines. • As children's language abilities increase, encourage them to talk about what has already happened or what is about to happen (e.g., wash hands after eating). • Read favorite books, sing favorite songs and chants, and do favorite fingerplays again and again.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infants and Toddlers: Reasoning and Problem-Solving	<p>INTERACTIONS Let children know that their problem-solving attempts and successes are valued.</p> <p>Make comments and ask questions that help children predict, explain, and reason about their world and the people in it.</p> <p>ENVIRONMENT Offer new materials that offer challenges without causing frustration.</p> <p>Provide materials children need to be successful, like child-size tools or a magnifying glass with a large lens and a sturdy handle.</p> <p>INDIVIDUALIZATION Give a child plenty of time to solve a problem independently before stepping in to offer suggestions.</p> <p>Observe and recognize when a child is frustrated and needs adult assistance to solve a problem.</p>	<p>Reasoning and Problem-Solving: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/reasoning-problem-solving-see</p>	<ul style="list-style-type: none"> • Support young infants as they learn to control their body movements and become mobile. • For example, scaffold an infant's ability to roll by lying close to him on the floor and encouraging him with words and physical support, if needed to roll toward you. • Help infants and toddlers predict, explain, and reason about the people and the world around them (e.g., ask a child what he thinks a caregiver is going to do as she walks across the play area into the kitchen). • Prompt toddlers through problem solving as needed (e.g., "Clara, I see that you are struggling with that shape sorter. I wonder what else you could try to make that oval fit. What if you try turning the piece around?"). • Comment on toddlers' successful problem-solving strategies (e.g., "Manuel, I noticed that you walked around Eva and Marco's floor puzzle to get to the book shelf. Good thinking."). • Encourage toddlers to persist in their attempts to solve simple problems (e.g., "Jacob, I see that you are working to make those shapes fit into the sorter. You're trying them in different positions. Turning the shapes around is a good idea. Keep trying. You've almost got it!"). • Point out problems and how they get solved in stories and real life (e.g., "When reading books, pose questions about the characters such as, "How do you think the bunny will get to that yummy carrot?"). When real-life problems come up, describe the problems and suggest solutions for very young or non-verbal children. Invite verbal children to suggest solutions. • Talk through your own discovery of a solution so that children become aware of how to think through problems and solutions. For example, if you have more children than crackers for snack time, you might say, "Oh no, we have eight children and only seven crackers left. That's not enough crackers! What can we do? Maybe instead of crackers for snack today, we can have sliced cucumbers."

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infants and Toddlers: Emergent Mathematical Thinking	<p>INTERACTIONS Incorporate numbers and quantity during routines, play, and other parts of the day.</p> <p>Introduce vocabulary used to describe spatial concepts during routines, play, and other parts of the day.</p> <p>ENVIRONMENT Provide a variety of safe, loose parts children can explore, move in and out of containers, and count.</p> <p>Offer commercial toys and natural items with different characteristics to encourage sorting and matching activities.</p> <p>INDIVIDUALIZATION Encourage a child to learn about his body in space.</p> <p>Have one-on-one conversations about similarities and differences.</p>	<p>Emergent Mathematical Thinking: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/emergent-mathematical-thinking-see</p>	<ul style="list-style-type: none"> • Play games, sing songs, recite nursery rhymes, and read books that use numbers and counting. • Gently bounce infants on your lap or knee and invite toddlers to clap or beat on a drum to a steady beat. Steady beats relate to number concepts such as counting and one-to-one correspondence (e.g., one bounce per beat, one clap per beat). • Provide a variety of age-appropriate materials that support children's explorations with one-to-one correspondence (e.g., containers with lids, markers with tops). Invite older toddlers to help set the table for meals and snacks. Explain that each place at the table gets one plate, cup, napkin, and utensil. • Play simple body games such as "This Little Piggy," "Open, Shut Them," and "Pat-a-Cake." Games like these help infants and toddlers develop a physical sense of where they are in space. • Provide mobiles or other simple and safe moving objects for very young children. This helps them learn about objects and how objects move in space. • Provide materials and equipment such as simple puzzles, different-sized boxes, tunnels, and age-appropriate climbing structures. These materials and equipment allow young children to physically explore spatial relationships such as in, out, over, under, inside, and outside. • Point out how objects are the same and different. Draw children's attention to characteristics such as color, shape, texture, size, and function (how the object is used). • Organize the environment to help young children know where toys and materials belong. For example, put labels with pictures and words on shelves and containers, or put children's photos and names on their cubbies. This helps young children practice sorting and categorizing.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infants and Toddlers: Emergent Mathematical Thinking, <i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<ul style="list-style-type: none"> • Provide collections of small toys and other safe objects, such as shells and plastic bottle tops, that older toddlers can sort and organize in different ways. Pay attention to any safety concerns with toys and objects if toddlers are in mixed-age groups with younger children. • Use math talk as you describe what children see and do. For example: <ul style="list-style-type: none"> • You have two eyes, and so does your bear. Let's count: one, two. • I have more crackers than you do. See, I have three and you have two. I'm going to eat one of mine. Now I have the same amount as you! • Look, Jason went under the climber and Aliyah is on top! • Some of the crackers we have for snack today are square, and some are round. • You put the big lid on the big pot and the small lid on the small pot. • Let's put the dolls in the basket and the balls in the box.



Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infants and Toddlers: Imitation and Symbolic Representation and Play</p>	<p>INTERACTIONS Copy infants' sounds, gestures, facial expressions, and actions to promote emerging imitation play behaviors.</p> <p>Join in pretend play with toddlers and model playful and social behaviors. Use your imagination and follow children's lead.</p> <p>ENVIRONMENT Provide real-life and familiar items children can use in their play as-is or to represent something else.</p> <p>Arrange the environment to create places where two to three children can play and pretend together.</p> <p>INDIVIDUALIZATION Connect a child's imaginary play to a favorite book or story.</p> <p>Use simple symbolic play "skits" (e.g., simple back-and-forth rhymes and poems) with an infant during routines such as diapering and bottle feeding.</p>	<p>Imitation and Symbolic Representation and Play: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/imitation-symbolic-representation-play-see</p>	<ul style="list-style-type: none"> • During daily routines, such as feeding and diapering, respond to infants' sounds, gestures, and facial expressions as if having a conversation. • Use simple games that promote imitation, like peek-a-boo and "So Big!" • To play "So Big!" ask, "How big is (child's name)?" Wait a moment and then exclaim, "So big," while raising and holding both arms up. Help the child raise her arms if she does not imitate the arm motion on her own. • Support toddlers as they act out familiar scenarios and take on pretend roles (e.g., parenting a baby doll or going to work or school). Join in the pretend play without taking it over and model additional ways to interact with the objects. • As toddlers progress in their development, encourage the use of one object to stand for another (e.g., a small block as a telephone). You can also introduce and model using natural, outdoor items such as twigs, leaves, seed pods, and small tree cookies (cross sections of branches that show growth rings). Make sure to supervise children when they play with these items.² • Add to imaginary scenarios by introducing new props, asking open-ended questions about what will happen next, inviting peers to join in, suggesting additional pretend play roles, and encouraging the use of language.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschoolers: Math - Counting and Cardinality	<p>INTERACTIONS Lead small group activities and discussions focused on counting and cardinality.</p> <p>Ask questions that invite children to make predictions.</p> <p>ENVIRONMENT Include materials in every learning center that encourage children to count and to write numbers.</p> <p>Offer a wide range of materials that children can use to compare quantities.</p> <p>INDIVIDUALIZATION Ask open-ended questions to better understand a child's mathematical thinking.</p> <p>Use teachable moments as opportunities to build counting skills and understanding of cardinality.</p>	<p>Counting and Cardinality: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/counting-cardinality-see</p>	<ul style="list-style-type: none"> • Make counting part of everyday routines, like setting the table or determining the number of people in a play area. • Counting requires several distinct skills: reciting the number-word sequence while keeping one-to-one correspondence between the objects being counted and the number words assigned to the object. So, it's ok if children make some mistakes! It's still a great practice to model counting throughout the day and encourage children to self-correct. • Model and teach counting strategies (e.g., touching objects, lining up objects, or moving each object to the side after it has been counted). • Provide children with many opportunities to count small groups of objects and move gradually to larger groups. • Use the question "How many?" to encourage children to count, compare which has more and which has less, and talk about quantity. • Provide number-related games such as board games with a spinner, a die or dice, and other games such as dominoes, number blocks, and cards and puzzles with numbers. • Use counting songs, finger plays, and children's books with numerical content to provide a playful context for practicing counting and understanding cardinality. • Encourage children to write numbers that are meaningful to them, such as their age, how many people are in their family, how many letters are in their first name, or how many blocks they stacked to create a tall tower.

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschoolers: Math - Operations and Algebraic Thinking</p>	<p>INTERACTIONS Play games that involve adding to and taking away from.</p> <p>Lead activities that allow children to make patterns.</p> <p>ENVIRONMENT Include materials throughout the setting that encourage children to add and take away.</p> <p>Offer a wide range of materials that children can use to make patterns.</p> <p>INDIVIDUALIZATION Point out patterns in the indoor and outdoor environments.</p> <p>Use teachable moments as opportunities to discuss adding, subtracting, and patterns.</p>	<p>Operations and Algebraic Thinking: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/operations-algebraic-thinking-see</p>	<ul style="list-style-type: none"> • Use books, songs, and games to introduce and reinforce the concepts of addition (adding to) and subtraction (taking away from). • For example: Create a flannel board activity using the “Bagel Shop” song to illustrate subtraction. “Five little bagels in the bagel shop. Sprinkled poppy seeds on the very top. Along came Ariel with two pennies to pay. He bought two bagels and walked away.” • Bring real-life settings into the learning environment to provide a meaningful context for counting and simple adding and subtracting (e.g., a grocery store, shoe store, a train with a conductor collecting tickets from passengers). • Watch for opportunities to pose simple number problems during daily routines, interactions, and activities; for example: • If you give me one crayon, how many will you have left? • You have three apple slices. If I give you one more apple slice, how many apple slices will you have all together? • Point out patterns in indoor and outdoor environments. Invite children to identify patterns they see. • Scaffold pattern-making activities by initially limiting the choices of objects available to keep the patterns simple (e.g., two different colors, two different shapes, two different sizes). Gradually increase the range of choices. • Invite children to create patterns physically through marching, sitting, jumping, or clapping (e.g., jump-jump-clap-clap, jump-jump-clap-clap or stand-clap-sit, stand-clap-sit). Sing songs which involve the use of physical patterns, like “If You’re Happy and You Know It, Clap Your Hands” or “Hokey Pokey.” • Create patterns with sounds by using rhythm instruments such as shakers or sticks. • Share books, stories, and nursery rhyme songs that have repetitive structures, phrases, or rhymes (e.g., “The Wheels on the Bus” or “Old MacDonald Had a Farm”).

Sub-Domain	Know: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschoolers: Math - Measurement</p>	<p>INTERACTIONS Read and discuss books about differences in attributes.</p> <p>Offer activities that allow children to measure.</p> <p>ENVIRONMENT Provide standard and non-standard tools for measuring length, width, and height.</p> <p>Provide tools for measuring quantity and weight.</p> <p>INDIVIDUALIZATION Involve children in a real-life measurement task.</p> <p>Use teachable moments as opportunities to discuss measurement.</p>	<p>Measurement: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/measurement-see</p>	<ul style="list-style-type: none"> • Provide materials that encourage children to explore measurement, including standard and non-standard measuring tools. • Encourage children to estimate and check measurements (e.g., “How many cups would it take to fill this pitcher with water?”). • Use literature (e.g., Goldilocks and the Three Bears) to illustrate measurement concepts, discuss the concept of size, and use comparison vocabulary. • Plan activities that use measurement; for example: • Using same-size sticks to keep equal distance between plants when gardening • Identifying measuring cups and spoons and demonstrating measuring exact amounts when baking • Use language that compares quantities (e.g., more than, less than, same as) and measurement terms to identify differences in attributes (e.g., long/longer/longest; short/shorter/shortest; heavier/lighter).

Sub-Domain	KNOW: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschoolers: Math - Geometry and Spatial Sense</p>	<p>INTERACTIONS Lead activities in which children move over, under, around, and through objects.</p> <p>Plan activities that lead children to notice the differences between two- and three-dimensional shapes.</p> <p>ENVIRONMENT Create a well-stocked block area with full sets of wooden unit blocks that offer multiple shapes and building possibilities.</p> <p>Offer a variety of materials that allow children to recognize and create shapes.</p> <p>INDIVIDUALIZATION Help a child understand what characteristics make one shape different from another.</p> <p>Point out the shapes a child makes, intentionally or unintentionally, in a painting.</p>	<p>Geometry and Spatial Sense: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/geometry-spatial-sense-see</p>	<ul style="list-style-type: none"> • Introduce shapes through shape-related materials, including blocks and games (e.g., shape lotto, shape bingo, and puzzles). Use correct names for two-dimensional shapes (e.g., circle, square, triangle, rectangle) and three-dimensional shapes (e.g., sphere, cube, prism). Point out the attributes and characteristics that make shapes either two- or three-dimensional. • Share books about shapes (e.g., The Shape of Things, The Village of Round and Square Houses). Point out shapes and discuss their attributes as you read. • Provide opportunities to explore shapes and their attributes that require children to reorient shapes by flipping, rotating, or sliding them and putting shapes together to make new shapes. • Sing songs and play games that direct children to move their bodies in space (e.g., “Simon says, ‘Put your hands on top of your knees, jump up and down, hold the beanbag behind your back ...’”). • Read aloud stories that use position words (e.g., above, below, up, down). Following reading, provide opportunities for children to act out the story using position words. • With the children, build an obstacle course or outdoor maze. As children navigate the maze, use position words to describe their activities. Encourage children to use position words to describe how they get through the maze.

Sub-Domain	KNOW: TEACHING PRACTICES THAT ARE EFFECTIVE AT SUPPORTING CHILDREN'S DEVELOPMENT IN THE SUBDOMAIN	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschoolers: Science - Scientific Inquiry</p>	<p>INTERACTIONS Introduce vocabulary used to describe scientific processes and discoveries.</p> <p>Encourage children to use their senses to observe, compare, and categorize their discoveries.</p> <p>ENVIRONMENT Provide tools to support children's discoveries.</p> <p>Provide measurement tools so children can identify similarities and differences.</p> <p>INDIVIDUALIZATION Share books, teach related vocabulary, and provide information and materials to help a child further explore an interest.</p> <p>Follow a child's lead and offer plenty of time for exploring and discovering.</p>	<p>Scientific Inquiry: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/scientific-inquiry-see</p>	<ul style="list-style-type: none"> Facilitate and scaffold children's observation skills. Introduce the observation process using simple, familiar objects and encourage children to hold and touch the objects and use all their senses to note specific details. Invite children to describe their observations and ask questions to guide their observations (e.g., "What do you notice about...?" "What does it look like, feel like, sound like, smell like?"). Go on a nature walk or visit another part of your setting (e.g., front office in a center, kitchen in family child care home, gym in a school-based program). Give children paper and a writing tool so they can draw what they see and hear. Encourage them to explore the environment using their senses. When you and the children get back, create a group list of sights, sounds, smells, and more. Use science vocabulary, like observe, predict, question, investigate, compare, and classify, when describing objects, materials, organisms, and events in your setting. Encourage and scaffold children in using these words as they explore and discover. Organize your environment so that clean-up time turns into a sorting experience. Provide guidance about where things should go (e.g., "The rectangle blocks go together on this shelf." "All the crayons go together in one box, and all the markers in another box."). Provide a variety of objects to sort and engage children in conversations about sorting and classifying. Ask open-ended questions, help children label the groups and verbalize their criteria for sorting, and encourage them to come up with their own criteria for sorting. Include science materials (e.g., building sets, pulleys, wheels, levers, ramps, tubes, funnels, sifters, magnets, magnifying glasses, balance scales, seeds, soil, rocks, shells) in different parts of your environment (e.g., dramatic play, blocks, manipulatives, sensory table, art, music/movement, books/writing, science/discovery, outdoors). Choose materials that are open-ended and encourage children to explore. Include books with science-related content.



Perceptual, Motor, and Physical Development



Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.



This area of development is represented as four elements: perception, gross motor, fine motor, and health, safety, and nutrition.

Perception refers to children's use of their senses to gather and understand information and respond to the world around them. The use of perceptual information is central to infants' and toddlers' interactions, exploration, and understanding of their experiences. It helps them to understand and direct their everyday experiences, such as pressing harder on clay than on play dough to make an art project or walking carefully on a slippery surface. Preschoolers also rely on perceptual information to develop greater awareness of their bodies in space and to move effectively to perform tasks, such as kicking a ball to a friend.

Motor skills support children in fully exploring their environment

and interacting with people and things and thus, support development in all domains. **Gross motor** skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. In infancy, gross motor skills include gaining control of the head, neck, and torso to achieve a standing or sitting position. They also include locomotor skills that emerge in the toddler years, such as walking, throwing, and stretching. Preschoolers gain even greater control over their body, contributing to their increasing confidence and their ability to engage in social play. For example, as children learn to coordinate their movements, they are ready to learn how to pedal a tricycle and play tag.

Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. Children use their fine motor skills to grasp, hold, and manipulate small objects, such as their drinking cups, or to use

tools, including scissors and paint brushes. As they gain hand-eye coordination, preschoolers learn to direct the movements of their fingers, hands, and wrists to perform more complex tasks, including drawing fine details or stringing small beads. Children can practice and refine both their fine and gross motor skills during a variety of learning experiences and while performing self-help routines, such as eating with a fork or putting on clothes.

The fourth element of perceptual, motor, and physical development is **health, safety, and nutrition**. Children's physical well-being depends on a number of factors, including their knowledge and use of safe, healthy behaviors and routines. For example, toddlers are learning how to use a toothbrush with adult guidance. As preschoolers become more coordinated, they can add toothpaste to their own toothbrush. Children's ability to keep themselves safe and healthy, such as communicating to adults when they are hungry or sick, is extremely important in its own right and contributes to learning and development in all areas.

For many reasons, the rate and the path of perceptual, motor, and physical development vary in young children. Cultural and individual differences must be taken into account. In some cultures, children use brushes to write their names or utensils to eat that require a great deal of hand-eye coordination. Their fine motor development may differ from other children because of their life experiences. Children's food preferences are culturally-based, and they may reject foods that are usually considered healthy in other cultures. Children with disabilities may require more individualized instruction or accommodations. For example, children with physical

disabilities may need adaptations, modifications, or assistive technology to help them move or hold implements. Children with sensory-motor integration challenges also may need accommodations. With appropriate support, all children can achieve strong outcomes in perceptual, motor, and physical development.

The development of gross motor skills enables children to explore their environment and experiment with different ways of moving their bodies. As children develop more coordinated and complex large muscle movements, they can participate in a variety of physical activities.



DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (PMP)

Sub-Domain: PERCEPTION

Infant-Toddler PMP1: Child uses perceptual information to understand objects, experiences, and interactions.

Infant-Toddler PMP2: Child uses perceptual information in directing own actions, experiences, and interactions.

Sub-Domain: GROSS MOTOR

Infant-Toddler PMP3: Child demonstrates effective and efficient use of large muscles for movement and position.

Infant-Toddler PMP4: Child demonstrates effective and efficient use of large muscles to explore the environment.

Infant-Toddler PMP5: Child uses sensory information and body awareness to understand how their body relates to the environment.

Preschooler PMP1: Child demonstrates control, strength, and coordination of large muscles.

Preschooler PMP2: Child uses perceptual information to guide motions and interactions with objects and other people.

Sub-Domain: FINE MOTOR

Infant-Toddler PMP6: Child coordinates hand and eye movements to perform actions.

Infant-Toddler PMP7: Child uses hands for exploration, play, and daily routines.

Infant-Toddler PMP8: Child adjusts reach and grasp to use tools.

Preschooler PMP3: Child demonstrates increasing control, strength, and coordination of small muscles.

Sub-Domain: HEALTH, SAFETY, AND NUTRITION

Infant-Toddler PMP9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

Infant-Toddler PMP10: Child uses safe behaviors with support from adults.

Infant-Toddler PMP11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

Preschooler PMP4: Child demonstrates personal hygiene and self-care skills.

Preschooler PMP5: Child develops knowledge and skills that help promote nutritious food choices and eating habits.

Preschooler PMP6: Child demonstrates knowledge of personal safety practices and routines.

Domain: Perceptual, Motor, & Physical Development (PMP)

SUB-DOMAIN: PERCEPTION

Infant-Toddler Goal PMP.1: Child uses perceptual information to understand objects, experiences, and interactions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	<ul style="list-style-type: none"> Combines information gained through the senses to understand objects, experiences, and interactions. Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something. Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.

Infant-Toddler Goal PMP.2: Child uses perceptual information in directing own actions, experiences, and interactions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	<ul style="list-style-type: none"> Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface. Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.

Domain: Perceptual, Motor, and Physical Development (PMP)

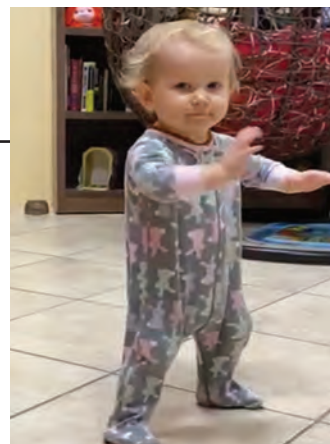
SUB-DOMAIN: GROSS MOTOR

Infant-Toddler Goal PMP.3: Child demonstrates effective and efficient use of large muscles for movement and position.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	<ul style="list-style-type: none"> Coordinates movements and actions for a purpose. Walks and runs, adjusting speed or direction depending on the situation.

Preschooler Goal PMP.1: Child demonstrates control, strength, and coordination of large muscles.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<ul style="list-style-type: none"> Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.



Domain: Perceptual, Motor, and Physical Development (PMP)

SUB-DOMAIN: GROSS MOTOR

Infant-Toddler Goal PMP.4: Child demonstrates effective and efficient use of large muscles to explore the environment.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	<ul style="list-style-type: none"> • Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running. • Experiments with different ways of moving the body, such as dancing around the room.

Preschooler Goal PMP.2: Child uses perceptual information to guide motions and interactions with objects and other people.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	<ul style="list-style-type: none"> • Demonstrates awareness of own body and other people's space during interactions. • Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball. • When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. • Changes directions when moving with little difficulty.

Some preschoolers may have Individualized Education Plans (IEPs) that include goals for gross motor development. Working with specialists, adults can design experiences, such as an obstacle course in the outdoor play area, that will promote strong child outcomes for all children.

Domain: Perceptual, Motor, and Physical Development (PMP)

SUB-DOMAIN: GROSS MOTOR

Infant-Toddler Goal PMP.5: Child uses sensory information and body awareness to understand how their body relates to the environment.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	<ul style="list-style-type: none"> Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book. Adjusts position of body to fit through or into small spaces.



Domain: Perceptual, Motor, and Physical Development (PMP)

SUB-DOMAIN: FINE MOTOR

Infant-Toddler Goal PMP.6: Child coordinates hand and eye movements to perform actions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Coordinates hands and eyes when reaching for and holding stable or moving objects.	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.	Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	<ul style="list-style-type: none"> • Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes. • Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.

Preschooler Goal PMP.3: Child demonstrates increasing control, strength, and coordination of small muscles.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<ul style="list-style-type: none"> • Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. • Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.



Preschoolers exhibit complex fine motor coordination when using tools to complete tasks.

Domain: Perceptual, Motor, and Physical Development (PMP)

SUB-DOMAIN: FINE MOTOR

Infant-Toddler Goal PMP.7: Child uses hands for exploration, play, and daily routines.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	<ul style="list-style-type: none"> • Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self. • Coordinates use of both hands to put things together, such as connecting blocks or linking toys.

Infant-Toddler Goal PMP.8: Child adjusts reach and grasp to use tools.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	<ul style="list-style-type: none"> • Adjusts grasp with ease to new tools and materials. • Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads. • Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.



Domain: Perceptual, Motor, and Physical Development (PMP)

SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION

Infant-Toddler Goal PMP.9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
<i>Emerging</i>	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	<ul style="list-style-type: none"> Shows increasing independence in self-care routines with guidance from adults. Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.

Preschooler Goal PMP.4: Child demonstrates personal hygiene and self-care skills.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	<ul style="list-style-type: none"> Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose. Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.



Domain: Perceptual, Motor, and Physical Development (PMP)

SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION

Infant-Toddler Goal PMP.10: Child uses safe behaviors with support from adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
<i>Emerging</i>	<i>Emerging</i>	Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	<ul style="list-style-type: none"> Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog. Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.

Preschooler Goal PMP.5: Child develops knowledge and skills that help promote nutrition food choices and eating habits.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	<ul style="list-style-type: none"> Identifies a variety of healthy and unhealthy foods. Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. Moderates food consumption based on awareness of own hunger and fullness.

Domain: Perceptual, Motor, and Physical Development (PMP)

SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION

Infant-Toddler Goal PMP.11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
<i>Emerging</i>	Shows interest in new foods that are offered.	Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	<ul style="list-style-type: none"> Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious. Sometimes makes nutritious choices with support from an adult. Communicates to adults when hungry, thirsty, or has had enough to eat.

Preschooler Goal PMP.6: Child demonstrates knowledge of personal safety practices and routines.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	<ul style="list-style-type: none"> Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings. Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

Preschoolers show increasing responsibility for personal hygiene and exhibit greater coordination needed for self-care skills.



PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (PMP): EFFECTIVE PRACTICE GUIDES

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infants and Toddlers: Perception	<p>INTERACTIONS Encourage children to use their senses to acquire information.</p> <p>Acknowledge children’s efforts and accomplishments.</p> <p>ENVIRONMENT Provide a variety of toys and play materials that offer sensory experiences.</p> <p>Arrange the indoor and outdoor settings to encourage children to use perceptual information as they move their bodies and interact with others.</p> <p>INDIVIDUALIZATION Talk with a child about use of his or her senses.</p> <p>Invite a child to explore an object or substance using his or her senses.</p>	<p>Perception: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/perception-see</p>	<ul style="list-style-type: none"> • Acknowledge each child’s active, self-motivated role in perceptual and motor tasks. For example, you may comment to a: <ul style="list-style-type: none"> • Young infant: “I see you kicking and kicking your legs.” • Toddler: “You figured out how to walk carefully down that grassy hill. You took little side steps. It’s different than walking on a flat sidewalk.” • Provide a variety of toys, materials, and experiences that support exploration with multiple senses (e.g., easy to grip, have multiple textures, make noise). Place unbreakable mirrors and reflective toys where children can see and use them. As children use toys and materials, comment and ask questions about how objects feel or what children see. • Place objects (e.g., musical shakers; large plastic beads to pull apart; soft dolls to mouth, feel, and squeeze) within a nonmobile infant’s reach when he or she is sitting or lying down. Encourage the child to reach for the objects through verbal and physical support (e.g., placing object next to child’s hand, gently moving child’s hand toward the object). • Take nonmobile infants to interesting places or change what they see by placing them in different locations (e.g., looking out a window, going outside, moving to another room). This changes their view and offers them a variety of sensations, such as seeing leaves move with the wind or feeling a breeze on their cheeks. • Draw attention to children’s sensory experiences during everyday routines and learning experiences. For example, talk with infants at mealtime. Comment on how the food tastes, how it might feel in their mouths, and on the noise food makes as it is chewed and crunched. Talk with toddlers while they are finger painting. Comment on how the paint feels and what their eyes, hands, and fingers are doing as they move the paint around the paper. • Describe properties of objects (e.g., color, shape, size, texture, smell, sound, temperature) and how they are alike, different, and can be used together as children are using and playing with them.

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infants and Toddlers: Perception, <i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<ul style="list-style-type: none"> • Provide varied sensory input in the setting, including varied genres of music, interesting visual materials, and subtle scents. • Be sure to check for sensitivity to smell before introducing new scents. • Provide different sizes of spaces for exploring (e.g., small and large cardboard boxes or other containers, spaces in the room for one child to be alone, etc.). Observe and comment about space, noting where a toddler can or cannot fit his body, toy doll, or truck. • Develop a “sensory log” on each child to document individual sensory differences and create sensory profiles.

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infants and Toddlers: Gross Motor</p>	<p>INTERACTIONS Engage children in experiences that support gross motor skills.</p> <p>Demonstrate successful strategies for gaining certain gross motor skills.</p> <p>ENVIRONMENT Create a setting in which children can move their bodies safely while being challenged to enhance gross motor skills.</p> <p>Place safe toys and play materials where children can see and reach for them.</p> <p>INDIVIDUALIZATION Suggest a strategy or approach that will allow a child to experience success in accomplishing a gross motor task or challenge.</p> <p>Respect a child’s individual pace for developing gross motor skills.</p>	<p>Gross Motor: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/gross-motor-see</p>	<ul style="list-style-type: none"> • Provide infants with plenty of time and freedom to move, like placing a young infant on his back on a flat surface. Describe to the baby what he sees and does with his body (e.g., “See how your legs move up and down?”). • Minimize the amount of time children spend in equipment such as car seats, bouncers, baby swings, and other equipment that restrict infants’ movements. • Provide frequent opportunities for “tummy time” for nonmobile infants. Talk to infants about what you see them do with their heads, arms, torsos, and legs. Provide interesting toys and materials for infants to look at and reach for while they are on their tummy. • Provide safe, sturdy equipment children can use without assistance (e.g., small stools or chairs, foam furniture covered in vinyl, low steps covered with carpet) and encourage self-directed movement. For example, rather than lifting a child and putting her in a small chair, wait while the child gets into it on her own. Comment on what you see the child do and offer positive encouragement. • Provide a variety of toys and materials that help children develop their gross motor skills (e.g., push and pull toys, balls of various sizes, riding toys, large, sturdy cardboard boxes or plastic bins that children can climb in and out of). Comment on what you see the child doing and offer positive encouragement. • Be attentive and emotionally and physically available as children move away to explore and return to you. • Establish times to play music and participate in games such as “Hokey Pokey” or “Ring Around the Rosie.” • Offer plenty of opportunities for movement and large motor play, indoors and outdoors, in safe but challenging spaces where children can move. For example: <ul style="list-style-type: none"> • Infants who are not yet walking need space that is protected from foot traffic of older children, with differing levels to explore, such as small ramp or a few steps. • Crawling babies need lots of room to move and floors that are free of small objects to mouth and that could be swallowed. • Toddlers need lots of space for running, jumping, throwing, and using riding toys.

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Gross Motor	<p>INTERACTIONS Provide physical and emotional support for building gross motor skills.</p> <p>Engage children in games and activities that support perceptual and gross motor development.</p> <p>ENVIRONMENT Create a setting in which children can move their bodies safely while taking age-appropriate risks.</p> <p>Offer toys and equipment that fit a range of physical abilities so all children can succeed and progress.</p> <p>INDIVIDUALIZATION Suggest a strategy or approach that will allow a child to experience success in a gross motor task or challenge.</p> <p>Suggest multiple gross motor options children can choose from during an activity.</p>	<p>Gross Motor: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/gross-motor-see</p>	<ul style="list-style-type: none"> • Provide direct guidance on how to move (e.g., “Step with this foot, Mary,” while touching her foot) or provide a more open-ended challenge: <ul style="list-style-type: none"> • How many ways can we move our feet to toss this bean bag to the circle? • Show me two ways to kick! • How can we throw from a sitting position? • Provide a variety of balancing challenges that allow children to hold still in postures; move their arm, leg, or head while maintaining balance; continuously move while balancing; and make big changes in body positions. • For example, offer games such as “Freeze,” “Simon Says,” and hopscotch; dancing to different types of music; movement activities (e.g., pretend to be a spinning top or jumping frog); and balancing activities such as walking on tip toe, a line on the floor, or a balance beam; and standing and balancing on a sturdy box or large stone. • Provide space and opportunities for rhythmic movements, movements using one side of the body alternating with the other side (e.g., marching), and movements using both sides of the body at the same time (e.g., jumping). • Provide opportunities for children to combine large motor and balance skills and use perceptual information to guide their movements. For example, create obstacle courses (indoor and outdoor) that allow children to experience a variety of movement and balance challenges. • Provide plenty of opportunities to practice large motor skills in a variety of settings and with a variety of materials and equipment. Sometimes a familiar activity in a different setting seems like a completely new experience. • Create movements that call for working with a partner, working with a small group, and working all together. • Create gross motor activities that call for teamwork, cooperation, and problem-solving (e.g., getting toys from one side of the classroom to the other without stepping out of individual boundaries).

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Gross Motor, Continued	<i>Continued</i>	<i>Continued</i>	<ul style="list-style-type: none"> • Allow children to create their own physical activity game and rules, and revise and modify it over time. • Provide a variety of equipment to accommodate individual differences in children’s body size, skill level, and development of physical and sensory skills. For example, provide balls of different sizes, shapes, textures, and weight. Provide different types and sizes of riding toys. • Create gross motor activities that provide automatic and sensory feedback. For example, provide targets with sound that let children know they hit it (e.g., targets for bean bag toss or kicked balls). Provide objects that make a sound when knocked down or hit (e.g., hitting a beach ball with a short Styrofoam “noodle”).



Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant and Toddler: Fine Motor	<p>INTERACTIONS Engage children in activities, routines, and experiences that support fine motor skills.</p> <p>Encourage the development of certain fine motor skills.</p> <p>ENVIRONMENT Offer toys and equipment that fit a range of physical abilities so all children can succeed.</p> <p>Offer toys and materials that allow children to master the stages of fine motor development</p> <p>INDIVIDUALIZATION Scaffold and provide direct instruction for a child who needs such support.</p> <p>Suggest specific strategies a child can use to achieve success.</p>	<p>Fine Motor: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/fine-motor-see</p>	<ul style="list-style-type: none"> • Provide a variety of toys and materials that support fine motor development, such as: <ul style="list-style-type: none"> • Rattles and shakers • Stacking cups and rings • Clutch balls • Shape sorters • Playdough and molds for shaping • Simple puzzles with knobs • Large peg boards/pegs • Large beads and string • Wind-up toys • Blocks • Books (for turning pages, pointing to pictures) • Writing tools • Paper for tearing • Include everyday objects and materials such as boxes with lids that can be opened and closed; large empty water bottles that can be filled with clothespins or other small objects; tongs; and squirt bottles. • Place toys and materials where children can easily reach them and offer many chances for children to explore them. • Describe how children use their hands when reaching for, touching, grasping, and playing with toys and materials. • Place objects (e.g., unbreakable mirror, musical shakers, large plastic beads to pull apart, soft dolls to mouth, feel, and squeeze) within a nonmobile infant’s reach when he or she is sitting or lying down. Encourage the child to reach for the objects through verbal and physical support (e.g., placing object next to child’s hand, gently moving child’s hand toward the object). • Demonstrate how to move objects closer using tools, such as a stick or pull-string. • Use daily routines as opportunities to support children’s fine motor skills development. For example: <ul style="list-style-type: none"> • Provide finger foods that allow infants to use and practice their pincer grasp. • Offer spoons and forks to toddlers to practice eye-hand coordination. • Encourage toddlers to pull the zipper up on their jackets to perfect their pincer grasp. • Describe how children are using and moving their hands, fingers, and wrists during handwashing.

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant and Toddler: Fine Motor, Continued	<i>Continued</i>	<i>Continued</i>	<ul style="list-style-type: none"> • Offer “just enough” help to toddlers who may show signs of frustration as they are mastering small motor skills (e.g., move the mouth of a container closer to a toddler’s hand to help him put a bead into a jar). Encourage a child’s efforts; for example, “You are working hard to pick that puzzle piece up and make it fit in the puzzle.” • Sing songs that have different hand motions, such as “Twinkle, Twinkle Little Star” and “The Wheels on the Bus.” Start slowly with younger children to give them time to try to control and coordinate movements.



Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Fine Motor	<p>INTERACTIONS Engage children in activities, routines, and experiences that support fine motor skills.</p> <p>Encourage the development of certain fine motor skills.</p> <p>ENVIRONMENT Offer toys and equipment that fit a range of physical abilities so all children can succeed.</p> <p>Offer toys and materials that allow children to master the stages of fine motor development.</p> <p>INDIVIDUALIZATION Scaffold and provide direct instruction for a child who needs such support.</p> <p>Suggest specific strategies a child can use to achieve success.</p>	<p>Fine Motor: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/fine-motor-see</p>	<ul style="list-style-type: none"> • Provide chances to explore art and writing media on vertical surfaces, such as an easel, writing board, or paper taped on the wall. Pegboards and lacing boards can also be placed vertically. • Working on a vertical surface develops strength and endurance in children’s shoulder and trunk muscles, which is necessary to support fine motor and small muscle development. • Provide play activities that require precise placement of small objects, such as lacing small beads or playing with puzzles. • Provide purposeful and meaningful activities involving tools, such as squeezing spray bottles to water plants, using tweezers and magnifying glasses to explore nature specimens (e.g., leaves, acorns, pebbles) collected on a nature walk, and manipulating eye droppers filled with colored water to make pictures. • Provide different types of fine motor tools, materials, and activities that represent children’s diverse backgrounds (e.g., using rolling pins when making tortillas, crushing dough with a Roti press, including clothing and accessories from various cultures to explore during pretend play). • Help children use blunt-tip scissors for cutting. For example, make sure there are scissors that fit a range of hand sizes and show children how to hold the scissors properly. Provide a variety of materials for children to cut. If children are new to cutting with scissors, have them practice snipping straws, rolls of play dough, or strips of paper, where one cutting movement results in a successful cut. Children might also snip plastic straws into short segments and then thread the straw segments on string or yarn to make a necklace. • Use daily routines as opportunities for children to practice fine motor skills (e.g., using utensils for serving and eating, pouring water or milk into cups, putting toothpaste on a toothbrush, taking shoes off and putting them on).

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Infant and Toddler: Health, Safety, and Nutrition</p>	<p>INTERACTIONS Involve children in performing self-care routines and encourage them to perform routines with increasing independence, as developmentally and culturally appropriate.</p> <p>Encourage children to explore healthy and nutritious foods. Make sure to follow your program’s policies for when and how to introduce new food to infants. Also, make sure the food is culturally appropriate and that children are not allergic to the food.</p> <p>ENVIRONMENT Arrange the setting so children can find and access what they need to stay healthy.</p> <p>Create a “Yes” setting that allows children to safely play and learn.</p> <p>INDIVIDUALIZATION Allow a child to do as much self-care as he or she is able.</p> <p>Respond promptly and consistently when a child needs assistance.</p>	<p>Health, Safety, and Nutrition: Video 1</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/health-safety-nutrition-see</p>	<ul style="list-style-type: none"> • Talk with children during routine care such as diapering/toileting, dressing, mealtime, and naptime. Describe what you and the children are doing and how these routines keep them healthy and safe. • As children are able, encourage them to participate in and complete parts of the routine on their own (e.g., infant lifts his arms so you can take his shirt off; toddler gets her “lovey” before lying down on a mat for nap). • Establish practices for self-care such as washing hands, brushing teeth, managing sneezes, and safety (e.g., rules for safe play behavior, such as not standing on tables or chairs and not putting small objects in the mouth; using indoor and outdoor play equipment safely; holding an adult’s hands or a rope when crossing the street). Use gentle verbal reminders, gestures, physical prompts, and visuals (e.g., photos, illustrations) to help children learn and remember what, why, and how to do it and when it is done. • Make sure to follow your program’s policies and procedures for promoting good oral health for infants and toddlers. For example, clean an infant’s teeth and gums regularly with a clean, damp washcloth or toothbrush with soft bristles and a small head made for infants. Put a smear of fluoride toothpaste on the toothbrush. Brush the child’s teeth or help the child brush. Children need help with brushing until their hand coordination is better. • Balance keeping toddlers safe with allowing them to take and manage age-appropriate risks as they explore their indoor and outdoor environments. Allowing children to take safe risks in play helps them test their physical limits, develop perceptual motor abilities, and learn to avoid and adjust to environments and activities that may be dangerous. For example, if a child is attempting to walk up a hill that is slippery, say, “This hill is slippery. Let’s take our time walking up,” instead of, “Be careful, be careful.” The first suggestion offers concrete guidance for how to manage a physical challenge; the second does not and may stop the child from exploring the hill and his ability to climb it. • Talk with parents of infants about the food their child eats. Coordinate offering new food to infants with when parents do so.

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Infant and Toddler: Health, Safety, and Nutrition, <i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<ul style="list-style-type: none"> • Serve all foods, including fruit which is often considered dessert, at the same time. Allow children to eat food in the order or combination they prefer. • During mealtimes, encourage children to let you know when they are full. With infants, watch for cues (e.g., turning face away from bottle or spoon). The goal is for children to eat what they need, not to “clean the plate.” • Provide toddler-sized utensils to encourage self-feeding. Provide small pitchers and help toddlers pour liquid into cups, as needed.

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
<p>Preschooler: Health, Safety, and Nutrition</p>	<p>INTERACTIONS Model and talk about what adults do to stay safe and healthy.</p> <p>Acknowledge and comment on children’s use of safe and healthy practices.</p> <p>ENVIRONMENT Provide child-size dishes, cutlery, and serving pieces for snack and mealtimes.</p> <p>Arrange the setting so children can carry out personal hygiene and self-care activities independently.</p> <p>INDIVIDUALIZATION Remind a child of a safety rule and why it is important.</p> <p>Learn important health and safety terms in families’ home languages to ensure all children understand how to keep themselves safe and healthy.</p>	<p>Health, Safety, and Nutrition: Video 2</p> <p>https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/health-safety-nutrition-see</p>	<ul style="list-style-type: none"> • Teach children a song to remind them how to wash their hands. Sing, “Wash, wash, wash my hands. Make them nice and clean. Rub the bottoms and the tops. And fingers in between,” twice to the tune of “Row, Row, Row Your Boat.” • Introduce the idea of invisible germs. Put a tiny dot on a piece of paper and post it on the wall. Have children stand at the opposite side of the room and tell you if they can see the dot. Have them move closer until they can see the dot; explain that the dot is there, but it is so small they could not see it from across the room. Explain that some germs can make people sick, and that is why things like handwashing, especially during flu season, are important to stay healthy. • Take a walk in the neighborhood and look for safety signs. Talk with children about what the signs mean and why it is important to follow them. • Talk with children about safe indoor and outdoor play practices. Invite them to help you come up with simple rules (e.g., take turns on the slide; wear a helmet when riding a tricycle; stand on the floor, not on the table). Keep the number of rules small. Provide gentle reminders as needed. Acknowledge when you see children follow the rules and use safe practices. • Balance keeping children safe with allowing them to take and manage age-appropriate risks as they explore their indoor and outdoor environments. Allowing children to take safe risks in play helps them test their physical limits, develop perceptual motor abilities, and learn to avoid and adjust to environments and activities that may be dangerous. • For example, if a child is attempting hang upside down from a bar on the playground climbing structure, say, “I’m going to stand close and spot you so that you can hang upside down safely,” instead of, “Don’t do that. You’re going to fall and get hurt if you do.” The first suggestion offers concrete guidance for how to manage a physical challenge; the second does not and may stop the child from exploring her physical and perceptual abilities.

Sub-Domain	Know: Teaching practices that are effective at supporting children’s development in the subdomain	See: Video clips of effective teaching practices in action	Do: Tips to try in your own program when working with children to support their development in this subdomain, or when working with children and parents in the home-based setting.
Preschooler: Health, Safety, and Nutrition, <i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<ul style="list-style-type: none"> • Promote language development by helping children learn what to say in an emergency and who to tell (e.g., a police officer, crossing guard). Have each child recite, sing, or sign his or her full name and address, both in English and in the family’s home language. • Invite guests or provide field trips so children can meet firefighters, police officers, crossing guards, paramedics, street patrols, and other safety helpers. • Use cooking activities to combine nutrition with other areas of learning. For example, introduce new vocabulary using large recipe cards. Incorporate math through measuring ingredients and counting the final product. Incorporate science when noting how ingredients change when liquids are added or when cooked. • Schedule field trips to gardens, farms, orchards or nearby fruit trees, local produce markets, kitchens, restaurants, grocery stores, or other places where food is grown, sold, or prepared. • Help children experience gardening by growing herbs, fruits, or vegetables in pots (indoors or outdoors). • Introduce many different foods, taking into consideration any food-related allergies, cultural practices, and physical disabilities. Talk about healthy foods and making good food choices.

GLOSSARY

ACTIVE EXPLORATION – Activities that promote and encourage child development and learning through movement or by doing something.

ACTIVE LEARNERS - Children who learn by doing, participating, and/or playing.

ACTIVE PHYSICAL PLAY – Playful physical activities (structured or freeplay) that promote physical fitness and motor development.

ACTIVITIES – Experiences planned by the teacher or caregiver that create opportunities for children to explore and learn about their world.

ADAPTATIONS – Adjustments or modifications made to materials, the environment, interactions, or teaching methods to support individual children.

ADAPTIVE MATERIALS/EQUIPMENT – Devices or equipment designed to support development and learning by helping a child more easily participate in play, curriculum activities, and caregiving routines.

AESTHETIC EXPERIENCES – Experiences where children have the opportunity to explore through creative activities, such as, music, painting, drama, puppetry, movement, etc.

AGE APPROPRIATE – What is typically expected for a child’s age and ability level.

AGE LEVELS – Overlapping ages of young children described in broad categories: infants, young toddlers, older toddlers, young preschoolers, and older preschoolers.

ALPHABETIC PRINCIPLE – The understanding that letters and letter patterns represent the sounds of spoken language.

ASSESSMENT – The act of gathering information about a child’s level of development and learning for purposes of making decisions that will benefit the child.

ASSISTIVE DEVICES – A range of devices and strategies used to promote a child’s access to and participation in learning

opportunities, from making simple changes to the environment and materials to helping a child use special equipment.

ATTACH/ATTACHMENT – The strong emotional tie children feel with special people in their lives (family members and other caregivers).

ATTRIBUTE - A characteristic used to describe an object such as shape, color, size, etc.

BOOK KNOWLEDGE – Knowledge of the basic features of a book such as the cover, title, author, etc.

CARDINALITY - The concept of “how many” or the understanding that the last number identified when counting objects in a set represents “how many” are in the set. For example, the cardinality of the set (1-2-3) is 3.

CAREGIVERS – Adults who care for infants and toddlers in homes, child care centers, family child care homes; adults who are family, friend and neighbor care providers; and adults who are early intervention professionals or specialized service providers.

CAREGIVING ROUTINES/CARE ROUTINES – Everyday experiences that meet young children’s needs such as diapering, feeding, and dressing.

CAUSE AND EFFECT – Children combine actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.

CHECKLIST – A list of characteristics used to indicate mastery of specific areas and used to evaluate a child’s progress.

CHILD-DIRECTED PLAY – Allowing children to choose their own play in an environment that includes several options or choices.

CLASSIFY - To arrange or organize according to class or category. For example, a child might arrange a set of blocks according to color, with all of the red blocks in one group and all of the blue blocks in another group.

COLLABORATION – Working with parents and/or other individuals in order to provide whatever is best for the child/ren.

CONCRETE REPRESENTATIONS – The use of real objects to represent an idea or a concept.

CONFIDENCE - The general belief that one will be successful or can do something well.

COMMUNICATION – The act of understanding and/or expressing wants, needs, feelings, and thoughts with others. Forms of communication may include crying, vocalizing, facial expressions, speech, gestures, sign language, pictures, and/or objects.

COMMUNICATION BOARD – A form of assistive technology that consists of photographs, symbols, words/phrases, or any combination of these designed to make language visible and accessible for children with communication impairments.

CONSISTENT RELATIONSHIPS - Relationships that develop when a child experiences predictable care from a primary caregiver such as a parent or child care provider.

CONSTRUCTIVE – Activities that have a purpose; are meaningful, useful.

CONFLICT RESOLUTION - Learning to resolve a disagreement or argument in a calm and constructive manner.

CONSTRUCT KNOWLEDGE – To gain understanding and knowledge of the world through experiencing things and then reflecting on those experiences.

COO – Production of vowel sounds, often in response to human face or voice, usually beginning around the second month of life expressing happiness or contentment.

COOPERATIVE PLAY - Any organized play among a group of children in which activities are planned for the purpose of achieving some goal (e.g., pretending to be a group of firefighters).

CREATIVE EXPRESSION – Expressing one’s own ideas, feelings, experiences, and/or perceptions through artistic media such as dance, music, and/or visual arts.

CREATIVITY – The ability to move beyond the usual ideas, rules, patterns, or relationships.

CULTURE – A way of life of a group of people, including the behaviors, beliefs, values, traditions, religion, and symbols that are typical for the group and generally done/ accepted without thinking about them.

CURRICULUM – A written set of materials that provide an integrated framework to guide decisions adults make when providing experiences for children.

DISCRIMINATE – To make a distinction or recognize the difference in sounds, shapes, colors, tastes, etc.

DEMONSTRATE - To show clearly.

DEVELOPMENTAL INDICATOR – Specific statement that defines what children are able to do at a particular age level.

DEVELOPMENTAL INDICATOR CONTINUUM – A chart that shows the Goals and Developmental Indicators for each age level for a domain.

DEVELOPMENTALLY APPROPRIATE – Any activity, material, environment, strategy, or assessment that is based on theories of child development, the individual needs and strengths of each child, and the child’s cultural background.

DEVELOPMENTAL MILESTONE – A set of skills or tasks that most children can do in a certain age range.

DEVELOPMENTAL STAGE - The typical progression in children’s physical, social, emotional, and cognitive development, which includes developmental milestones or specific skills or tasks that most children can do in a certain age range.

DEXTERITY – Skill and grace in physical movements.

DISABILITY – A delay or impairment that is physical, cognitive, mental, sensory, emotional, or some combination of these.

DIVERGENT THINKING – A thought process used to generate creative ideas by exploring many possible solutions.

DIVERSITY – Refers to the variety of characteristics that make individuals (and/or families) unique (e.g., culture, ethnicity, education, religion, economic background, etc.).

DOCUMENTATION PANEL – A collection of photographs, notes, transcriptions, and artifacts that serve as a visual representation of children’s learning.

DOMAIN – One of the five broad categories of learning and development in which goals and strategies are grouped, such as Emotional-Social Development.

DRAMATIC PLAY – Refers to the various kinds of play where children can take on roles and act them out (e.g., pretending to be a parent or using dolls to tell a story).

DUAL LANGUAGE LEARNER (DLL) – Refers to children who are learning a second language at the same time they are continuing to develop their native or home language.

EARLY INTERVENTION - services and supports that are available to babies and young children with developmental delays and disabilities and their families.

EARLY INTERVENTIONIST – An individual with a special education background who works with children, ages birth to kindergarten, who have developmental delays. The early interventionist works on specific goals and objectives identified for the child, either in their home or in an early education setting.

EARLY LITERACY – Describes the foundations of reading and writing that begin to develop in infancy and continue to emerge through

the toddler, preschool, and kindergarten age periods.

EMOTIONAL COMPETENCE – The ability to recognize, understand, express, and regulate emotions and respond to the emotions and interactions of others.

EMPATHY - The ability to understand or identify with another person’s situation and/or feelings.

ENGAGE/ENGAGEMENT – To be, or become involved or to be attentive.

EXPERIMENT – An action used to discover something unknown, to test a principle or idea, or to learn about a cause and its effect.

EXPRESSIVE COMMUNICATION/LANGUAGE – The ability to use words or gestures to communicate meaning.

EXTEND – (1) To make a longer sentence or add a thought to what the child has said; (2) to allow for more play by adding new ideas or materials to the setting; (3) to lengthen or stretch the human body, torso, arm, or leg.

FAMILY – Refers to the closest relationships that a child has, including the child’s mother, father, foster or adoptive parents, grandparents, and/or others who are the primary caregivers in a child’s life.

“FEELING” WORDS - Words used by adults to name the common feelings experienced by people (happiness, anger, fear, and sadness) to help young children learn to connect specific feelings with words.

FINE MOTOR – The skills and activities that need coordination of small muscles to make precise movements such as those needed for writing, cutting, manipulating puzzles pieces, stacking small blocks, etc.

FOSTER – To encourage or promote the development of.

GAZE – To look steadily and intently with curiosity, interest, pleasure, or wonder.

GENERALIZATION – The ability to take what has been learned in one situation and apply it to new and different situations (e.g., when children use a previously used or observed strategy to solve a new problem).

GESTURES – Moving the limbs or body as an expression of thought or emphasis.

GOAL – Statement that describes a general area or aspect of development that children make progress on throughout the birth through age five period.

GROSS MOTOR – The skills and activities that use large muscles to move limbs and trunk and to control balance and posture. Walking, running, climbing, throwing, and jumping are examples of gross motor activities.

HAND-EYE COORDINATION – The ability to coordinate vision and hand movement in order to accomplish a task.

HANDS-ON ACTIVITIES/HANDS-ON LEARNING – Learning activities that enhance children’s understanding of a concept through activities that they do with materials, toys, etc., rather than just listening to an adult or repeatedly practicing isolated skills or knowledge.

HOME LANGUAGE – The language that a child’s family typically speaks and that the child learns first.

IMAGINATION – Forming mental images or concepts of things that are not actually present to the senses.

IMITATE - To copy, pretend or practice the activity of another individual.

IMPULSIVE - A sudden spontaneous action based on needs or wants.

INCLUSIVE SETTING/INCLUSION – The environment, attitude, and knowledge that encourages the enrollment and participation of all children, including children with disabilities.

INDEPENDENCE – The child’s ability to do, think, and learn on his/

her own with little or no assistance from others.

INFORMATIONAL TEXT – A type of non-fiction writing that conveys factual information about the natural or social world.

INITIATIVE – The inclination or ability to start or begin an activity.

INTEREST AREAS – Areas in a child care/early learning environment where similar materials, such as dramatic play materials, are grouped together to capture children’s interest and engage them in play and learning activities.

INTERVENE - To step in to a situation to help.

INVENTIVENESS – The ability to invent or create with one’s imagination.

INVESTIGATE – To study the details, to examine, or to observe in order to gain knowledge.

JABBER – Rapid sounds or vocalizations made by infants and young children that sound like sentences or conversations but do not yet include words.

JOINT ATTENTION – A state in which the child and the caregiver pay attention to the same object or event, and the caregiver often talks about what they are looking at.

LABEL – To attach a word to a picture, object, action, or event, either verbally or in writing.

LANGUAGE – Words, signs, and symbols used by a group of people to communicate.

LARGE MUSCLE CONTROL – Ability to use the large muscle groups, such as the muscles in the arms and legs, in a relatively coordinated manner.

LITERACY-BASED MATERIALS – Any materials that will facilitate language and literacy opportunities.

LOCOMOTOR - Refers to movement; basic locomotor skills include walking, running, hopping, jumping, skipping, etc.

LOGICAL CONSEQUENCES – A natural outcome that occurs as a direct result of the child’s choices.

MANIPULATIVES – Materials that allow children to explore, experiment, and interact by using their hands. Such items include, but are not limited to, beads and laces, puzzles, small blocks, and items that can be snapped or hooked together.

MATERIALS – Resources that caregivers add to the environment to enhance development and learning, including toys, pictures, and other things children can explore.

MIRRORING – A behavior in which one person imitates the gestures, facial expressions, speech patterns, or emotions of another in an attempt to show understanding.

MODEL – The act of teaching others (children) through the example of doing the desired behavior.

MOTIVATION TO READ – A child’s eagerness to learn to read, and to read.

MOTOR COORDINATION - Various parts of the body working together in a smooth, purposeful way.

NON-VERBAL COMMUNICATION – Includes gestures, facial expressions, and body positions; also known as body language.

NUMERAL – A written symbol used to represent a number.

NURTURE – The process of caring for and encouraging the growth or development of someone else.

OBSERVE – Taking notice of the unique characteristics of each child or something in the environment.

ONE-TO-ONE CORRESPONDENCE – The ability to match each item in one set to another item within a different but equal set (e.g., matching a set of socks with a set of shoes).

OPEN-ENDED MATERIALS – Those materials which young children can use for creative play in any way they choose.

OPEN-ENDED QUESTIONS – Those questions which require more

than a ‘yes’ or ‘no’ response; designed to encourage a meaningful answer using the child’s knowledge and/or feelings.

OVER-GENERALIZE – When a child applies a rule of grammar to words that do not fit the rule (ex. Use of ending –ed, “I goed” or “I rided”).

PARALLEL TALK - Adults talking to a child, describing what the child is doing.

PERSISTENCE – Continued effort; steadfastness.

PHONEME - A sound unit of speech

PHONOLOGICAL AWARENESS – An individual’s awareness of the sounds and structure of spoken words.

PINCER GRASP – Putting the index finger and the thumb together.

PLAY – Spontaneous actions chosen by children and considered by them to be fun and meaningful.

POLICYMAKER – An individual who works to create laws, rules, and/or guidelines that can affect children and families.

PRECURSOR SKILLS – Skills that need to develop prior to learning a new skill.

PRIMARY CAREGIVER – The adult caregiver who is responsible for developing an emotional connection with a specific infant or toddler and who is usually first to respond to the child when needs arise.

PRINT AWARENESS – The basic understanding of how print works— what print looks like, how it works, and the fact that print carries meaning.

PRINT CONVENTIONS – The concept of the basic features of print, including what a letter is, the concept of words, and the understanding of the directionality of print.

PROBLEM-SOLVING – Behaviors practiced by young children that allow them to explore questions or situations and try different solutions.

PROMPT – To encourage an action or behavior.

PROP – Any object used by children during play.

PRO-SOCIAL BEHAVIOR – Behavior that allows a child to interact with adults and other children in a successful and appropriate manner.

RAKING GRASP - Infants use their hands to “rake” objects toward them and open their fingers to grasp an object.

RECALL – The act of remembering; to bring back from memory.

REDIRECT – A teaching strategy used to refocus a child’s attention on an alternative object, feature in the environment, and/or activity rather than directly correcting the child’s behavior.

REINFORCE – To strengthen a response with some type of physical, emotional, or verbal reward.

REPETITIVE BOOKS – Books that repeat the same words or phrases over and over again.

REPRESENT – To use something to stand for or symbolize something else.

RESILIENCY – The ability to overcome a setback, or adapt to adversity.

RESPECT – To show esteem for another person; to communicate that his or her ideas, feelings, and needs are worthy of consideration.

RESPONSIVE – Warm, sensitive, well-timed, and appropriate to the child’s needs; used to describe caregiver-child interactions that promote healthy development.

RECIPROCAL – Refers to something that goes both ways or to something that is done in return for a similar behavior (e.g., mom blows a kiss to her child and the child responds by blowing a kiss back to mom).

ROLE – Behavior exhibited by a person that identifies their work, status, or responsibilities.

ROTE COUNT - The act of counting out loud.

ROUTINES – A pattern of events or interactions planned and occurring on a regular basis.

RHYTHM – A musical term that refers to the repeated pattern of sounds or silences. Also referred to as the “beat” of a song.

SAFE ENVIRONMENTS – Environments where children can be actively involved in things that interest them and are appropriate for them to use without getting hurt.

SCIENTIFIC METHOD – A process of experimentation that is used to explore observations and answer questions.

SECURITY – Freedom from care, anxiety, or doubt; feelings of safety and trust.

SELF-AWARENESS - Being aware of oneself, including feelings, behaviors, and characteristics (e.g., “I like playing baseball”).

SELF-CARE ROUTINES – Tasks or routines carried out to take care of health and hygiene needs.

SELF-CONCEPT - The set of attributes, abilities, attitudes, and values that an individual believes defines who he or she is.

SELF-REGULATE – The ability for a child to focus his/her attention, control emotions, and manage thinking, behavior and feelings.

SELF-RELIANCE – The ability to for a child to get things done and to meet his/her own needs.

SELF-TALK - Words or dialogue adults use to describe what they are doing.

SENSORY - Related to the senses: hearing, seeing, touching, tasting, and smelling.

SENSE OF SELF – How a child sees him/herself, based on their thoughts, feelings, and ability to achieve in ways that are important to him or her.

SENSITIVE ADULTS – Adults who accept that each child is different,

interact with children in ways that match their individual needs, and show warmth and caring for all children.

SENSORY – Related to the senses: hearing, seeing, touching, tasting, and smelling.

SENSORY IMPAIRMENTS – Vision or hearing losses or other sensory disabilities that may require specialized assistance or early intervention.

SENSORY MATERIALS – Materials and experiences that stimulate at least one of the five senses: hearing, seeing, touching, tasting, and smelling.

SEPARATION ANXIETY – The stress experienced by a child when separated from a parent or primary caregiver.

SLEEP ROUTINE – The process by which a child settles down, with or without the assistance of an adult, and allows sleep to occur.

SMALL MUSCLE CONTROL - Ability to use the small muscles of the hands in a relatively coordinated manner.

SOCIAL INTERACTION –An exchange between two or more children; relates to children’s knowledge of and ability to function successfully in a group.

SOCIAL SKILLS – Any skills used to communicate and interact with others, both verbally and non-verbally, through gestures, body language, and personal appearance.

SOCIOECONOMIC STATUS – The social standing or class of an individual or group that is often measured as a combination of education, income and occupation.

SOCIOCULTURAL – Relating to or involving a combination of social and cultural factors.

SOLITARY PLAY – Independent play when the child is alone and maintains focus on an activity.

SPECIAL NEEDS – Developmental disabilities that may require specialized care.

STAMINA – The ability to maintain prolonged physical or mental effort.

STIMULATION – Any number of sounds, textures, temperatures, tastes, or sights that impact a child’s senses or development.

STRATEGIES – Suggested activities, materials, and ways of interacting that promote development and learning in the areas described by the Goals and Developmental Indicators.

STRENGTHS-BASED APPROACH – Refers to policies, practices, methods, and strategies that identify and draw upon the strengths of children, families, and communities.

SUBITIZE - To perceive how many objects are in a group, without counting. For example, recognize at a glance that there are three objects in a group.

SYMBOL – Something that represents something else by association.

SYMPATHY - Acknowledging how another person is feeling and perhaps trying to provide some comfort or assurance to the person.

TEACHABLE MOMENT – An unplanned opportunity that arises where a teacher or caregiver has an ideal chance to offer insight to a child/student.

TEACHERS – Adults who care for young children in homes, child care centers, early childhood programs, family child care homes; adults who are kith and kin or family, friend and neighbor care providers; and adults who are early intervention professionals or technical assistance experts.

TEMPERAMENT – The unique way a child responds to the world.

THEMES – Activities, materials, or interest areas in the early childhood environment that center around a certain concept or topic.

TOOLS – Anything used or created to accomplish a task or purpose.

TRIAL AND ERROR – Attempting to solve a problem by randomly trying different approaches.

TRANSITIONS - To move or change from one activity or program/school to another activity or program/school.

TURN-TAKING GAMES - Games between adults and young children where an adult makes a sound or action and waits for the child to mimic or copy them. Once the child responds, the adult makes a sound or action.

TWO-DIMENSIONAL SHAPE AND THREE-DIMENSIONAL SHAPE – A two-dimensional shape is a flat image of the shape; a three-dimensional shape appears to have width and height and allows for rotation and depth.

VENN DIAGRAM – A set diagram or logic diagram that shows all possible logical relations between a collection of different items.

VISUAL ARTS - Includes artwork that appeals primarily to the visual sense such as paintings, sculpture, or photography.

VISUAL EFFECTS - Results of a child's artistic efforts that can be seen by others.

VOCABULARY – The collection of words that a child understands or uses to communicate.

WRITING CONVENTIONS - Generally accepted rules for writing, such as spelling, punctuation, and capitalization.

LOCAL RESOURCES

Children's Health

- Developmental Screening
- Well-Child Visit
- Oral Health

Commonwealth Healthcare Corporation
Marianas Business Plaza, Susupe-4th Floor
(670) 664-8701

Infant Health

- Home Visiting
- Newborn Screening
- Newborn Welcome Folders

Commonwealth Healthcare Corporation
Marianas Business Plaza, Susupe- 4th Floor
(670) 664-8701

Rota Health Center

- Health Prevention and Intervention
- Commonwealth Healthcare Corporation
(670) 532-9461/62/63

Tinian Health Center

- Health Prevention and Intervention
- Commonwealth Healthcare Corporation
(670) 433-9337

Immunization Program

- Vaccinations
- CCHC Locations:
Saipan Public Health Main Campus, (670) 236-8745
Rota Health Center, (670) 532-9461
Tinian Health Center. (670) 532-9461

Children with Special Healthcare Needs

- Developmental Screening
- Hearing and Metabolic Screening
- Family to Family Assistance Center

Commonwealth Healthcare Corporation
Marianas Business Plaza, Susupe-4th Floor
(670) 664-8701

Children's Development Assistance Center (CDAC)/Early Intervention Services (EIS)

Collaboration between CNMI Public School System and the Department of Public Health

- Developmental Screening, Assessment/Evaluation
- Resources
- Services
- Therapy for children from birth to age 3

(670) 664-4841

CNMI Women, Infants, & Children (WIC) Program

- Nutrition education and services
- Breastfeeding promotion and support
- Supplemental Nutritious foods
- Referrals

Upper Navy Hill on Fuetsa Loop

(670) 664-4084

wicprogram@cnmiwic.org

Healthy Outcomes for Maternal and Early Childhood (H.O.M.E.)

Visiting Program

- Prenatal Care Planning
- Well Baby Care Planning
- Parent-Child Educational Curriculum
- Development Screening & Activities
- Parent Support

- Infant Massage
- Referrals

Child & Maternal Health
Commonwealth Healthcare Corporation
(670) 236-8703

System of Care for Children and Youth

Mental and Behavioral Health
Commonwealth Healthcare Corporation
Saipan/Tinian (670) 664-4604
Rota (670) 532-6463

Child Care Development Fund

Assists low income families in accessing quality child care for children while parents work or participate in education or job training.

(670) 664-2575 or (670) 664-2576

ccdf.jrosario@gmail.com

dcajguerrero@gmail.com

Child Care Licensing Program

Gordon B. Salas, Child Care Licensing Program Supervisor
(670) 664-2572

gbsdccacclp@gmail.com

www.cnmicclp.gov.mp

A list of licensed facilities can be located on the FAQ-Frequently Asked Questions

Head Start/Early Head Start

Head Start/Early Head Start is a Federally funded pre-school and infant/toddler program that provides comprehensive services to eligible children and families.

(670) 323-7446

hses@cnmipss.org

Joeten-Kiyu Public Library

- Children’s Library
- Bookmobile
- Motherread/Fatheread

Saipan
(670) 235-7322/7323

cnmistatelibrary@gmail.com

Antonio C. Atalig Memorial Library / Rota Library

- Computer stations
- Internet Connection
- Motherread/Fatheread

Village of Songsong
(670) 532-7329

Tinian Library

- Computer stations
- Internet Connection
- Motherread/Fatheread
- Saturday Read Aloud and Arts and Crafts

Village of San Jose
(670) 433-0504

CNMI Public School System

1258 Route 312, Capitol Hill, Saipan
(670) 237-3061

www.cnmipss.org

CNMI Highway Safety Information

Carseat Information
Child Restraint Purchase Assistance Program

www.dps.gov.mp/commish/fiscaffairs/hso

(670) 664-9121/22/25

OTHER RESOURCES

Born Ready

95% of a child's brain develops between birth and age five

[Born Ready - Ready to Help Parents and Children Learn
https://bornready.org/](https://bornready.org/)

Bright Futures

American Academy of Pediatrics

Support for families about working with healthcare providers and making healthy decisions

[Bright Futures \(aap.org\)
https://brightfutures.aap.org/](https://brightfutures.aap.org/)

Healthy Children

The American Academy of Pediatrics Parenting Website

[HealthyChildren.org - From the American Academy of Pediatrics
https://www.healthychildren.org/](https://www.healthychildren.org/)

Safe to Sleep Campaign

<https://safetosleep.nichd.nih.gov/>

Child Care.gov – CNMI

- Learn about child care options
- Ensuring safe and healthy child care
- Choosing quality child care
- Paying for child care
- Other support and resources for your family
- Your child's health and development

Click on Northern Mariana Islands from the State Drop-Down menu to learn more.

[Northern Mariana Islands: Understanding and Finding Child Care |
Childcare.gov
https://childcare.gov/](https://childcare.gov/)

Center for Disease Control and Prevention Developmental Milestones Learn the Signs Act Early

Skills such as taking a first step, smiling for the first time, and waving “bye bye” are called developmental milestones. Children reach milestones in how they play, learn, speak, act, and move (crawling, walking, etc.).

[CDC's Developmental Milestones | CDC
https://www.cdc.gov/ncbddd/actearly/milestones/index.htm](https://www.cdc.gov/ncbddd/actearly/milestones/index.htm)

CDC Growth Charts

[Growth Charts - Homepage \(cdc.gov\)
https://www.cdc.gov/growthcharts/index.htm](https://www.cdc.gov/growthcharts/index.htm)

Center on the Developing Child

Harvard University

Supporting your child's brain development

[Brain Architecture \(harvard.edu\)
https://developingchild.harvard.edu/science/key-concepts/brain-architecture
https://www.youtube.com/c/HarvardCenter](https://developingchild.harvard.edu/science/key-concepts/brain-architecture)

Health Tips for Families

Head Start

Early Childhood Learning and Knowledge Center

[Health Tips for Families Series | ECLKC \(hhs.gov\)
https://eclkc.ohs.acf.hhs.gov/physical-health/article/health-tips-families-series](https://eclkc.ohs.acf.hhs.gov/physical-health/article/health-tips-families-series)

My Plate

The benefits of healthy eating.

[MyPlate | U.S. Department of Agriculture
https://www.myplate.gov](https://www.myplate.gov)

Ages & Stages

Fun ideas to support children's healthy development

Free resources and activities

[Resource Library - Ages and Stages](#)

<https://agesandstages.com/free-resources/resources>

National Association for the Education of Young Children (NAEYC)

A professional organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

<https://www.naeyc.org/>

NAEYC for Families

<https://www.naeyc.org/our-work/for-families>

Developmentally Appropriate Practice

<https://www.naeyc.org/resources/developmentally-appropriate-practice>

Vroom

Discover free tips on supporting young children's brain development.

Tips are available online or by text message. Be a Brain Builder.

<https://www.vroom.org/>

<https://www.youtube.com/user/joinvroom>

Zero to Three

Comprehensive resources about early childhood development and child and family well-being. Explore Topics and Find Resources

[Home • ZERO TO THREE](#)

<https://www.zerotothree.org/>

Ready Rosie

Resources for parents and early educators.

[Active Family Engagement | ReadyRosie](#)

<https://www.readyrosie.com>

Mind in the Making

7 Essential Life Skills and Skill Building Resources

[Mind in the Making](#)

<https://www.mindinthemaking.org>

Pathways

It's never too early to get your child on the right pathway. Resources for families and educators.

[Pathways.org | Tools to maximize child development](#)

<https://pathways.org/>

Birth to Five Watch Me Thrive

Birth to 5: Watch Me Thrive! is a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening for children, and support for the families and providers who care for them.

<https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive>

Talk, Read & Sing

Tip Sheets for Families, Caregivers and Early Learning Educators

<https://www.acf.hhs.gov/ecd/talk-read-and-sing-together-every-day>

Illinois Early Learning Project

The Illinois Early Learning Project Web site is a source of evidence-based, reliable information on early care and education for families, caregivers, and teachers of young children in Illinois. Helpful resources no matter where you live.

Videos & Podcasts | Illinois Early Learning Project

<https://illinoisearlylearning.org/videos/>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age five. A national resource center funded by the Office of Head Start and Child Care Bureau. Resources and training modules.

<http://csefel.vanderbilt.edu/>

Center for Resilient Children

Resources for fostering resilience.

<https://centerforresilientchildren.org/>

Reading is Fundamental

Information about literacy milestones from birth to age 6.

<https://www.rif.org/>

National Children's Literacy Website

The Soho Center

The Soho Center promotes children's literacy, school readiness, and school success. Enhancing children's literacy is at the heart of the Soho Center's National Children's Literacy Information project - a national children's literacy initiative.

<http://www.sohobooks.org/>

Things to do in the early years to support reading.

<http://www.child2000.org/lit-tipsMenu.htm>

Resource Guide: Child Care State Capacity Building Center

<https://childcareta.acf.hhs.gov/sites/default/files/public/rg4echilddevelopmentresourcesforfamiliesandproviders.pdf>

Kindergarten Transition Resources

<https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>

<https://www.ecalliance.org/wp-content/uploads/2015/06/Making-the-Transition-from-Child-Care-to-Kindergarten-Working-Together-for-Kindergarten-Success.pdf#:~:text=Kindergarten%20readiness%20means%20more%20than%20making%20sure%20your,needs.%20Every%20child%20learns%20at%20a%20different%20pace.>

Virtual Lab School

Professional development for child and youth educators. Ohio State University

<https://www.virtuallabschool.org/>

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A young girl with her hair in a bun, wearing a white sleeveless top and shorts, is running happily on a wooden boardwalk. The boardwalk runs along the ocean on the left, with a wooden railing. On the right, there are palm trees and a grassy area. The sky is blue with some clouds. The overall scene is bright and sunny.

PHOTOGRAPHS

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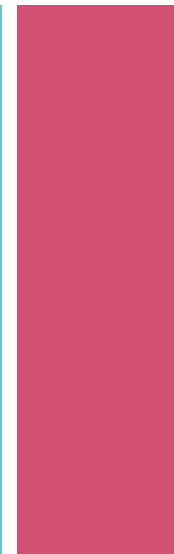
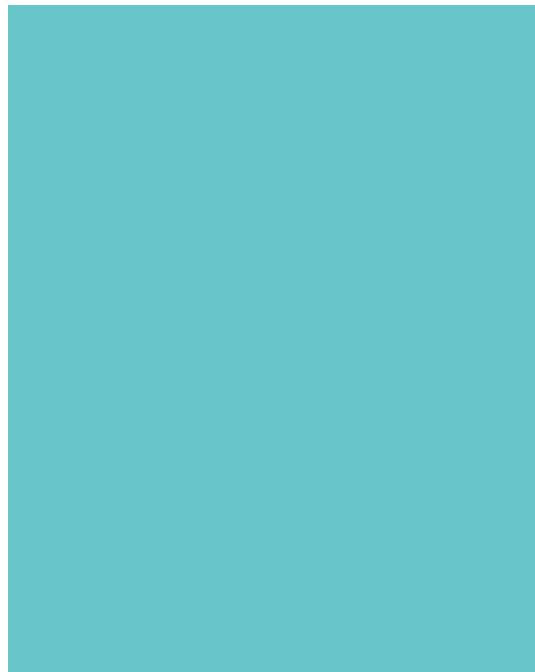
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