

INFANTS–TODDLERS



Pennsylvania Learning Standards for Early Childhood



PENNSYLVANIA DEPARTMENT OF EDUCATION AND
DEPARTMENT OF PUBLIC WELFARE **2007**

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INTRODUCTION



Over 30 years of research confirms the foundational importance of early learning for children's school and life success. As Pennsylvania seeks to emphasize its early learning programs, a standards-based approach to programs serving children birth to three years of age is vital. Infants are born with an incredible capacity and desire to learn. The largest portion of brain development occurs between birth and three years with approximately 85% of the brain's core structure developed by the time a young child is three-years-old. It is critical that their first steps are in the right direction. Research-based standards are essential to building the foundation for a strong start—one that effectively provides infants and toddlers with skills and gives them the confidence to stay the course, graduate from high school or college, and contribute productively to communities and workplaces.

The Pennsylvania Early Learning Standards for Infants and Toddlers were developed as a joint project of the Department of Education and

the Department of Public Welfare's Office of Child Development and Early Learning (OCDEL) and the Department of Public Welfare's Office of Mental Health and Substance Abuse Services (OMHSAS) as part of Governor Rendell's commitment to early childhood education and care. The Early Learning Standards for Infants and Toddlers are meant to guide the development of programs serving children birth to three years of age and were developed by a Task Force consisting of early childhood practitioners and administrators, policy analysts and researchers, and university faculty. The Task Force membership is listed in Appendix A. The document is meant to guide decisions about curricula and assessments but is not meant to be used as a curriculum or assessment as written. Support for the development of the standards was provided through the national Build Initiative, which is a multi-state partnership that helps states construct a coordinated system of programs and policies that respond to the needs of young children. The document includes early learning standards, indicators of early learning, examples of how infants/toddlers demonstrate the learning, and suggested practices that adults can use to support the development of the skills.

USES FOR THE EARLY LEARNING STANDARDS

The Pennsylvania Early Learning Standards for Infants and Toddlers are designed as a framework for quality in programs serving children birth to three years of age and to provide guidance about what infants and toddlers generally should know or be able to do within specific age ranges. The Standards are inclusive of all infants and toddlers. If an infant/toddler has a known disability, use a younger age range to identify what the child is capable of doing and Supportive Practices that practitioners can use to help the skills develop. The Standards can be used to:

- Inform teachers and administrators about curriculum and assessment and to guide the selection of program materials;
- Inform parents of appropriate expectations for infants and toddlers; and
- Support community early learning partnerships by providing a common framework for discussions about curriculum, assessment, and transition between programs.

The Early Learning Standards are NOT meant to be used:

- As a specific curriculum or to mandate specific teaching practices and materials or
- To assess the competence of infants/toddlers or teachers.

INFANT AND TODDLER LEARNING: ESSENTIAL POINTS TO CONSIDER

The Pennsylvania Infant and Toddler Standards outline the growth and development of the child by listing indicators that are skill- and age-specific. However, infants and toddlers are complex human beings whose potential for growth and development are impacted by a variety of factors. In order for early learning practitioners to create environments that maximize each child's potential for growth and development, practitioners need to have an understanding of both the Standards and Indicators and these Essential Points to Consider. Most



importantly, practitioners need to become highly skilled in adapting daily practices with infants and toddlers in response to the current knowledge base in the field and any future research. Excellent early learning requires practitioners to make judgments and decisions on how to interact with infants and toddlers with a profound respect for the complexity of human development. Therefore, Pennsylvania asks that practitioners not only consider these essential points but also become knowledgeable enough about each of them to analyze how they impact every child in their care and subsequently, the methods and strategies used to support each child's growth and development.

Healthy at Birth

Infants who are born healthy have a significant advantage to maximize early learning opportunities throughout their childhood. Thus, it is essential to provide good prenatal care as early and consistently as possible. Good prenatal care reduces the incidence of premature birth and low birth weight, which have been linked to learning challenges later in childhood. Children who are exposed to drugs, such as nicotine, alcohol, and illegal substances, in utero tend to fall behind their unexposed peers in social, behavioral, and academic domains later in childhood. In short, good prenatal development that results in healthy births is a key ingredient to help infants and toddlers meet early learning standards.

Brain Research

The infant/toddler period is the time of fastest brain growth and development in a human's life. A newborn's brain is about 25 % of its approximate adult weight, but by age three, the brain is at 80% of adult size. The formation of synapses (connections between brain cells) and myelination (myelin is a substance that covers brain cells to promote electrical transmission of impulses) provide the most significant aspects of brain development from birth to three years. Brain development requires numerous experiences to shape the way that the circuits connect to help infants and toddlers understand and manage in the world.

Temperament

Temperament is an innate set of traits and characteristics that infants are born expressing as a preferred way of interacting with the environment. Many parents and professionals are familiar with the infant who readily jumps into a new activity as opposed to an infant who takes a while to "warm up" to a new experience. As such, it is essential to respond sensitively to an infant's or toddler's preferred way of interacting with the environment to promote early learning. Temperament is the lens through which infants filter their experiences. Parents and professionals must attune learning expectations and adapt suggested practices provided in these Standards to meet the needs of each individual infant or toddler in a unique way to maximize early learning.

Attachment

Relationships form the hallmark of the infant/toddler learning experience – the better those relationships, the better the early learning outcomes. Attachment is the strong, affectional tie that humans feel toward special people in their lives. For infants, attachment is the formation of a relationship in which the infant trusts primary caregivers to meet their needs, especially their need to feel safe and secure. Infants and toddlers that develop trusting, secure relationships with primary caregivers are better able to take advantage of early learning opportunities whereas infants and toddlers that experience instability in

those primary caregiver attachments have a more difficult time engaging effectively in early learning opportunities. Being a sensitive, responsive caregiver helps infants and toddlers form secure attachments to benefit early learning; therefore, promoting secure attachments through the way parents and professionals interact with and respond to infants and toddlers is the primary

"Supportive Practice" to promote early learning. The importance of the attachment relationship is capitalized in the inclusion of a Standard on "Dyadic Synchrony" in these Early Learning Standards for Infants and Toddlers.

Health, Safety, and Nutrition

Health involves more than the absence of illness and injury. To stay healthy, infants and toddlers depend on adults to make healthy choices for them and to teach them to make such choices for themselves over the course of a lifetime. Child development addresses physical growth and the development in many areas: gross and fine motor skills, language, emotional balance, cognitive capacity, and personal-social skills. Thus, health and safety issues overlap with those considered part of early childhood education and mental health. Such overlap is inevitable and indeed desirable.

Multiple Contexts for Infants and Toddlers

Infants and toddlers exist in a wide variety of environments that include a network of parents, family members, and professionals, such as child care practitioners, pediatricians, librarians, etc. Parents universally are accepted as the first and most important teachers so the family environment becomes the first school in which early learning takes place. At the same time, professionals also contribute significantly to early learning. In the best circumstances, parents and professionals create consistent environments to support early learning, realizing that they are players on the same team.

Learning in the Context of Routine Care – maximizing "teachable" moments

Much of infant, and to a certain extent toddler, care revolves around routines (e.g., feeding, changing, and putting to sleep). Often, adults do not recognize the significant learning opportunities that these routine practices provide so fail to capitalize on them to promote early learning. A major "Supportive Practice" is to identify routines as "teachable" moments for infants and toddlers. For example, diaper changes provide a great time to engage infants/ toddlers in meaningful social interaction.

Children's Learning

Infants' and toddlers' individual development and learning is constructed on a continuum that builds on prior experience and knowledge. Each infant/toddler's unique learning style, abilities, and experiences join together to support progress along the continuum. Infants and toddlers will make progress on the skills and abilities described in the standards at different rates. Further, infants and toddlers with disabilities and from different cultural and language backgrounds may manifest the specific learning Indicators in different ways and at different ages. Infants and toddlers also learn holistically. Physical, socioemotional, and cognitive learning work together to create the whole child; each influence the other and none operate independently.

Play is the vehicle through which infants and toddlers build



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knowledge. Infants and toddlers need opportunities to develop new skills through active exploration of hands-on materials. They also need safe and comfortable environments where they can practice these newly acquired skills and build on them to learn new information. Teachers support infant/toddler's individualized learning opportunities by providing meaningful experiences that engage their interests, abilities and culture. Effective classroom learning for young children, then, is a balance of self discovery and supportive and nurturing teachers' construction of challenging, yet attainable tasks.

THE EARLY LEARNING STANDARDS FOR INFANTS AND TODDLERS FORMAT

Pennsylvania's Early Learning Standards for Infants and Toddlers are divided into two parts:

1. Preamble and Guiding Principles

The Preamble and Guiding Principles describe the way in which infants and toddlers learn and the way that early learning classrooms, teachers, home visitors, and parents can support infant/toddler's learning. Pennsylvania's Guiding Principles encompass information about infants/toddlers and families, teachers, classrooms, curriculum and assessment and when combined, create a powerful definition for quality early learning programs that spell out essential elements that all practitioners should consider in their program design.

2. Standards for Infants/Toddlers and for Partnerships

This section describes the expectations of learning and development for infants and toddlers (birth to 3 years of age). The Pre-Kindergarten Standards are aligned with Pennsylvania's Continuum of Learning Standards for Early Childhood. The Key Learning Areas are color-coded throughout the continuum (for example, Creative Arts will be shaded blue in infant-toddler, pre-kindergarten and kindergarten documents) and the icons associated with each Key Learning Area will remain constant. Additionally, the numbering of the Early Learning Standards is aligned with the Kindergarten and Third Grade standards. For instance, the Approaches to Learning and Cognitive Development Standard of "Demonstrate Initiative and Curiosity" is numbered as 1.1, 1.2, etc. to match the Pre-Kindergarten numbering, and the Communication and Emergent Literacy Standard for receptive communication is numbered 1.6 to match language and literacy skills associated with the numbering in the third grade and kindergarten standards. As practitioners view young children's development along the continuum, they will be able to move back and forth along the continuum to appropriately assess and design individualized learning programs that meet each child's needs.

The Standards for Infants and Toddlers are organized into five age spans: birth to 3 months, 3 – 9 months, 9 – 18 months, 18 – 24 months, and 24 – 36 months. The Standards also provide a framework for curriculum and assessment design. The learning areas, while separated into content areas, should not be taught in isolation or in distinct "units of learning." Learning is an integrated process where various standards or key learning areas can be combined through balanced, active learning experiences to support infant/toddler's skill development.

Key Learning Areas are specific areas of development that, combined, represent the whole child. They include: Approaches to Learning and Cognitive Development; Communication and Emerging Literacy; Creative Expression; Physical and Motor Development; Social, Emotional, and Personal Development; and Family, Early Learning, and Community Partnerships. Family, Early Learning, and Community Partnerships continue to be a unique Key Learning Area to Pennsylvania and emphasize the importance of the family-school-community partnership for infant/toddler's successful learning and development. Information that might be classified as "General Knowledge" is included within other Key Learning Areas, such as Approaches to Learning and Cognitive Development and Communication and Emerging Literacy, to emphasize that such learning should occur in a developmental context rather than being rigidly "taught" to children in a less holistic manner.


Standards are the general statements in each key learning area that identify what infants and toddlers should know or be able to do at particular ages. However, it is necessary to look at the expectations before and after a particular age span to have a more accurate understanding of what infants and toddlers are able to do because development can be highly variable at these young ages. For instance, a child may appear "advanced" and show skills normally demonstrated in a higher range for one key learning area yet appear "slower" in another key learning area, predominately demonstrating skills listed in a lower age range (e.g., advanced in communication skills but slower in fine motor development). This is quite normal during the infancy and toddler periods of development. Further, it is important to adjust expectations for infants who are born premature by calculating the actual gestational age and looking for early learning skills to manifest during the appropriate age range based on gestational age rather than chronological age.

Indicators further define the standard and provide examples of knowledge and skills. The Indicators are presented in chronological order such that items listed later within an age span may not be evident until the older ages within the range. Generally, all Indicators identified within an age span should be evident by the time the child is at the end of the range for the child who is demonstrating typical development. Many Indicators overlap across multiple Key Learning Areas. For example, the Indicator for Cognitive Development – Reasoning/Problem Solving Standard AL 3.16 is the same as the Communication and Emerging Literacy – Receptive Language Standard RC 1.60 because understanding that words represent objects and actions is both a cognitive and a receptive language skill.

Examples are a sampling of specific ways that infants/toddlers may demonstrate mastery of a standard. This is not an all-inclusive list; there are many other ways that could represent individual infant/toddler's mastery, and infants and toddlers do not need to demonstrate all of the examples supplied to be skilled in a specific standard. These

examples are good resources for teachers, home visitors, and parents to understand what mastery looks like.

Supportive practices describe experiences, materials, and teaching practices that will encourage learning in the classroom or home setting.

 **"Red Flags"** Committee members selected a few "Red Flag" items to help adults gain a sense of whether additional screening or evaluation should be sought if a particular skill has not been acquired within a specific developmental age span. While there is agreement that development is highly individualized, there can be early indications if infants and toddlers are having trouble in a Key Learning Area. These "Red Flags" are not a comprehensive list of everything that adults should be aware of as warning signs, and we recommend using a validated screening tool if concerned about an infant/toddler's development. However, if there are a number of "Red Flag" skills that are not evident over time, we recommend that the adult seek further screening or evaluation via Early Intervention, Mental Health, or other services for the infant/toddler.

COMPANION DOCUMENTS

1. Crosswalk: This document has been separated from the Learning Standards for easy access. Available at: http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=316&Q=123910&early_childhoodNav=110698&early_childhoodNav=6356, the crosswalk provides an alignment of the Learning Standards with national and state standards. Each Key Area has been crosswalked with the following: NAEYC Standards; Head Start Performance Standards and Outcomes Framework; National Math and Reading Standards; the Environmental Rating Scale for Preschool (ECERS), Pennsylvania's Core Body of Knowledge, and Family Literacy Standards.

2. Childhood Assessment, Birth Through Age 8, Pennsylvania's report, Early also available at: http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=316&Q=123910&early_childhoodNav=110698&early_childhoodNav=6356 provides an overview and recommendations for

authentic assessment of young children and includes publisher-designed alignments of many popular curriculum and assessment materials. Review these crosswalks to learn how the curriculum and assessment instruments you are currently using or considering align with the Learning Standards for Early Childhood and support the development of the whole child.

ADDITIONAL QUESTIONS AND INFORMATION

For more information about Pennsylvania's Standards for Early Childhood, or to obtain additional copies of the Standards documents, please contact Wendy Etheridge Smith, PhD, at Pennsylvania's Office of Child Development and Early Learning, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126 or email her at wensmith@state.pa.us.

These Standards may be downloaded, in their entirety, for additional printing, copying and distribution.

http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Early_Learning_Standards_August_05.pdf



TERMS AND DEFINITIONS

All Children – Pennsylvania promotes inclusion of, acceptance of, and respect for all children in the myriad programs and services provided to infants, toddlers, and their families. The Standards for Infants and Toddlers are to be used for "all children" and truly represent all children, including those with special needs, from diverse ethnic/racial backgrounds, from diverse communities, from diverse socioeconomic backgrounds, etc.

Infants and Toddlers – The following terms will be used to describe infants and toddlers to correspond with the specified age ranges covered by the Standards and Indicators:

- **Infant** – 0 to 9 months (Two time periods – birth to 3 months and 3 to 9 months – are reflected in these Standards.)
- **Young Toddler** – 9 – 18 months
- **Toddler** – 18 – 24 months
- **Older Toddler** – 24 – 36 months

Dyadic Synchrony – The state of a dyad being able to work together to meet each other's needs in a coordinated fashion; the quality of the adult-child relationship.

Joint Attention – The process of sharing one's experience of observing an object or event by following a gaze or pointing gestures. It is critical for much of development including language acquisition, social development, and cognitive development.

Object Permanence – The understanding that objects continue to exist when they are out of sight.

Pro-social Behavior – Positive behaviors, such as sharing, helping, or comforting a peer.

Reciprocity – When adults and children are able to respond positively to each other's overtures.

Self-regulation – The ability to control one's emotions, reactions, and behaviors when there is an unmet need.

GUIDING PRINCIPLES



All who care for and educate infants and toddlers, whether in formal or informal early learning settings, have a significant impact on children's future successes.



Healthy attachment relationships are critical for successful early learning during the infant and toddler years and provide the essential foundation on which all subsequent learning occurs.



All infants and toddlers can learn and deserve suitably high expectations that are age, individually, and culturally appropriate.

**Footnote: Young children with disabilities will meet standards consistent with their individualized family service plan (IFSPs) goals developed by IFSP teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA), 22 PA. CODE Chapter 14, and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990).



Infants and toddlers learn best through meaningful play, concrete sensory interactions and intentional activities, experiences, and active exploration of their environment as well as through interactions with adults in the context of routine care.



The multiple learning environments for infants and toddlers should stimulate and engage their curiosity of the world around them and meet their needs in all domains so children are and feel healthy, safe, secure and nurtured.



Language and early literacy development must be supported and integrated throughout all aspects of formal and informal early childhood care and education programs for infants and toddlers.



Infants' and toddlers' learning, development, and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development specific to infants and toddlers; are intentional in their relationships; and work with families to increase knowledge and support of child development.

Early childhood care and education programs must address the individual needs of all infants and toddlers (e.g. with special needs, from diverse cultural backgrounds, from all socio-economic groups, etc.) and respect their families.

Early childhood care and education programs are defined by a set of comprehensive standards that maximize an infant's or toddler's growth and development across all domains and that recognize that the domains are dynamically inter-related, especially during the infant and toddler years.

Effective support for infant/toddler development requires a system of assessment that documents infants' and toddlers' growth and development in relationship to a defined set of standards and is used to inform practice.

Infants' and toddlers' learning is enhanced when families, early learning environments/settings, and communities work together to provide continuity of high quality care.





0 TO 3 MONTHS

EARLY LEARNING STANDARDS FOR INFANTS-TODDLERS



The first three months are a dance between caregivers, parents, and infants. Routines that include sleeping, feeding, and eliminating are being developed. Caregivers and parents are learning to understand the infant's cues. Infants are learning that their cries, which are their early forms of communication, bring attention and comfort. Infants' experiences help create a basis for their expectations about the world. Essential practices to support learning include being sensitive, responsive, and appropriate during interactions.



APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

EARLY LEARNING STANDARDS 0 TO 3 MONTHS



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STANDARD AL 1: DEMONSTRATE INITIATIVE, CURIOSITY, AND IMAGINATION**INDICATOR**

- AL 1.1 Follow objects or faces with eyes as they move
- AL 1.2 Respond to faces or objects seen by gazing at them
- AL 1.3 Continue to look in the direction of moving objects that have disappeared
- AL 1.4 Suck and gum fingers, hands, and objects that come near the mouth
- AL 1.5 Seek to identify the source of a sound

EXAMPLES**The infant will:**

- Follow a toy with the eyes as an adult moves the toy; move head as object is moved.
- Look at a familiar face or object.
- Gaze or turn slightly to follow a disappearing object.
- Turn toward music, singing, sounds, and voices.

SUPPORTIVE PRACTICE**The adult will:**

- Play tracking games by taking toys with bright colors and slowly moving them back and forth within infants' sights. Have mobiles that move or hang available.
- Maintain regular eye contact and present infants with interesting things to look at.
- Keep pacifiers accessible; provide teething rings and other objects, which can be sanitized and are safe for infants to gum.
- Talk, whisper, sing, play music, and make other sounds, moving to different areas around the infants and varying sound levels.

**STANDARD AL 3: DEMONSTRATE REASONING, PROBLEM SOLVING, AND PERSISTENCE****INDICATOR**

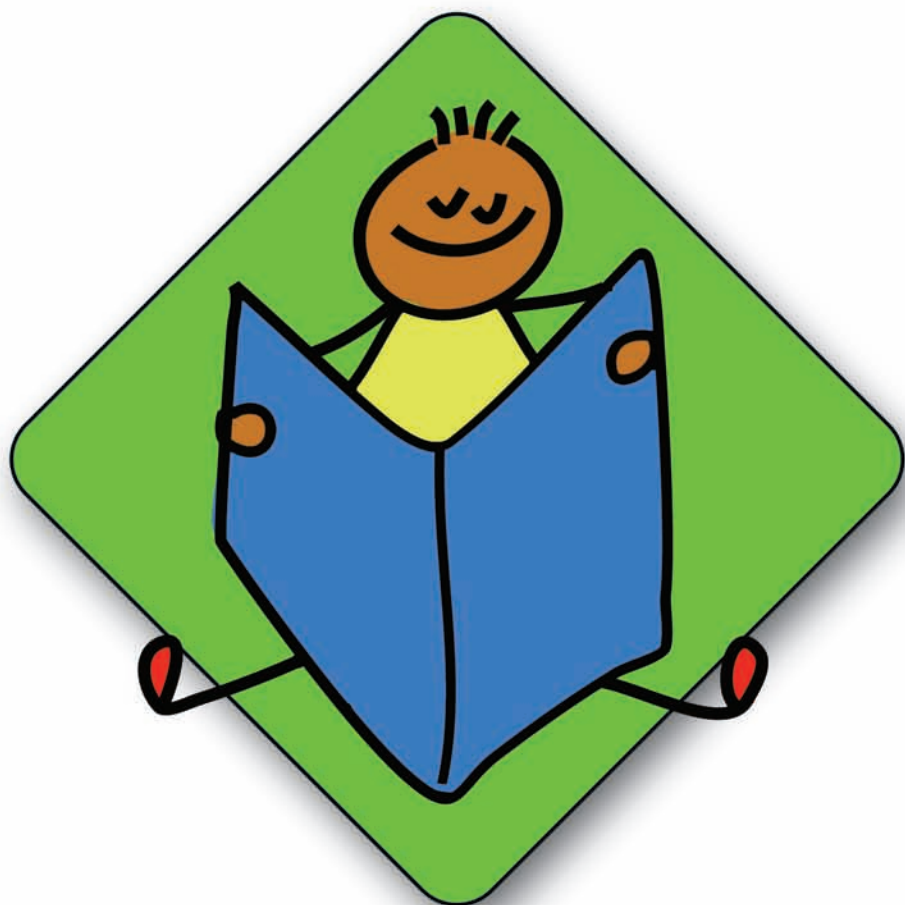
- AL 3.1 Begin to recognize the proper position of familiar objects
- AL 3.2 Show interest in novel stimuli
- AL 3.3 Recognize a caregiver's voice
- AL 3.4 Begin to coordinate eye and hand movements
- AL 3.5 Bring hands to midline (with hands together in the middle of the body)
- AL 3.6 Reach for an object
- AL 3.7 Begin to notice things with the senses and react

EXAMPLES**The infant will:**

- Attempt to appropriately position a pacifier or bottle.
- React with increased attention when shown a new object after seeing the same object repeatedly.
- Turn the head or move the body to the sound of a caregiver's voice.
- Look at caregiver and coo. Orient looking and hearing together, seeing and sucking.

SUPPORTIVE PRACTICE**The adult will:**

- Let infants play with and explore bottles during feeding times or play with pacifiers, favorite objects, or toys.
- Change mobiles, toys, or pictures in the environment that the infants see on a regular basis to make the room more visually interesting.
- Talk to infants during routines of feeding and diapering.
- Carry on conversation while moving around infant. Encourage infants to respond to voices.
- Bring books or colorful toys to the infants' midlines; play Pat-a-Cake.
- Provide objects within reach of infants to bat, grasp, and reach for.



COMMUNICATION & EMERGING LITERACY

EARLY LEARNING STANDARDS 0 TO 3 MONTHS



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RECEPTIVE COMMUNICATION

STANDARD RC 1.6: DEVELOP AND EXPAND LISTENING AND UNDERSTANDING SKILLS

INDICATOR

RC 1.6 a Listen to sounds in the environment and demonstrate a preference to hear the speech sounds of language



RC 1.6 b Show sensitivity to noise levels and sudden sounds

RC 1.6 c Seek to identify the source of a voice

RC 1.6 d Listen to sounds made with own mouth

EXAMPLES

The infant will:

- Attend to sounds in the immediate environment.
- Change body movement and may startle to loud or sudden noises.
- Show an alert response to sounds made with own mouth.

SUPPORTIVE PRACTICE

The adult will:

- Look directly at infants and talk with them gently using an animated face during routine care activities, such as diaper changing and feeding, and throughout the day.
- Observe infants' responses to noises and try to modify the environment to keep infants calm and engaged.
- Speak or shake a rattle gently to the side of infants' faces.
- Allow infants to enjoy their own sounds by not interfering with the experience.
- Imitate cooing and gurgling sounds that infants make.

EXPRESSIVE COMMUNICATION

STANDARD EC 1.6A: ENGAGE IN NON-VERBAL COMMUNICATION

INDICATOR

EC 1.6 a1 Begin smiling at familiar objects or people

EC 1.6 a2 Begin mimicking adult facial expressions

EXAMPLES

The infant will:

- Smile when an adult smiles at him/her.
- Stick his/her tongue out in response to seeing an adult's tongue out.

SUPPORTIVE PRACTICE

The adult will:

- Use waking up times and feeding times to have face-to-face verbal and non-verbal interactions with infants.
- Engage infants by repeatedly making simple mouth movements, such as sticking the tongue out or opening the mouth.

EXPRESSIVE COMMUNICATION

STANDARD EC 1.6B: ENGAGE IN VERBAL COMMUNICATION

INDICATOR

EC 1.6 b1 Begin to vary cries in pitch to communicate needs (i.e., hungry, upset, cold, bored, tired, over stimulated)

EC 1.6 b2 Make comfort sounds



EC 1.6 b3 Coo open vowel sounds ("aah"), closed vowels ("ee"), and diphthongs ("oy")

EC 1.6 b4 Squeal, laugh

EC 1.6 b5 Engage in vocal exchanges

EXAMPLES

The infant will:

- Tend to cry more loudly when hungry and less dramatically for a minor discomfort.
- Make sounds such as "k," "mm," "aah," or "nnnn."
- Make high pitched sounds of delight.
- Coo back to an adult who has initiated conversation.

SUPPORTIVE PRACTICE

The adult will:

- Take time to determine the cause of upset and address infants' needs by feeding, changing, calming, etc.
- Respond to infants' vocalizations by making similar sounds, smiling, and attending.
- Play with infants by making funny noises and tickling them; repeat actions that delight infants, such as playing "Kissee- Kissee," "I'm going to getcha," or "Peek-a-Boo."
- Describe the environment to infants. Wait for infants to respond. Repeat infants' sounds, wait patiently for them to do it again, and repeat the sequence. ("I see a bird in the window.")

EMERGING LITERACY

STANDARD EL 1.1A: RESPOND TO EARLY LITERACY EXPERIENCES SUCH AS STORYTELLING, NURSERY RHYMES, SONGS, AND FINGER PLAY

INDICATOR

EL 1.1 a1 Respond to rhythmic language from nursery rhymes, songs, and finger plays

EXAMPLES

The infant will:

- Become calm or excited when hearing familiar songs.

SUPPORTIVE PRACTICE

The adult will:

- Use the same songs for calming or play times. Infants respond better to actual voices as opposed to taped voices.

EMERGING LITERACY

STANDARD EL 1.1B: DEMONSTRATE INTEREST IN PICTURES, BOOKS, AND ENVIRONMENTAL PRINT

INDICATOR

EL 1.1 b1 Show interest in patterns, colors and familiar pictures on mobiles, toys and books

EXAMPLES

The infant will:

- Gaze briefly at colors on a page; linger over a contrasting pattern; repeatedly return gaze to interesting objects.

SUPPORTIVE PRACTICE

The adult will:

- Equip the environment with colorful and patterned items such as mobiles, posters, toys, and books. Observe infants to determine what they find interesting and follow their cues.

EMERGING LITERACY

STANDARD EL 1.1 C: DEMONSTRATE BEGINNING BOOK HANDLING SKILLS

INDICATOR

EL 1.1 c1 At this stage, adults handle the books for the infants

EXAMPLES

The infant will:

- Be seated comfortably in an adult's lap for story time.

SUPPORTIVE PRACTICE

The adult will:

- Hold infants in the lap when reading or telling stories.





CREATIVE EXPRESSION

EARLY LEARNING STANDARDS 0 TO 3 MONTHS



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STANDARD CE 9.1: RESPOND TO A VARIETY OF SENSUAL ART FORMS

INDICATOR

- CE 9.1 a Prefer to look at faces and pictures of faces
- CE 9.1 b Prefer to look at contrasting colors (e.g., black and white)

EXAMPLES**The infant will:**

- Look at, smile, or coo at faces and simple designs.

SUPPORTIVE PRACTICE**The adult will:**

- Place large, brightly colored pictures of people and familiar things where infants can see them at eye level within 12 inches.
- Expose infants to objects (toys, mobiles, blankets) that are different colors, shapes, patterns, forms, tones, textures, and sizes.

STANDARD CE 9.2: RESPOND TO MUSIC

INDICATOR

- CE 9.2 a React to music

EXAMPLES**The infant will:**

- Turn the head and move the arms and legs when hear loud and/or soft tones.
- May quiet when hears music or may become animated.
- Calm when gently sung to or when hear soft music.

SUPPORTIVE PRACTICE**The adult will:**

- Sing, hum, and chant to infants. Watch for infants' cues and signals, such as smiling and reaching. Allow infants to hear soothing music, birds singing, water babbling, etc.



STANDARD CE 9.3: PARTICIPATE IN A VARIETY OF DRAMATIC PLAY EXPERIENCES

INDICATOR

- CE 9.3 a Notice and show interest in and excitement with familiar objects, people, and events

EXAMPLES**The infant will:**

- Focus on and respond to facial expression and voice tones. Respond to adults' initiations of play activities by smiling, cooing, etc.

SUPPORTIVE PRACTICE**The adult will:**

- Hold and talk to infants. Play interactive games, such as "Little Piggy" and "Patty Cake." Encourage expression by making faces, gestures, and sounds.



PHYSICAL & MOTOR DEVELOPMENT

EARLY LEARNING STANDARDS 0 TO 3 MONTHS



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STANDARD PM 10.4: DEVELOP GROSS MOTOR COORDINATION

INDICATOR

- PM 10.4 a Move limbs reflexively (non-voluntary movement)
- PM 10.4 b Lift head when on stomach
- PM 10.4 c Begin turning head from side to side when on back
- PM 10.4 d Move limbs voluntarily
- PM 10.4 e Begin to control and lift head when held in an upright position

EXAMPLES**The infant will:**

- Move arms and legs freely and randomly when not swaddled.
- Move head to observe surroundings.
- Kick and stretch arms and legs; push with legs against firm surfaces; bring hands to mouth.
- Hold head steady while being held in an upright position (e.g., during burping).

SUPPORTIVE PRACTICE**The adult will:**

- Allow infants opportunities to move arms and legs freely. Place toys in crib/playpen at infants' feet. Play tickle games and/or shake infants' feet with toys to draw attention to them.
- Provide ample tummy time when infants are awake once they have learned to roll over. (When sleeping, infants should always be placed on their back to reduce risk of Sudden Infant Death Syndrome.)
- Always support the infants' heads.



STANDARD PM 10.5: DEVELOP FINE MOTOR CONTROL

INDICATOR

- PM 10.5 a Hold hand open or partially open rather than with a closed fist
- PM 10.5 b Grasp a toy placed in the hand

EXAMPLES**The infant will:**

- Hold hand in a relaxed, open position when resting.
- Briefly hold or shake a rattle placed in the hand.

SUPPORTIVE PRACTICE**The adult will:**

- Place age appropriate toys or rattles in infants' hands.
- Ensure items placed in the hand meet Federal Guidelines for safe toys for children under 3 years of age.



SOCIAL, EMOTIONAL & PERSONAL DEVELOPMENT

EARLY LEARNING STANDARDS 0 TO 3 MONTHS



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STANDARD SEP 3.2 A: DEVELOP EMOTIONAL EXPRESSIONS**INDICATOR**

SEP 3.2 a1 Express comfort and discomfort, enjoyment and unhappiness

SEP 3.2 a2 Laugh spontaneously


EXAMPLES**The infant will:**

- Cry when has a need and calm when needs are met.
- Begin to laugh after previously only smiling as a reflex and later as a social response.

SUPPORTIVE PRACTICE**The adult will:**

- Respond immediately and consistently to infants' cries and cues.
- Share smiles or laughs with infants.

STANDARD SEP 3.3: EXHIBIT PRO-SOCIAL BEHAVIOR AND DEVELOP SOCIAL INTERACTIONS WITH PEERS**INDICATOR**

 SEP 3.3 a Pay attention to faces; socialize by watching faces and exchanging looks

SEP 3.3 b Show awareness of other children

EXAMPLES**The infant will:**

- Watch an adult's face intently.
- Watch another infant or child closely for short periods.

SUPPORTIVE PRACTICE**The adult will:**

- Be expressive facially and verbally during interactions.
- Allow infants to watch each other for short periods without interruptions.

STANDARD SEP 3.2 B: DEVELOP SELF REGULATION AND SELF CONTROL SKILLS**INDICATOR**

SEP 3.2 b1 Move in response to direct stimulus from the environment


SEP 3.2 b2 Begin to learn to self regulate sleep and activity periods

SEP 3.2 b3 Stop fussing by self

SEP 3.2 b4 Quiet when sees an adult's face or hears a soothing voice

SEP 3.2 b5 Withdraws when over-stimulated by an interaction

EXAMPLES**The infant will:**

- Startle to noise. 
- Learn to sleep through noise when living in an active household.
- Learn to calm or soothe self when upset or tired, such as by sucking a pacifier.
- Stop or pause crying when sees mother's face or hears her voice or when hears a soothing voice.
- Look away, cry, arch back, frown, or try to break contact with the source of over stimulation.

SUPPORTIVE PRACTICE**The adult will:**

- Be responsive to crying infants by carefully modulating voice tone and volume while offering supportive phrases, such as "I know you're upset. I'm here. It's OK. You're going to be alright."
- Calm infants by picking them up and holding them close.
- Allow the environment to be active while infants sleep.

STANDARD SEP 1: DEMONSTRATE DYADIC SYNCHRONY AND RECIPROCITY IN INTERACTIONS WITH ADULTS**INDICATOR**

SEP 1.1 Accept physical contact and respond to cuddling

SEP 1.2 Is comforted by an adult

SEP 1.3 Initiate a response from an adult or respond to an action initiated by an adult

SEP 1.4 Maintain eye contact during feeding and interaction with an adult

SEP 1.5 Mirror each other's affect with an adult partner

EXAMPLES**The infant will:**

- Mold to an adult's body when held.
- Stop fussing when needs are met by adults (i.e., bottle provided; diaper changed, etc.).
- Show excitement when a familiar adult approaches by kicking or other motor movements.
- Be happy when an adult is happy and tense when an adult is tense.

SUPPORTIVE PRACTICE**The adult will:**

- Hold infants close to the body and allow them to "snuggle" close.
- Talk to, smile at, and allow infants time to respond.
- Look into infants' eyes when interacting with them, such as when feeding them.
- Recognize one's own emotional state and try to be calm when interacting with infants.
- Provide a primary caregiver to interact with infants and avoid changes in primary attachment figures.



3 TO 9 MONTHS

EARLY LEARNING STANDARDS FOR INFANTS-TODDLERS

Infants between three to nine months of age transition from being immobile to learning how to get around in their environments. The infants progress from being passive recipients of external events to being individuals who can act on the environment and shape their own experiences. Caregivers and parents must become sensitive to ensuring environmental safety for mobile infants yet providing opportunities for exploration. Essential practices to support their learning focus on paying attention to the infants' interests and appropriately expanding their understanding of the experience.



APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

EARLY LEARNING STANDARDS 3 TO 9 MONTHS



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STANDARD AL 1: DEMONSTRATE INITIATIVE, CURIOSITY, AND IMAGINATION**INDICATOR**

- AL 1.6 Look from one object to another or one person to another
- AL 1.7 Explore objects with the mouth
- AL 1.8 Begin to hold objects on own and to manipulate objects to some extent
- AL 1.9 Use hand, mouth, and eyes in a coordinated manner to explore own body, toys, and surroundings
- AL 1.10 Follow a person's gaze to establish joint attention

EXAMPLES**The infant will:**

- Look back and forth between two different toys, objects, or individuals.
- Begin to hold bottle and turn toy around in hand to explore.
- Explore fingers; touch the tongue; and pull lips, ear lobes, etc. Explore the environment by touching, feeling, mouthing, etc.
- Turn attention to focus on the same object or person that an adult is looking at.

SUPPORTIVE PRACTICE**The adult will:**

- Play "tracking" games by moving self and interesting objects back and forth.
- Provide appropriate mouthing items – objects that can be washed and sanitized.
- Provide opportunities for infants to hold and grasp more than one toy or object.
- Provide opportunities for infants to explore bodies and identify parts; create stimulating environments that infants can explore.
- Verbalize actions and direct infants' visual attentions to notice things, such as "Look, there's daddy!" Turn infants' attentions to establish a visual gaze and reinforce with smiles. Reinforce interest by adding, "You found daddy!"

STANDARD AL 3: DEMONSTRATE REASONING, PROBLEM SOLVING, AND PERSISTENCE.**INDICATOR**

- AL 3.8 Reach for an object purposely and grasp it
- AL 3.9 Use body and senses to engage in play alone
- AL 3.10 Begin to show anticipation of familiar routines
- AL 3.11 Search for a toy that has been hidden or dropped out of sight
- AL 3.12 Imitate simple actions, gestures, sounds, and words

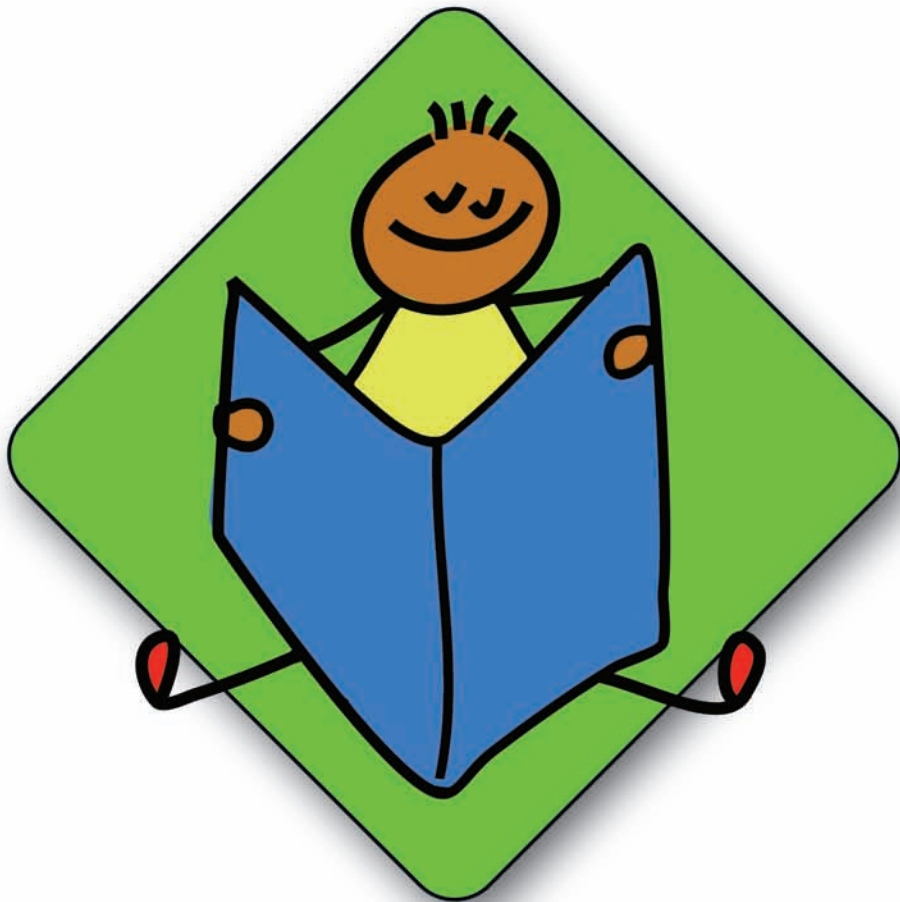
EXAMPLES**The infant will:**

- Repeat an action or movement to cause action to occur, such as hitting a mobile to make the music play.
- Get excited when placed in a high chair or placed on a changing table. Settle down when placed in a crib.
- Search for toy under blanket.
- Play "Pat-A-Cake" or "So-Big." Wave bye-bye and blow kisses.

SUPPORTIVE PRACTICE**The adult will:**

- Provide toys, mobiles, and other objects that give infants opportunities to reach, grasp, and bat.
- Repeat caregiving routines on a regular/daily basis and time.
- Allow infants repeated opportunities to retrieve toys/objects after observing them being placed under a blanket. Encourage infants to find the toys/objects.





COMMUNICATION & EMERGING LITERACY

EARLY LEARNING STANDARDS 3 TO 9 MONTHS



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EL 1.1 c 2 Beginning Book Handling Skills 25

RECEPTIVE COMMUNICATION

STANDARD RC 1.6: DEVELOP AND EXPAND LISTENING AND UNDERSTANDING SKILLS

INDICATOR

- RC 1.6 e Listen intently to sounds made with the mouth
- RC 1.6 f Look at the face and eyes when an adult talks to them
- RC 1.6 g Respond to sound stimulation by vocalizing or moving the body
- RC 1.6 h Respond to different voice tones and inflections
-  RC 1.6 i React to familiar environmental sounds and voices
- RC 1.6 j Begin to link the sounds of words with their meaning
- RC 1.6 k Look for family members, peers, or pets when named
- RC 1.6 l Stop action temporarily when told "No"

EXAMPLES

The infant will:

- Look attentively at adults' mouths as they are speaking.
- Make sounds in response to conversation or songs.
- Change facial expressions and reactions to calming, excited, or serious tones.
- Recognize day-to-day sounds and anticipate certain things such as the telephone, a door bell, or a dog barking.
- Respond with anticipatory behaviors (leaning in, reaching up) when hears key words such as "up."

SUPPORTIVE PRACTICE

The adult will:

- Allow infants time to explore their own vocalizations; interact only to try and extend the infants' interests in sound play.
- Have face-to-face, one-on-one interactions frequently throughout the day; use an engaging voice when communicating by over enunciating and stretching syllables.
- Vary voice intonations to match situation (e.g., use a calming voice and tone to calm infants; use higher pitches for stimulated play time; use a serious monotone when redirecting infants for health or safety issues).
- Label sounds as they are occurring and point to the source of sounds.
- Initiate infant games with verbal clues such as "How big is the baby?," "Pat-A-Cake," "Peek-A-Boo," or familiar games that represents infants' home experiences.
- Use familiar names often to reinforce the connection between names and faces.
- Say "No" in a calm but serious tone when needed to protect infants from harm. Physically intervene as required to protect infants from harm.

EXPRESSIVE COMMUNICATION

STANDARD EC 1.6 A: ENGAGE IN NON-VERBAL COMMUNICATION

INDICATOR

- EC 1.6 a3 Smile at familiar objects and people
- EC 1.6 a4 Respond to name with eye contact, smile
- EC 1.6 a5 Shake head "No"
- EC 1.6 a6 Use gestures to protest or reject object
- EC 1.6 a7 Point to people or objects to indicate a preference or desire
- EC 1.6 a8 Respond to "Bye-Bye"

EXAMPLES

The infant will:

- Look up when name is called.
- Hold up hands in refusal.
- Reach out entire hand in the direction of a desired object.
- Move hand for "Bye-Bye" first with help, then by copying, later when asked, and finally initiated on own at older ages.

SUPPORTIVE PRACTICE

The adult will:

- Pay attention to infants and note their interests. Use names of people and objects. Keep familiar and favorite objects on hand.
- Use infants' names frequently during play and daily activities. Wait until infants turn and then smile.
- Use head movements to indicate "No" and "Yes." Pair gestures with words.
- Describe infants' actions with words.
- Model pointing when obtaining new objects.
- Exaggerate the use of "Bye-Bye" at all opportunities, such as when someone leaves, when putting away toys in baskets, when going out to the playground, etc. Pair the words with the gesture. Encourage infants to wave bye-bye either verbally or by waving infants' hands.

EXPRESSIVE COMMUNICATION**STANDARD EC 1.6 B: ENGAGE IN VERBAL COMMUNICATION****INDICATOR**

- EC 1.6 b6 Reduce crying and use a wider variety of vocalizations to express emotions
- EC 1.6 b7 Make “raspberries” or bubbles to experiment with new sounds
- EC 1.6 b8 Vocalize in response to own name
- EC 1.6 b9 Vocalize in conversational manner; babble with inflection similar to adult
- EC 1.6 b10 Produce a variety of vowel and single consonant sounds in babbling (e.g., p, d, t, n, g, k, w, h, f, v, th, s, z, l, r)
- EC 1.6 b11 Babble double consonants (e.g., “baba”) and consonant chains (e.g., “ba-ba-ba-ba”)
- EC 1.6 b12 Babble to people
- EC 1.6 b13 Say “dada” or “mama” nonspecifically
- EC 1.6 b14 Shout for attention
- EC 1.6 b15 Engage in turn taking – will respond vocally after adult speaks

EXAMPLES**The infant will:**

- Indicate feelings with voice quality, tone, and inflection. Begin to use other vocalizations such as grunting, whining, and squealing to communicate instead of crying.
- “Coo” when hears name called.
- Start to use sounds that sound like they are talking – as if giving a directive or asking a question.
- Use chains of vocalizations and loud sounds to get attention.
- Make a sound, then attend to the adult making the sound, and then smile and make the sound again.

SUPPORTIVE PRACTICE**The adult will:**

- Attend to infants’ vocalizations prior to crying. Acknowledge the new sounds and the emotions that they convey saying, “Oh, you must want more.”
- Call infants’ names, wait until they look, and then talk to them.
- Repeat sounds back to infants.
- Make infants’ productions of the sounds “dada” and “mama” meaningful by repeating the sounds and using them meaningfully. Share photos of parents and refer to them as Mama and Dada.
- Respond to infants’ vocalizations. When they make sounds, say back to them what was meant, such as “Oh, did you want to be picked up?”
- Observe when infants are more “talkative” and encourage them to continue by saying things such as “Tell me more.”
- Wait for infants to finish speaking before talking. Be patient; take turns talking.

EMERGING LITERACY**STANDARD EL 1.1 A: RESPOND TO EARLY LITERACY EXPERIENCES SUCH AS STORYTELLING, NURSERY RHYMES, SONGS, AND FINGER PLAYS****INDICATOR**

- EL 1.1 a2 Respond to rhythmic language in nursery rhymes, songs and finger plays

EXAMPLES**The infant will:**

- Bounce or dance to songs.
- Hold out hands for some hand motions.

SUPPORTIVE PRACTICE**The adult will:**

- Use familiar songs (“Twinkle, Twinkle,” “Pat-A-Cake,” etc.) throughout the day.

EMERGING LITERACY

STANDARD EL 1.1 B: DEMONSTRATE INTEREST IN PICTURES, BOOKS, AND ENVIRONMENTAL PRINT

INDICATOR

- EL 1.1 b2 Gaze at picture books
- EL 1.1 b3 Show interest in colors and shapes in pictures
- EL 1.1 b4 Reach and grasp for pictures or books
- EL 1.1 b5 Attend to an adult's voice when being held and read to
- EL 1.1 b6 Smile or express pleasure when viewing pictures of familiar objects or people
- EL 1.1 b7 Begin to show a preference for favorite books or pages
- EL 1.1 b8 Show interest in books from amongst a collection of toys

EXAMPLES**The infant will:**

- Focus on a picture in a book for several seconds.
- Reach for books while being held and read to.
- Sit and attend to a book for 1 minute.
- Smile or gaze at faces in books or photos.
- Show a particular interest in one specific book.
- Reach for a book when could choose other items, such as a rattle or toys.

SUPPORTIVE PRACTICE**The adult will:**

- Keep books in many locations (at the changing table, toys corner, and stroller). Show infants board and plastic books and point to pictures.
- Use a variety of books. Feel free to use own words when pointing to pictures.
- Allow infants to handle books when interested in them.
- "Read" or talk about pictures using an interesting voice.
- Show photographs of infants and other family members to the infants.
- Use the same books over and over again so that infants become familiar with the books.
- Encourage infants to explore books by offering books throughout the day. When infants select a book, respond "You want to read, let's read!" and sit and read the book with the infants.

EMERGING LITERACY

STANDARD EL 1.1 C: DEMONSTRATE BEGINNING BOOK HANDLING SKILLS

INDICATOR

- EL 1.1 c2 Explore books

EXAMPLES**The infant will:**

- Mouth or finger books. Investigate books by turning them upside down, moving them from hand to hand, or shaking and throwing them.

SUPPORTIVE PRACTICE**The adult will:**

- Allow infants to hold books even if they are just holding or mouthing them. Use books that are soft plastic or have thick cardboard pages.





CREATIVE EXPRESSION

EARLY LEARNING STANDARDS 3 TO 9 MONTHS



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STANDARD CE 9.1: RECOGNIZE A VARIETY OF SENSUAL ART FORMS.**INDICATOR**

CE 9.1 c Enjoy feeling various textures and pleasant sensations

EXAMPLES

The infant will:

- Watch brightly colored mobiles. Feel, handle, and explore various textures.
- Begin to touch, mouth, and hold objects.

SUPPORTIVE PRACTICE

The adult will:

- Talk to infants about the shape, color, and texture of things. Expose infants to a variety of fabrics, papers, toys, etc.
- Place infants on clean, textured surfaces, such as rugs, grass, etc. Place rattles or appropriate toys with textures and sounds in infants' fists.

STANDARD CE 9.2: RESPOND TO MUSIC.**INDICATOR**

CE 9.2 b React actively to music

EXAMPLES

The infant will:

- Respond to music with the entire body by moving arms, kicking feet, and/or rocking. Sway and turn towards a sound. Indicate through movements or vocalizations that wants more of a pleasurable activity.
- Touch a mobile to play music. Shake noisemakers or rhythm instruments.

SUPPORTIVE PRACTICE

The adult will:

- Include movement to music daily. Hold infants and rock or move to music. Use different types of music with infants. Sing, hum, and chant to infants.
- Provide sound-making toys and musical instruments that infants can use independently.

STANDARD CE 9.3: PARTICIPATE IN A VARIETY OF DRAMATIC PLAY EXPERIENCES**INDICATOR**

CE 9.3 b Try out toys by grabbing, holding, dropping, and exploring

CE 9.3 c Engage in social play with adults

EXAMPLES

The infant will:

- Respond to puppets and stuffed animals manipulated by adults.
- Smile and laugh during "Peek-A-Boo."
- Smile and "talk" to self when looking in a mirror.

SUPPORTIVE PRACTICE

The adult will:

- Select toys that are safe and good for simple exploration. Hand infants a toy, first to one hand and then to the other. Toys should be large enough so they are unable to fit in infants' mouths but small enough that infants can hold and manipulate them.
- Use some dramatic play props daily (e.g., soft dolls and animals, unbreakable mirrors). Use toys that make a noise like a squeaky stuffed animal or a ball with bells inside. Make sure the toys are safe to play with or put in the mouth.
- Get down on the floor with infants and give infants toys to play with. Be sure to make it fun so infants do not get frustrated.





PHYSICAL & MOTOR DEVELOPMENT

EARLY LEARNING STANDARDS 3 TO 9 MONTHS



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STANDARD PM 10.4: DEVELOP GROSS MOTOR COORDINATION**INDICATOR**

- PM 10.4 f Roll back and forth from tummy to back and vice versa
- PM 10.4 g Extend and flex the legs
- PM 10.4 h Lift head and chest using forearms for support while on stomach
- PM 10.4 i Sit with assistance
- PM 10.4 j Sit without support.
- PM 10.4 k Roll, scoot, or pull body with arms (creep)
- PM 10.4 l Get into a crawling position.
- PM 10.4 m Stand with support
- PM 10.4 n Crawl

EXAMPLES**The infant will:**

- Roll from back to tummy first and then within a few weeks, begin to roll from tummy to back.
- Lifts legs and bring feet to mouth while on the back.
- Sit in a high chair or stroller with props for short periods of time (e.g., 15 min).
- Sits in a high chair or stroller without props for short periods of time (e.g., 15 min).
- Stands with support of caregiver, furniture, or other stable object.
- Move toward a person or other object of interest while laying on the tummy on the floor.

SUPPORTIVE PRACTICE**The adult will:**

- Always monitor infants when on elevated surfaces.
- Use colorful socks to encourage exploration of the feet.
- Provide tummy time while they are awake once infants are able to roll back and forth.
- Place infants' toys in slightly elevated positions so infants are encouraged to look up during tummy time.
- Allow time to have infants sit with props as well as providing floor and tummy time.
- Change infants' positions frequently throughout the day.
- Call to infants from a short distance away or place interesting toys a short distance from them to encourage movement.
- Child-proof the environment once infants are able to crawl.
- Hold hands against the soles of infants' feet to provide a base.
- Avoid lifting infants' feet off the floor while providing support to stand.
- Avoid over-extending or pulling the infants' arms while providing support to stand.
- Provide safe and interesting environments for infants to explore.
- Gate stairs so infants cannot explore alone.

**STANDARD PM 10.5: DEVELOP FINE MOTOR CONTROL****INDICATOR**

- PM 10.5 c Grasp and mouth objects
- PM 10.5 d Transfer objects from hand to hand
- PM 10.5 e Pick up small objects in the center of the hand with fingers around it (i.e., palmar grasp)
- PM 10.5 f Clap or bang objects on a surface

EXAMPLES**The infant will:**

- Pick up a variety of objects that can be grasped and bring to mouth.
- Scoop up objects as if wearing a mitten.
- Bang a spoon on high chair.

SUPPORTIVE PRACTICE**The adult will:**

- Allow access to objects that are larger than 1.5 inches in diameter. (If the object fits inside a toilet paper tube, the object is not safe for infants.)
- Provide a variety of age appropriate objects.



SOCIAL, EMOTIONAL & PERSONAL DEVELOPMENT

EARLY LEARNING STANDARDS 3 TO 9 MONTHS



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STANDARD SEP 3.2 A: DEVELOP EMOTIONAL EXPRESSIONS**INDICATOR**

- SEP 3.2 a3 Smile purposefully to express pleasure
- SEP 3.2 a4 Use facial expressions to express emotions
- SEP 3.2 a5 Respond differentially to people
- SEP 3.2 a6 Cry or show discontent when familiar adults leave
- SEP 3.2 a7 Begin to respond with fear or anxiety to strangers or unfamiliar people (even relatives that has not spent much time with). Often called "Stranger Anxiety"

EXAMPLES**The infant will:**

- Smile at an adult without the adult smiling first.
- Use a variety of facial expressions, such as surprise, excitement, pouting, mild sadness, and happiness.
- Smile at mother vs. show facial concern when interacting with another adult.
- Cry or move toward a caregiver for safety, when an unfamiliar person is present.

SUPPORTIVE PRACTICE**The adult will:**

- Respond to infants' smiles with a smile and a happy voice.
- Use facial expressions along with words to express emotions. Comment on the infants' emotions. "You must be happy. Look at your big smile."
- Recognize the facial expressions of infants and respond appropriately.
- Speak to infants from another room, if possible, to reassure them.
- Touch or pick up infants in the presence of unfamiliar adults and reassure that they are safe.

STANDARD SEP 3.3: EXHIBIT PRO-SOCIAL BEHAVIOR AND DEVELOP INTERACTIONS WITH PEERS**INDICATOR**

- SEP 3.3 c Repeat actions that elicit social responses from others


EXAMPLES**The infant will:**

- Repeat any action or vocalization when an adult gives positive attention.
- Laugh when lifted above an adult's head, swung around, etc.
- Reach out or up to touch an adult's face; pat an infant nearby; grab for a toy another infant is holding.

SUPPORTIVE PRACTICE**The adult will:**

- Respond immediately, consistently, and appropriately to infants' behaviors.
- Smile and do actions again in response to infants' expressed joy.
- Provide opportunities for infants to explore the human face; provide social experiences for infants with other infants. Encourage infants to use their bodies to get what they want.

STANDARD SEP 3.2 B AND PS 2: DEVELOP SELF-REGULATION, SELF CONTROL, AND SELF HELP SKILLS**INDICATOR**

- SEP 3.2 b6 Learn to self regulate sleep and activity periods
- SEP 3.2 b7 Show interest in and vocalize to the image in a mirror
-  SEP 3.2 b8 Appear to be listening when spoken to
- SEP 3.2 b9 Learn to self-soothe
- PS 2.1 Begin to self feed

EXAMPLES**The infant will:**


- Establish a schedule of sleep and wakeful states; show sleepiness through crying or fussiness.
- Look into a mirror and study the image intently for short periods of time. May get excited and reach out to touch a mirror image.
- Quiet, make eye contact, and have a serious look on the face when an adult speaks.
- Calm self with a pacifier.
- Eat a cracker or cereal pieces by picking them up and putting them into the mouth.

SUPPORTIVE PRACTICE**The adult will:**

- Recognize infants' cries and rock or pat to calm and help them sleep.
- Allow infants time to explore their faces in mirrors without interruption for a short time.
- Give food items larger than the size of a penny to avoid the risk of choking hazards. Avoid hard foods like raw carrots. Never leave an infant unattended while eating.
- Reassure infants when they are upset.
- Provide a pacifier or familiar toy/blanket to help infants calm down.

STANDARD SEP 1: DEMONSTRATE DYADIC SYNCHRONY AND RECIPROCITY IN INTERACTIONS WITH ADULTS**INDICATOR**

SEP 1.6 Show preference for parents and other primary caregivers

 SEP 1.7 Become very interactive – may babble and express pleasure when socializing with familiar adults

SEP 1.8 Delight in back and forth imitation games

SEP 1.9 Communicate clearly a desire for closeness to or physical contact with adults

EXAMPLES

The infant will:

- Display recognition of primary caregivers when see or hear them with increased motor movement or returning a smile.
- Enjoy games, like “Peek-A-Boo” with adults. Enjoy affectionate games; may reach out to touch an adult’s face.
- Lift arms in the air to show the adult that wants to be picked up.

SUPPORTIVE PRACTICE

The adult will:

- Speak to infants when entering a room and respond immediately, consistently, and appropriately to any verbalization by infants.
- Begin “Peek-A-Boo” games and play them each day for short periods. Allow infants to touch caregiver’s face.
- Allow infants to imitate caregiver’s actions and provide praise by smiling, laughing, and speaking to the infants.
- Consistently pick infants up when they lift their arms.
- Encourage consistency for infants (e.g., assign a primary caregiver, keep infants in in the same room rather than often changing rooms as enter different age periods).





9 TO 18 MONTHS

EARLY LEARNING STANDARDS FOR INFANTS-TODDLERS

Crawling infants at nine months of age transition to being mobile young toddlers by eighteen months. Young toddlers start to use a few words meaningfully and communicate, primarily through gestures and vocalizations, to express their needs. Each child's unique personality becomes more evident. Caregivers and parents must learn to create boundaries to help young toddlers understand the impact of their behaviors on themselves and others. Essential practices to support their learning should focus on talking to young toddlers, engaging them in "conversations" of word and gesture, and supporting their desires to affect their environments.



APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

EARLY LEARNING STANDARDS 9 TO 18 MONTHS



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STANDARD AL 1: DEMONSTRATE INITIATIVE, CURIOSITY, AND IMAGINATION**INDICATOR**

AL 1.11 Develop the understanding that certain behaviors bring results (i.e., cause and effect) through trial and error

EXAMPLES

The young toddler will:

- Manipulate objects that give responses. Choose to play with toys/objects that give responses, such as pop-up toys.

SUPPORTIVE PRACTICE

The adult will:

- Provide toys and other objects that encourage young toddlers to figure out how they work, such as busy boxes, pop-up boxes, and musical balls.

STANDARD AL 3: DEMONSTRATE REASONING, PROBLEM SOLVING, AND PERSISTENCE**INDICATOR**

AL 3.13 Discover simple movements as solutions to problems through trial and error

AL 3.14 Recognize that objects exist even when not in sight and seek to acquire them (i.e., object permanence)

AL 3.15 Use everyday objects in the way they are typically used during play (i.e., representational play)

AL 3.16 Understand that some words represent real objects or concepts

EXAMPLES

The young toddler will:

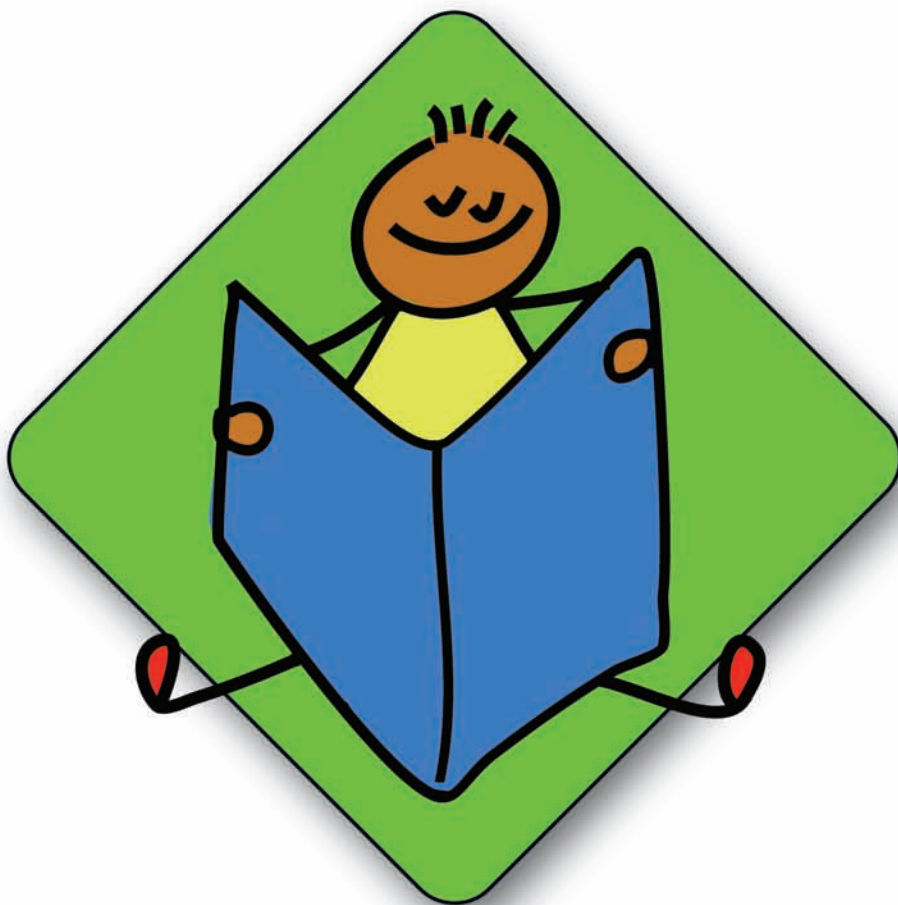
- Crawl or climb over obstacles to get a toy; pull a string or blanket to get a toy.
- Place simple shapes in a shape sorter or turn a container upside down to get objects.
- Find a toy that has been hidden; find a ball that has rolled out of view.
- Feed a doll with a bottle; put a toy telephone to the ear; use a hammer to pound a toy workbench.
- Identify a few body parts, familiar objects, people, and animals. Recognize location words such as “in” or “under.”

SUPPORTIVE PRACTICE

The adult will:

- Provide toys and activities that encourage young toddlers to solve problems.
- Play turn-taking games that offer opportunities to respond to young toddlers' sounds or actions.
- Play hiding games such as “Peek-A-Boo”; reveal hidden toys.
- Provide ample materials, model, and respond to young toddlers' play efforts.
- Name or label objects, people, etc. during daily activities.





COMMUNICATION & EMERGING LITERACY

EARLY LEARNING STANDARDS 9 TO 18 MONTHS



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RECEPTIVE COMMUNICATION**STANDARD RC 1.6: DEVELOP AND EXPAND LISTENING AND UNDERSTANDING SKILLS****INDICATOR**

- RC 1.6 m Discriminate among a number of familiar environmental sounds
- RC 1.6 n Show interest in conversations.
- RC 1.6 o Understand that words stand for objects and actions
- RC 1.6 p Respond to simple questions non-verbally
- RC 1.6 q Look at what adult is pointing to and shares attention
- RC 1.6 r Follow familiar directions with words and gestures as well as without gesture
- RC 1.6 s Point to objects when named
- RC 1.6 t Point to actions when named

EXAMPLES**The young toddler will:**

- Look toward a phone when ringing is heard or toward a door when hears a doorbell or a knock.
- Look at speakers when they are talking.
- Begin to respond to an increasing amount of words. Understand many more words than can say.
- Shake head to indicate preferences such as "No" when done with food or "Yes" to indicate more food.
- Clap hands when an adult does "Pat-A-Cake." Raise arms in anticipation of being picked up when an adult says "Up." Follow directions to "Come here," "Stand up," "Get the ball," or "Jump up and down."
- Point to a toy dog when asked, "Where is the dog?" or to pictures of familiar actions such as sleeping, eating, waving or clapping.

SUPPORTIVE PRACTICE**The adult will:**

- Name sounds that the child hears in the environment.
- Acknowledge young toddlers' attentions with eye contact and engaging facial expressions.
- Talk aloud throughout the day, describing actions done by adults and young toddlers using a variety of vocabulary to continually introduce new words.
- Point to something exciting and encourage young toddlers to attend and then praise the responses.
- Ask parents about favorite games played at home.
- Do activities that use these phrases:
Put it in . . .
Hand me the . . .
Where is the . . .
Show me the . . .
Please get the . . .
Show me your nose...
- Ask young toddlers for a toy and say, "Thank you," when it is given. Offer choices such as "Do you want the car or the ball?" Show approval of responses.
- Use books that illustrate common actions.

EXPRESSIVE COMMUNICATION**STANDARD EC 1.6 A: ENGAGE IN NON-VERBAL COMMUNICATION****INDICATOR**

- EC 1.6 a9 Use a variety of gestures to communicate needs and preferences
- EC 1.6 a10 May use gestures to label and refer to familiar objects, actions, and people

EXAMPLES**The young toddler will:**

- Reach arms up to be lifted.
- Wave "Bye-Bye."
- Point with a finger to indicate wants.
- Shake head "No" when asked a question.

SUPPORTIVE PRACTICE**The adult will:**


- Label young toddlers' gestures, linking words to actions (e.g., "You want to come up?").
- Use names for people and refer to names of items as young toddlers gesture.
- Learn and use some common signs from American Sign Language.

EXPRESSIVE COMMUNICATION**STANDARD EC 1.6 B: ENGAGE IN VERBAL COMMUNICATION****INDICATOR**

EC 1.6 b16 Babble with long strings of sounds

EC 1.6 b1 Vocalize during play

EC 1.6 b18 Pair vocalizations with gestures

 EC 1.6 b19 Use single words meaningfully to label objects or persons

EC 1.6 b20 Use names for family members and other familiar people

EC 1.6 b21 Produce sounds of animals and familiar objects (e.g., cars, trains)

EC 1.6 b2 Imitate sounds and words after adults speak

EXAMPLES

The young toddler will:

- Combine more than one sound in a string of sounds. Make repetitive sounds like “dada,” “gaga,” etc.
- Talk to toys. Talk to self in mirror.
- Start to use words linked to everyday experiences such as “bottle,” “Mama,” and “up.”
- Begin to use names of family members and other familiar adults.
- Make animal sounds like “moo” and “meow” when prompted.
- Make sounds right after they hear them.

SUPPORTIVE PRACTICE

The adult will:

- Sing simple songs and rhymes.
- Provide soft dolls and animal toys that will encourage verbal responses.
- Provide an assortment of familiar items for young toddlers to point to and hear named by adults.
- Use names intentionally when addressing people familiar to young toddlers.
- Use appropriate sounds when reading books or playing with toys such as “Ruff-Ruff” for the dog and “Beep, Beep” for the car.
- Use the same word repeatedly and keep phrases simple such as “Nice dog” or “So big.”

EMERGING LITERACY**STANDARD EL 1.1 A: RESPOND TO EARLY LITERACY EXPERIENCES SUCH AS STORYTELLING, NURSERY RHYMES, SONGS, AND FINGER PLAYS****INDICATOR**

EL 1.1 a3 Listen attentively to familiar stories, rhymes, and songs

EL 1.1 a4 Make movements and sounds in response to cues

EL 1.1 a5 Request favorite nursery rhymes, songs, and finger plays

EXAMPLES

The young toddler will:

- Perk up when hears nursery rhymes and familiar songs.
- Use approximate finger movements to songs.
- Ask to hear their favorite stories, nursery rhymes, songs and finger plays over and over again.

SUPPORTIVE PRACTICE

The adult will:

- Have one-on-one lap time with young toddlers to do “This Little Piggy” and other hands-on rhymes. Do language games during routine care times.
- Tell a story about a shared experience such as, “When we went to the train station, the train went ‘choo-choo.’”
- Use hand motions when singing or reciting rhymes or songs; encourage young toddlers’ approximations of adult movements and words.
- Be attentive to requests. Label the request “You want to sing ‘The Wheels on the Bus?’” When appropriate, comply with the request.

EMERGING LITERACY

STANDARD EL 1.1 B: DEMONSTRATE INTEREST IN PICTURES, BOOKS, AND ENVIRONMENTAL PRINT

INDICATOR

- EL 1.1 b9 Vocalize and pat pictures
- EL 1.1 b10 Point at pictures
- EL 1.1 b11 Make sounds for familiar pictures
- EL 1.1 b12 Give a book to an adult and request it be read
- EL 1.1 b13 Show a preference for favorite books
- EL 1.1 b14 Recognize signs and symbols frequently seen

EXAMPLES

The young toddler will:

- Use an open hand to pat familiar pictures.
- Point to pictures in a book indicating that they want the adult to name them. Point to pictures in books in response to an adult naming them.
- Make animal sounds when animals are pictured in a book.
- Point to signs or symbols indicating recognition or point in response to an adult naming objects.

SUPPORTIVE PRACTICE

The adult will:

- Have a selection of books that use photographs and realistic images of familiar items.
- Point to pictures in books with excitement and interest. Show excitement at pictures and ask "Show me the" If young toddlers do not point, demonstrate.
- Set the stage for cozy reading time.
- Make books available and accessible throughout the day; respond positively when young toddlers select books; comment on the book – "You picked the doggy book!"
- Point to, read, or identify signs, such as stop signs, store names, favorite cereal boxes, etc.

EMERGING LITERACY

STANDARD EL 1.1 C: DEMONSTRATE BEGINNING BOOK HANDLING SKILLS

INDICATOR

- EL 1.1 c3 Turn pages of thick paged books
- EL 1.1 c4 Hold book and look at pictures as if reading

EXAMPLES

The young toddler will:

- Turn pages of board books.
- Will look at book even if upside-down or backwards.

SUPPORTIVE PRACTICE

The adult will:

- Start to turn a page and allow young toddlers to finish.
- Respond positively to attempts to handle books and picture read. Do not worry if books are held upside-down or pages are turned from the back to the front. Allow young toddlers to explore the books as they wish. Use times when you read to model appropriate book handling.

