



# CREATIVE EXPRESSION

## EARLY LEARNING STANDARDS 9 TO 18 MONTHS



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

- CE 9.1 e Experiment with their world and use their senses to understand everything by touching, seeing, and hearing
- CE 9.1 f Show interest in handling art materials

**EXAMPLES****The young toddler will:**

- Become more deliberate and purposeful in responding to people and objects.
- Hold large crayons, move them between hands, and engage in random scribbling.

**SUPPORTIVE PRACTICE****The adult will:**

- Talk to the young toddlers about the shape, color, and texture of things.
- Expose young toddlers to a variety of fabrics, papers, and toys.
- Use non-toxic materials. Keep art materials stored out of reach. Provide supervised opportunities to explore safe and appropriate media in visual arts (e.g., finger-painting with water, drawing with crayons, etc.).

**STANDARD CE 9.2: EXPRESS SELF THROUGH MUSIC AND MOVEMENT****INDICATOR**

- CE 9.2 d Enjoy producing music and other sounds
- CE 9.2 e Delight in new abilities to produce sounds

**EXAMPLES****The young toddler will:**

- Respond to familiar songs. Tell tunes apart.
- Start to discover musical pulse and create sounds by banging everyday objects.
- Attempt to sing, following a familiar melodic pattern.

**SUPPORTIVE PRACTICE****The adult will:**

- Provide musical experiences in a variety of ways (e.g., singing, musical toys, recorded music, etc.). Encourage young toddlers' interest and participation in musical activities. Expose young toddlers to a variety of types of music (e.g., lullabies, classical children's songs, classical, jazz, folk music, etc.) from a variety of cultures, languages, and backgrounds.

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

- CE 9.3 d Know the meaning of objects during play
- CE 9.3 e Play interactive games with adults to explore concepts
- CE 9.3 f Relate to dolls and stuffed animals in realistic ways

**EXAMPLES****The young toddler will:**

- Show interest in handling and playing with objects such as hats, belts, shoes, etc.
- Lift a cup to the lips, pull a comb through their hair, and put a telephone receiver to the ear during play.
- Bang blocks together or against a hard surface but stroke or pat pillows or plush animals.
- Pretend to be objects with associated noises.
- Enjoy having an audience and receiving applause for actions.
- Hold and burp a baby doll, sit stuffed animals at the table for lunch, diaper a doll, or put a cup to a doll's mouth.

**SUPPORTIVE PRACTICE****The adult will:**

- Put together a household "gadgets" box with cups, wooden spoons, pans, etc. Put together an "everyday junk box" of items that are fun to feel, poke, and squeeze with supervision. Store items on low shelves so young toddlers can reach them.
- Provide large pictures that show people in community roles and families from diverse cultures and genders.
- Sit on the floor together. Crawl around together. Pretend socks are puppets or animals while dressing young toddlers.
- Recreate young toddlers' favorite stories or routines. Provide materials representing various cultures (pictures, food, dolls, books, clothes, music, toys, etc.). Avoid interrupting when young toddlers are concentrating. Young Toddlers need playtime to explore and imitate. Stand back and watch them play. Try to understand what concept they are working on.





# PHYSICAL & MOTOR DEVELOPMENT

## EARLY LEARNING STANDARDS 9 TO 18 MONTHS



### Standard

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

- PM 10.4 p Pull to stand
- PM 10.4 q Walk with help
- PM 10.4 r Throw an object using a forward arm motion
- PM 10.4 s Walk without support
- PM 10.4 t Climb objects
- PM 10.4 u Squat and return to standing position without support
- PM 10.4 v Walk down stairs with support

**EXAMPLES**

**The young toddler will:**

- Grasp the side of a couch and pull to a standing position.
- Take a few steps after letting go of a support object or person.
- Climb from the floor onto the sofa or other low furniture.
- Bend or squat to pick up an object from the floor and stand up again without any support.
- Walk down a few stairs while holding an adult's hand.

**SUPPORTIVE PRACTICE**

**The adult will:**

- Provide stable furniture for young toddlers to pull up on. Cover corners of tables and other sharp edges. (The American Medical Association does not recommend the use of walkers.)
- Provide balls, bean bags, and other small, soft objects for young toddlers to throw.
- Provide close supervision as young toddlers explore the environment.
- Place interesting objects on the floor for young toddlers to explore.
- Have young toddlers imitate up and down movements to music.
- Provide close supervision as young toddlers navigate stairs.

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

- PM 10.5 g Pick up objects with the thumb and index finger (i.e., pincer grasp)
- PM 10.5 h Turn pages of a stiff book
- PM 10.5 i Hold crayon in the hand and make marks on paper
- PM 10.5 j Stack toys
- PM 10.5 k Spoon feed self

**EXAMPLES**

**The young toddler will:**

- Pick up cheerios, thread, crumbs, etc.
- Lift and turn pages without help.
- Hold a crayon in a fistful hand and use the tip to make marks on paper.
- Get a spoon into the mouth right side up so that food usually does not spill.

**SUPPORTIVE PRACTICE**

**The adult will:**

- Provide opportunities to self feed with finger food that is cut in small pieces so young toddlers cannot choke.
- Provide young toddlers with age appropriate writing instruments, e.g. chunky crayons.
- Provide an assortment of different sized plastic containers or stacking/nesting toys.
- Provide child-sized eating utensils.
- Avoid firm, sticky foods, such as hard vegetables, nuts, hard candies, and peanut butter, which present choking hazards.







# SOCIAL, EMOTIONAL & PERSONAL DEVELOPMENT

## EARLY LEARNING STANDARDS 9 TO 18 MONTHS



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

- SEP 3.2 a8 Show joy, pleasure, and excitement in new things that learns to do
- SEP 3.2 a9 Express a variety of pleasurable and non-pleasurable emotions
- SEP 3.2 a10 Begin to show fear or dislike of previously accepted activities/things
- SEP 3.2 a11 Begin to show sense of humor
- SEP 3.2 a12 Express emotions impulsively without understanding of impact on others

**EXAMPLES****The young toddler will:**

- Smile, laugh, or show excitement by body expression and want to repeat new activities.
- Exhibit fear of strangers; may become fearful of other more familiar things and may lose interest in some old toys.
- Laugh at funny faces made by an adult; may imitate faces and show that wants to do it again.
- React by biting or hitting when another child takes a toy away.

**SUPPORTIVE PRACTICE****The adult will:**

- Show pleasure in young toddlers' accomplishments by smiling back or clapping hands.
- Label young toddlers' emotions (e.g., "You are happy, angry," etc....) and respond appropriately.
- Repeat activities when young toddlers show that they want them to occur again.
- Help young toddlers find positive ways to express frustration.

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

- SEP 3.3 f Participate in simple back and forth interaction/play
- SEP 3.3 g Recognize and respond differently to younger children
- SEP 3.3 h Imitate the behaviors of peers
- SEP 3.3 i Respond to the actions of peers

**EXAMPLES****The young toddler will:**

- Play simple games like rolling a ball back and forth.
- Approach a younger infant and behave in a very gentle and kind way, such as gently touching the baby.
- Giggle, cry, or have a concerned look on the face in response to another infant/toddler's behavior.

**SUPPORTIVE PRACTICE****The adult will:**

- Allow young toddlers to touch younger infants but supervise closely.
- Allow young toddlers to mimic each other and verbally describe actions.
- Acknowledge young toddlers' awareness of others and verbally discuss (e.g., "Yes that little boy is sad.").



**STANDARD SEP 3.2 B., PS 1, AND PS 2: DEVELOP SELF-REGULATION, SELF CONTROL, AND SELF HELP SKILLS****INDICATOR**

- SEP 3.2 b10 Develop a sense of trust of adults
- SEP 3.2 b11 Interest or amuse self independently
- SEP 3.2 b12 Develop a sense of autonomy and consequences of actions
- PS 1.1 Recognize self in mirror
- SEP 3.2 b13 Show comfort in daily routines and activities
- SEP 3.2 b14 Enjoy exploring all aspects of activities and environments so changes play activities often
- PS 2.2 Attempt to perform self care activities independent of adult help
- SEP 3.2 b15 Test adult authority/limits by resisting adults' attempts to place boundaries regarding safety of self and others
- SEP 3.2 b16 Insist that a particular adult meet needs
- SEP 3.2 b17 Demonstrate an individualized response to environmental surroundings


**EXAMPLES****The young toddler will:**

- Show the expectation that an adult will respond to needs by crying or moving toward an adult for comfort when upset.
- Initiate play with a mobile; will like to move toys or make a toy "work."
- Show comfort in having the same routine, i.e. naptime – after lunch, change diaper, read story, have a designated spot to sleep, and have the adult rub the back when falling asleep.
- Begins to take care of needs by doing things like feeding his/her self or expressing a desire to take off own shoes.
- Resist help offered by others when preferred adult is present; may not want anyone else to take care of them, put on coat, feed, etc.
- May throw an object in reaction to displeasure to see adult's reaction.
- Run around when loud and excitable sounds are heard or cry and seek adult for comfort when noise becomes overwhelming.

**SUPPORTIVE PRACTICE****The adult will:**

- Respond immediately, consistently, and appropriately to young toddlers' needs for comfort.
- Allow young toddlers time to play alone and explore while keeping close supervision at all times.
- Establish routines for daily activities and do them consistently.
- Vary play activities and allow young toddlers to experience something new periodically.
- Verbally encourage efforts to self feed or dress and provide activities to help develop the emerging skills. Be patient and allow young toddlers to try.
- Verbally request desired behaviors and physically redirect, if needed. Be consistent with consequences.
- Allow young toddlers to have preferred adults help, if possible.

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

- SEP 1.10 Use a parent or caregiver for emotional security
-  SEP 1.11 Display pleasure when interacting in an activity with an adult
- SEP 1.12 Enjoy being the center of attention; will perform to maintain adult attention
- SEP 1.13 Enjoy imitating adult behavior
- SEP 1.14 Like to be close to and in constant sight of caregiver

**EXAMPLES****The young toddler will:**

- Crawl or walk around furniture but will come back to an adult often before moving away again; want a brief contact to gain the confidence to move away again.
- Enjoy being held, read, sung and talked to by at least one adult.
- Do an action or make a noise that will get attention.
- Follow a caregiver around the house, center, etc. Prefers to have the caregiver in sight.

**SUPPORTIVE PRACTICE****The adult will:**

- Allow young toddlers freedom to explore while being nearby to keep them safe.
- Respond to young toddlers' requests for attention by smiling, laughing, or talking.
- Follow the young toddler's lead in communication and activities.



# 18 TO 24 MONTHS

## EARLY LEARNING STANDARDS FOR INFANTS-TODDLERS

**T**oddlers in this stage generally experience an increase in language, gaining vocabulary words on a daily basis. Toddlers will copy many of the activities and words spoken by parents and caregivers. The toddlers start to evidence increasing attempts to do things independently rather than depending on adults. Caregivers and parents must learn to appreciate and support early attempts to be independent but remain highly available to the toddlers. Essential practices to support their learning focus on talking, talking, and talking about everything done with the toddlers!





# **APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**

## **EARLY LEARNING STANDARDS 18 TO 24 MONTHS**



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

AL 1.12 Demonstrate preferences and make independent choices

AL 1.13 Use all senses to explore the environment

**EXAMPLES**

**The toddler will:**

- Choose when offered a choice of snacks.
- Bang items, look at toys that light up, and listen intently to sounds that objects make.

**SUPPORTIVE PRACTICE**

**The adult will:**

- Provide limited choices of items such as songs to sing, games to play, and snacks to eat.
- Provide a variety of items that make sounds, light up, or move when toddlers play with them.

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

AL 3.17 Demonstrate more complex imitation skills, including imitation of peers

AL 3.18 Understand that specific motor behaviors cause effects and purposely repeat those behaviors to produce the effect

AL 3.19 Engage in more complex play sequences based on an understanding of everyday events

AL 3.20 Use a variety of problem-solving skills

AL 3.21 Understand that objects exist even if not in sight over increasingly long time periods (i.e., object permanence)

AL 3.22 Understand that objects can be represented by symbols

**EXAMPLES**

**The toddler will:**

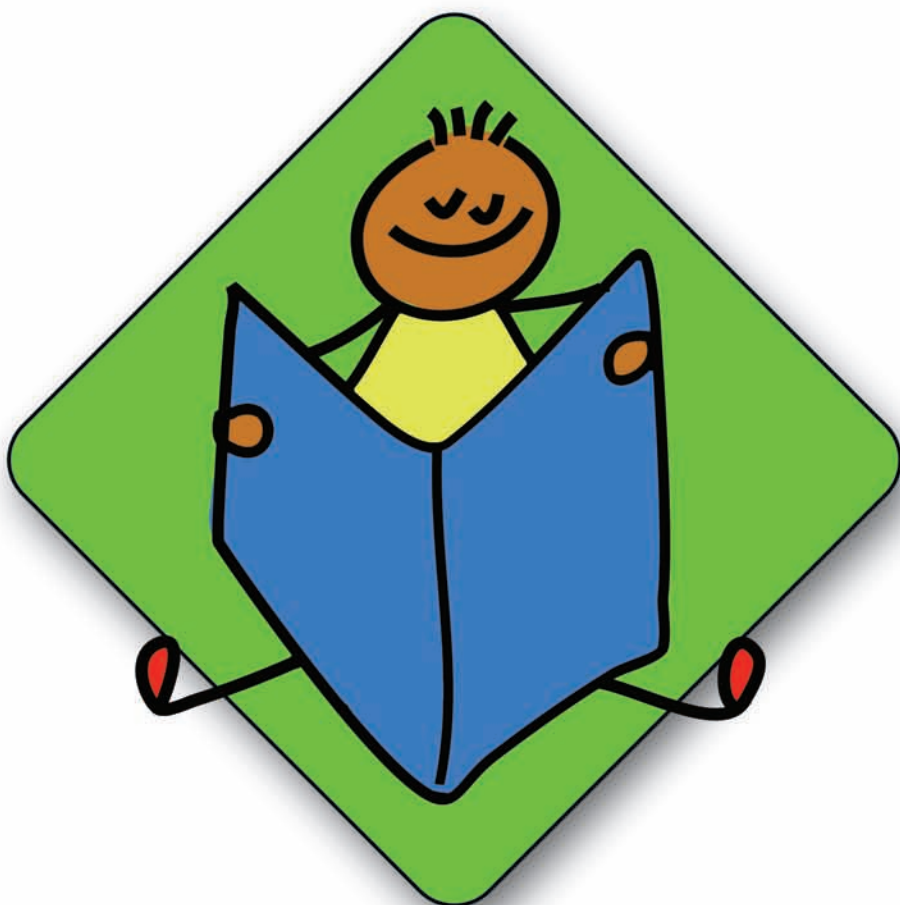
- Experiment with more complex cause-and-effect play; use wind up toys or start musical instruments as well as household objects such as the washer and dryer or remote control.
- Play with items in ways that they are intended to be used, such as using a dump truck to haul something.
- Turn a knob to make a toy radio work and push buttons to make doors on pop-up toys open. Take objects apart and actively try to put them back together, such as simple non-interlocking puzzles or nesting cups. Put items in a container to carry them from one place to another.
- Know where items belong to be able to retrieve them and put them away. Know where favorite toys or snacks are kept, even when out of view. Find items or persons when playing Hide-and-Seek games without needing to see them being put away or hidden first.
- Use a banana for a phone during pretend play. Identify pictures of familiar objects and people, familiar words (own name, names on cereal boxes, McDonalds), and begin counting.

**SUPPORTIVE PRACTICE**

**The adult will:**

- Model more complex gestures, songs, and games for toddlers that encourage imitation and respond to toddlers' actions, songs, and play.
- Provide toys that give toddlers opportunities to have effects on objects.
- Provide opportunities and materials for toddlers to engage in pretend play. Toddlers typically will engage in play that involves scenes they have witnessed, such as a mother taking care of a baby brother or sister.
- Provide toys with buttons, switches, or cranks and books with moveable parts that allow toddlers to figure out how to produce a movement or sound. Encourage problem solving during the course of everyday activities (e.g., "What can we use to scoop up the sand?") and provide simple suggestions or cues as needed.
- Provide activities (e.g., reading, block play, nature, art, cooking, mealtime) that introduce and encourage toddlers to begin to sort and/or match objects on a simple characteristic, such as basic shape or primary color.
- Keep items in a designated place, such as books on the bookshelf, toys in the toy box, etc. Ask the toddlers to get items by directing them to the location if necessary. Play hiding games.
- Provide materials such as boxes or blocks that can be used to represent other objects. Provide opportunities for toddlers to name pictures in books, photo albums, or in the environment. Describe objects by their color, shape and/or size. Count with toddlers and point out familiar words, such as their names in print.





# COMMUNICATION & EMERGING LITERACY

## EARLY LEARNING STANDARDS 18 TO 24 MONTHS

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## RECEPTIVE COMMUNICATION

## STANDARD RC 1.6: DEVELOP AND EXPAND LISTENING AND UNDERSTANDING SKILLS

## INDICATOR

RC 1.6 u Follow a two-part direction from an adult



RC 1.6 v Understand action verbs (words like “come,” “stop,” and “sit”)

RC 1.6 w Begin to understand a few pronouns (“me,” “mine,” “you”)

RC 1.6 x Begin to understand complex and compound sentences

RC 1.6 y Understand simple “Where” and “What” questions

## EXAMPLES

The toddler will:

- Demonstrate understanding by following directions like, “Pick up the book and give it to Daddy.”
- Indicate understanding with a “knowing” facial expression but may or may not follow through with the request.
- Indicate understanding by following through with the appropriate response.
- Look for something when asked “Where?” and name or point to something when asked “What?”

## SUPPORTIVE PRACTICE

The adult will:

- Give simple two-part directions related to everyday routines throughout the day for toddlers to listen to and follow.
- Use pronouns purposefully when talking to toddlers rather than proper names (e.g., “You can do it.” “That’s for me.”).
- Engage toddlers in more sophisticated conversations as they acquire increased understanding of verbs, pronouns, and complex sentence structures using clauses (if, first, then, after, before, when) and conjunctions (and, but).

## EXPRESSIVE COMMUNICATION

## STANDARD EC 1.6 A: ENGAGE IN NON-VERBAL COMMUNICATION

## INDICATOR

EC 1.6 a11 Use facial expressions to express emotions

EC 1.6 a12 Uses gestures to communicate

## EXAMPLES

The toddler will:

- Use conventional gestures to express desires such as shaking the head for “No.”

## SUPPORTIVE PRACTICE

The adult will:

- Describe toddlers’ facial expressions or gestures with words.

## EXPRESSIVE COMMUNICATION

## STANDARD EC 1.6 B: ENGAGE IN VERBAL COMMUNICATION

## INDICATOR

EC 1.6 b23 Use some nouns, verbs, pronouns and a few adjectives to express themselves

EC 1.6 b24 Begin to use the “Where?” question form.

EC 1.6 b25 Ask for names of objects

EC 1.6 b26 Attempt to relate experiences using their own words and some real words

EC 1.6 b27 Refer to self using their own name

EC 1.6 b28 Begin to combine words into simple 2- to 3- word combinations

EC 1.6 b29 Use consonants “p, m, h, n, w, b, d” in the initial position of words



EC 1.6 b30 Has a vocabulary of 200 or so words

## EXAMPLES

The toddler will:

- Label toys; has names for important people; uses the root form of verbs to express action (e.g., “stop, go, wait”); uses a few adjectives such as “more” and “dirty.” May use the pronoun “mine.”
- Ask, “Where ball?” when wants something they do not see.
- Point to an object they do not yet have a name for and ask the adult to name it.
- Talk with adult intonation and language patterns using a few real words and a lot of jibber jabber.
- Describe what they are doing by using their name, such as “Sammy jump!”
- Use words for getting needs met, toys, clothing, food, body parts, names, animals, getting adult attention, characters from TV or books, action words, etc.

## SUPPORTIVE PRACTICE

The adult will:

- Provide labels for the things toddlers are interested in; use verbs to label actions; use adjectives to describe things. Toddlers need to hear language throughout the day many times before they are ready to use it on their own.
- Encourage toddlers to say, “Where?” if they indicate a question about the location of something by using an arm gesture or quizzical look.
- Encourage toddlers to be curious by modeling the question “What’s that?” and then naming it for toddlers.
- Listen attentively as toddlers attempt to communicate and help provide words for their experiences.
- Support emerging language by being a good listener and providing praise (“Good job, Sammy!”).
- Expand language by adding more information for toddlers to hear. If a toddler says “Mommy?” the adult may add, “Mommy went to work.”



## 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 a6 Listen as adults tell stories
- EL 1.1 a7 Sing along and approximate hand movements to familiar songs, rhymes, and finger plays
- EL 1.1 a8 Sing and/or do familiar songs, rhymes, and finger plays independently

## EXAMPLES

## The toddler will:

- Indicate pleasure as an adult sings or tells stories.
- Use a singing voice combined with some words and hand movements.

## SUPPORTIVE PRACTICE

## The adult will:

- Provide opportunities to hear rhymes and songs (tapes and CD's) and sing and do finger plays with toddlers. Toddlers gain more from interacting with adults than from tapes or CD's.
- Encourage toddlers to sing songs or repeat finger plays. Begin a song and pause at key places to allow toddlers to fill in the words and/or gestures.
- Respond positively to approximations of adult's singing and finger plays.
- Tell stories to children even without books. Use gestures and an animated voice and facial expressions to make the story interesting.

## EMERGING LITERACY

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

## INDICATOR

- EL 1.1 b15 Enjoy looking at books
- EL 1.1 b16 Listen attentively as adults read books
- EL 1.1 b17 Request that favorite stories be read over and over again
- EL 1.1 b18 Request the names for objects they notice while looking at books

## EXAMPLES

## The toddler will:

- Look at books, turn the pages, and mimic adult reading.
- Sit and listen as adult reads to them for brief periods of time. Attend to a book and indicate that is following along with the story by smiling, laughing, clapping, or filling in key words.
- Point to an unfamiliar picture and say, "That?" requesting an adult to name the picture.

## SUPPORTIVE PRACTICE

## The adult will:

- Take toddlers to the library and help pick out books to borrow.
- Read to toddlers a number of times each day for brief periods of time. Make story time enjoyable by using character voices and encouraging interaction by pointing to or labeling familiar pictures.
- Honor requests by reading favorite stories many times knowing that adults may get tired of reading the story but that toddlers are benefiting from it. Try to build on interests by asking toddlers to fill in key words, think about what might happen next, or by calling attention to different things about the illustrations.
- Encourage curiosity by requesting that toddlers look for unfamiliar pictures when reading a story.

## EMERGING LITERACY

## STANDARD EL 1.1 C: DEMONSTRATES BEGINNING BOOK HANDLING SKILLS

## INDICATOR

- EL 1.1 c5 Hold a book more conventionally
- EL 1.1 c6 Turn pages in a book randomly
- EL 1.1 c7 Turn increasingly thinner pages

## EXAMPLES

## The toddler will:

- Turn a book around to put it in the right direction.
- May turn to favorite pages and linger.
- Turn pages of paper books, one at a time.

## SUPPORTIVE PRACTICE

## The adult will:

- Allow toddlers to explore books as they like; comment on actions (e.g., "You're looking at the page with the purple cat. You like that page?"). Model appropriate book handling skills.
- Provide books of varying thickness, including board books, cardstock, and paper.



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## STANDARD CE 9.1 AND 9.4: RECOGNIZE AND USE A VARIETY OF SENSUAL ART FORMS

**INDICATOR**

- CE 9.1 g Begin to show extended interest in familiar artwork
- CE 9.4 a Make aesthetic choices

**EXAMPLES****The toddler will:**

- Touch and label objects, such as flowers, boy, girl, etc. used in artwork or pictures.
- Enjoy exploring a variety of art materials and tools by turning and inspecting materials and tools.
- Begin to become intensely involved in the process of changing and rearranging art materials. Select and show preference for particular materials, colors, or tools.

**SUPPORTIVE PRACTICE****The adult will:**

- Talk with toddlers about their work as they finish, helping them remember what they did.
- Display toddlers' works where they can see them.
- Activities such as murals and collages are appropriate for groups of toddlers. Talk to toddlers about the shape, color, and textures of things that they experience and what they are doing as they use the art materials. Allow toddlers to explore and experiment with materials with supervision.

## STANDARD CE 9.2: EXPRESS SELF THROUGH MUSIC AND MOVEMENT

**INDICATOR**

- CE 9.2 f Show excitement when exposed to music
- CE 9.2 g Show pleasure in hearing familiar songs and will attempt to sing along
- CE 9.2 h Use instruments to create rhythm and sound

**EXAMPLES****The toddler will:**

- Move, dance, clap, or sway to music (movements may not match rhythm). Learn about feelings through songs, poems, and stories.
- Join in singing the refrains of favorite songs.

**SUPPORTIVE PRACTICE****The adult will:**

- Make songs personal by using toddlers' names and by singing about daily events. Encourage imagination and pretending by prompting toddlers to dance like imaginary characters to music.
- Introduce new songs regularly and repeat old favorites often.
- Set up a music area with sound-making toys and instruments that toddlers can use independently.

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

**INDICATOR**

- CE 9.3 g Bring other people into play
- CE 9.3 h Participate in a variety of dramatic play activities

**EXAMPLES****The toddler will:**

- Ask to comb an adult's hair. Initiate "Peek-A-Boo," "Hide & Seek," etc.
- Imitate what they see in "real life" using their imagination. Use toys as substitutes for real objects.
- Use toys to begin acting out familiar scenes, such as "Baby eats!"
- Play multi-step imaginary games (e.g., goes shopping, buys food, puts the food away, and cooks the food).
- Begin to take on roles such as "monster" or "roaring lion." Pretend to be another person, such as a familiar character in a book.

**SUPPORTIVE PRACTICE****The adult will:**

- Interact with toddlers to encourage their involvement in dramatic play activities, but increasingly encourage toddlers to engage in free play with adults at a distance.
- Avoid having specific expectations for toddlers' performances. Allow toddlers to take the lead in choice of toys and activities.
- Encourage imagination and pretending by prompting toddlers to move like a cat through a jungle, etc.
- Provide spaces where toddlers can spend time alone (an old cardboard box or a blanket over a card table works great).
- Establish a pretend play area with objects such as dolls, dress-up clothes, and objects and appliances that adults use (e.g., old telephones, briefcases, steering wheels, etc.).



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PM 10.5 l – PM 10.5 o Fine Motor Control..... 56



## STANDARD PM 10.4: DEVELOP GROSS MOTOR COORDINATION

## INDICATOR

 PM 10.4 w Walk without supports

PM 10.4 x Climb on an object to reach something

PM 10.4 y Kick a large ball

PM 10.4 z Increase balance and muscle strength

## EXAMPLES

The toddler will:

- Seldom fall when walking.
- Climb on a chair to reach a cupboard.
- Straddle riding toys and push with the feet.
- Walk up or down two steps holding a hand or railing.
- Jump with both feet leaving the floor at the same time.

## SUPPORTIVE PRACTICE

The adult will:

- Encourage outdoor play and exploration. Provide opportunities to walk on a variety of surfaces.
- Have a variety of large balls available.
- Put on music on and encourage toddlers to dance, jump, and twirl.
- Provide toddler-powered riding toys.
- Walk behind toddlers as they climb stairs.
- Make sure medicines and harmful substances are out of a toddler's reach.
- Check safety latches regularly to make sure they are still working.

## STANDARD PM 10.5: DEVELOP FINE MOTOR CONTROL

## INDICATOR

PM 10.5 l Hold large writing tools and scribble

PM 10.5 m Twist the wrist to turn hands

PM 10.5 n Create simple block structures

PM 10.5 o Increase eye-hand coordination as pincer grasp develops

## EXAMPLES

The toddler will:

- Manipulate door knobs, wind up toys, twist tops, and screw lids. Complete 3–4 piece puzzles. Wind a music box; spin the blades of a toy helicopter; brush a doll's hair.
- Stack 2–4 blocks or objects.
- Turn the pages of books with paper pages; thread a shoelace through a bead or eyelet.

## SUPPORTIVE PRACTICE

The adult will:

- Provide materials that require different hand and finger movements for toddlers to operate them.
- Provide an assortment of objects with which toddlers can build – spools, boxes, etc.
- Provide toddlers with large beads with shoelaces or lacing cards.





# SOCIAL, EMOTIONAL & PERSONAL DEVELOPMENT

## EARLY LEARNING STANDARDS 18 TO 24 MONTHS



### Standard

### Page

SEP 3.2 a13

Emotional Expressions ..... 58

SEP 3.2 b18 – PS 2.5

Self Control Skills ..... 58

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

SEP 3.2 a13 Act appropriately when others are happy, sad, angry, or afraid. Begin to demonstrate empathy with others

**EXAMPLES**

The toddler will:

- Smile or laugh in response to others. Try to comfort others who are hurt or mad.

**SUPPORTIVE PRACTICE**

The adult will:

- Discuss emotions and help toddlers understand how others are feeling.

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

SEP 3.2 b18 Explore the environment on own but want an adult close

SEP 3.2 b19 Demonstrate a sense of autonomy and consequences of actions

PS 2.3 Understand that tooth-brushing initiated by an adult is a self-help skill

PS 2.4 Understand that hand washing initiated by an adult is a self-help skill

PS 2.5 Recognize and repeat disease prevention skills demonstrated by adults

**EXAMPLES**

The toddler will:

- Walk away and indicate with gestures or words that want an adult to come where is playing.
- Allow teeth to be brushed by opening the mouth for an adult.
- Indicate to an adult that wants to wash hands when they are dirty by showing the dirty hands to the adult.
- Show an adult that needs a tissue for the nose or intermittently cover the mouth when coughing.

**SUPPORTIVE PRACTICE**

The adult will:

- Be attentive as toddlers speak and verbally discuss responses and consequences of actions.
- Establish a routine of tooth brushing. Do it at the same times each day. Allow toddlers to hold the brushes with assistance.
- State that hands are dirty and assist toddlers in accessing soap and water. Allow toddlers to attempt to clean on their own and then assist as needed.
- Give toddlers tissues. Allow them to practice alone and then assist. Explain why tissues are needed.





## 24 TO 36 MONTHS

### EARLY LEARNING STANDARDS FOR INFANTS-TODDLERS



Toddlers in this stage are full of a zest for active learning in all domains. They are proud to share new accomplishments with adults and to spend as much time as possible playing with adults, which is their best way of learning. Peers become more interesting, which leads to early conflicts and increased demands to learn how to regulate emotions. Caregivers and parents must take time to let children attempt solutions to problems and laugh with every new discovery. Essential practices to support their learning focus on broadening experiences to give toddlers lots of opportunities to make new discoveries and continue mastery of language skills.





# **APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**

## **EARLY LEARNING STANDARDS 24 TO 36 MONTHS**



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AL 3.23 – AL 3.27 Reasoning, Problem Solving, and Persistence .....	61

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

- AL 1.14 Engage in pretend and symbolic play and games that require several, sequential actions
- AL 1.15 Choose to participate in an increasing number of experiences
- AL 1.16 Ask “Why?” to develop a greater understanding of the world


**EXAMPLES****The older toddler will:**

- Perform several actions in appropriate order when acting out familiar scenes (e.g., feeds doll, burps doll, puts doll to bed).
- Play multi-step imaginary games (e.g., goes shopping, buys food, puts the food away, and cooks the food).
- Participate in arts and crafts, recognizing the sequence of events.
- Can begin to play simple board and playground games.

**SUPPORTIVE PRACTICE****The adult will:**

- Provide multiple opportunities to engage in pretend play. Read books and act out the parts in sequence. Demonstrate using available objects to represent other objects (e.g., a table as a bridge).
- Demonstrate games with simple rules.
- Respond to older toddlers’ curiosity about how the world works by answering “Why?” questions.

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

- AL 3.23 Understand the relationship between a behavior and its consequences
- AL 3.24 Demonstrate more complex concept knowledge
- AL 3.25 Recognize categories of objects and similarities among objects
- AL 3.26 Understand and can use multiple steps to achieve goals
-  AL 3.27 Demonstrate a more complex level of object permanence

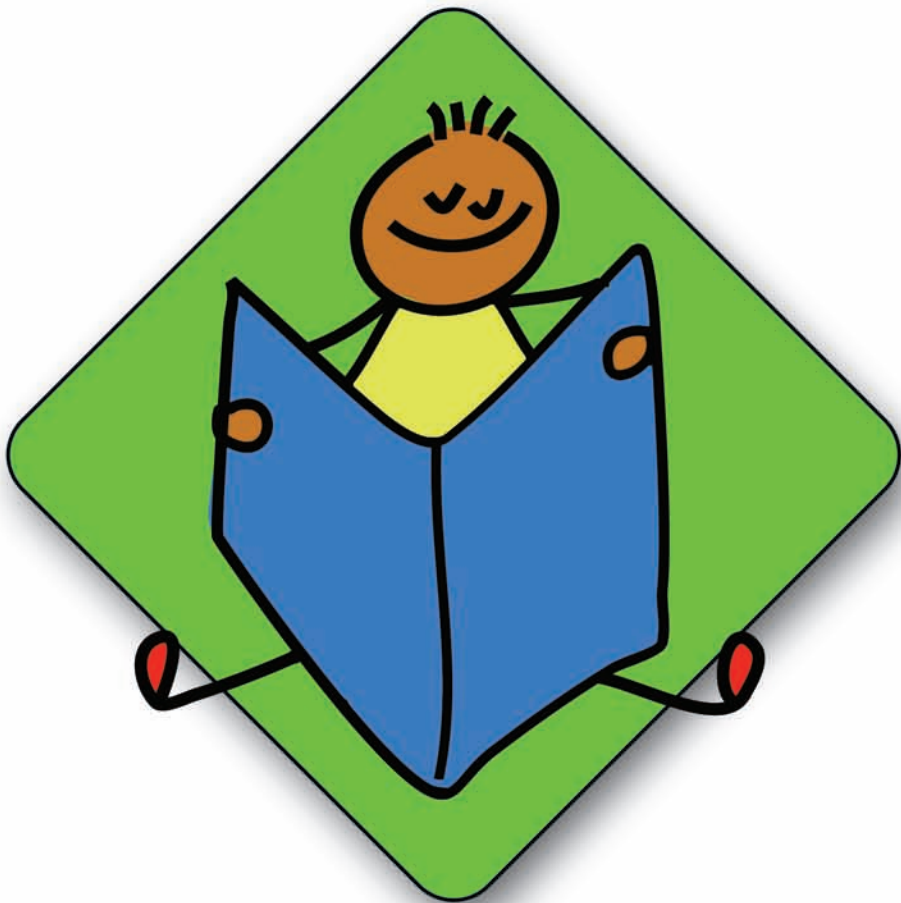
**EXAMPLES****The older toddler will:**

- Choose to play with games and toys that allow causing an effect.
- Identify shapes and colors. Identify letters in their name and others that are seen often.
- Count using one-to-one correspondence. Point to small details in picture books. Identify animals and their sounds, body parts, and objects and their uses.
- Pick out the red blocks from the block pile when asked. Select circle cookies when have circle and square shaped cookies for snack. Point to a ball in the room that is the same as the ball in the picture during story time. Pull a shoe and toy bunny out of a bag containing other objects by feel as part of a game.
- Follow step-by-step directions to locate a toy.
- Get placemats for table at snack time. Get cups for water play table. Play “Hide & Seek,” finding a few different peers.

**SUPPORTIVE PRACTICE****The adult will:**

- Provide ample opportunities to experience and develop concepts of cause and effect by exposing to games and toys that allow older toddlers to experience the effects of actions (e.g., popcorn popper push toy, ball tube, bed bugs game, color mixing with paint, using a mixer in shampoo to create bubbles).
- **READ!** Books with different colors, shapes and pictures are a great learning tool. Write older toddlers’ names on belongings and point out the letters. Use descriptive words (especially colors) throughout the day. Provide small manipulatives that can be used in play to count, match, and sequence. Provide opportunities to count (“Please give a napkin to each toddler. How many will you need?”).
- Provide activities and games in which older toddlers have opportunities to pick out or match similar items or items with particular characteristics (shape, color, size, feel) during art activities, outdoor play, reading time, etc. Start with characteristics with which older toddlers are familiar (circles, things that are red) and progress to more complex traits (triangles, things that are long).
- Play different types of hiding games (treasure hunt, nature hunts) that provide opportunities for older toddlers to find multiple objects, other toddlers, or adults.
- Begin to provide opportunities for older toddlers to help in routines where they have to get items from their locations (snack helper, art helper).





# COMMUNICATION & EMERGING LITERACY

## EARLY LEARNING STANDARDS 24 TO 36 MONTHS



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# RECEPTIVE COMMUNICATION

## STANDARD RC 1.6: DEVELOP AND EXPAND LISTENING AND UNDERSTANDING SKILLS

### INDICATOR

- RC 1.6 z Point to some pictures and/or body parts when asked
- RC 1.6 aa Respond appropriately to social questions such as "What is your name?"
- RC 1.6 bb Follow a multi-step direction
- RC 1.6 cc Respond correctly to "Show me one block or finger." Understand the difference between "one" and "all"
- RC 1.6 dd Understand questions beginning with "Who" or "Where"
- RC 1.6 ee Understand "another."
- RC 1.6 ff Respond to questions or comments about objects/events outside of the immediate context
- RC 1.6 gg Follow other people's conversations
- RC 1.6 hh Respond to most prepositions (i.e., "in, out, on, in front of, toward, behind")

### EXAMPLES

- The older toddler will:**
- Tell first name when asked.
  - Pick out one item from a small group of items when requested or give an adult all items when requested.
  - Tell where something is and who someone is in a picture.
  - Communicate what happened during the day or answer questions about who did something.
  - Attend to a conversation and will add to it.
  - Follow commands/requests, such as "Put this on the table; under the table; in front of, behind," etc.

### SUPPORTIVE PRACTICE

- The adult will:**
- Talk to older toddlers about body parts and ask them to point to parts as you name them when dressing older toddlers.
  - Use play time and/or songs to involve older toddlers' names.
  - Ask older toddlers to follow directions with more than one part such as "Go get the ball and give it to your friend." (2 steps)
  - Use number words whenever there is an opportunity for counting such as during snack time or when playing with blocks.
  - Help older toddlers become familiar with "who" or "where" questions through conversation or when reading books together.
  - Create opportunities for older toddlers to participate in conversations with adults and other children by retelling stories, holding conversations at meal time about food, etc.
  - Use varied and rich descriptions and language with older toddlers.

# EXPRESSIVE COMMUNICATION

## STANDARD EC 1.6 A: ENGAGE IN NON-VERBAL COMMUNICATION

### INDICATOR

- EC 1.6 a13 Use familiar gestures to communicate



### EXAMPLES

- The older toddler will:**
- Show anger on face when angry; raised brows when confused, smile when happy, etc.
  - Use gestures such as putting finger to the lips for quiet or waving hand motion to ask someone to come.
  - Use hand gestures to indicate specific songs.
  - Make a sweeping motion when asked what a broom does.

### SUPPORTIVE PRACTICE

- The adult will:**
- Ask older toddlers to show what people look like when angry, happy, sad, etc.
  - Use hand gestures for songs and other communication.
  - 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 b31 Refer to self by name

EC 1.6 b32 Name 3 objects

EC 1.6 b33 Ask for "another"

EC 1.6 b34 Use pronouns ("I, you, me") but not always correctly

EC 1.6 b35 Ask for things at the table during mealtime



EC 1.6 b36 Use 2- to 3-word phrases, some simple sentences, and questions to inform, obtain information, or make a request

EC 1.6 b37 Uses plurals and past tense correctly usually

EC 1.6 b38 Repeat sentences or ideas that has heard adults say

EC 1.6 b39 Use four words to make a sentence



EC 1.6 b40 Use speech that is intelligible to familiar adults at least half of the time

EC 1.6 b41 Talk about past and future events

## EXAMPLES

The older toddler will:

- Say "Billy wants this" or be able to tell others their name.
- Use "I," "you," and "me" but may say "Me want."
- Make a siren sound when asked, "What noise does a police car make?"
- Answer questions such as "What do we brush our teeth with?"
- Ask for milk when wants a drink, a cookie for dessert, etc.
- Use phrases, such as "Me do;" "Toy mine;" or "My doggy runs."
- Ask questions, such as "Me go, too?"
- Add "s" to words to make plurals, "ed" to make past tense, and "ing" some of the time.
- Use phrases used by adults often during play.
- Begin to use longer sentences such as "I want big ball."

## SUPPORTIVE PRACTICE

The adult will:

- Say the names of objects regularly during routines. Ask older toddlers to name objects once they begin to hold conversations.
- Incorporate the practice of naming items and then saying what they are used to do into routines.
- Before older toddlers are able to speak, ask if they want specific items. Later, when speech is developed, give older toddlers a chance to ask for items before providing them.
- Keep track of the phrases, sentences, questions, and answers used.
- Repeat the correct form of the word, phrase, or statement after older toddlers phrase it incorrectly without drawing undue attention to the correction.
- Be aware of how language is used in front of older toddlers.
- Depending on the situation, rephrase demands by saying, "May I have it now, please?"
- Keep track of how much of an older toddler's speech is understandable.
- Encourage older toddlers to ask for things using words and phrases.

## 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 a9 Participate in songs and finger plays

EL 1.1 a10 Join in nursery rhymes

EL 1.1 a11 Fill in repetitive phrases of familiar stories, nursery rhymes, songs, and finger plays

## EXAMPLES

The older toddler will:

- Sing along with favorite songs, recite along with favorite nursery rhymes, and do actions for known songs or finger plays.
- Fill in the word when an adult stops reciting a familiar song, rhyme, or finger play.

## SUPPORTIVE PRACTICE

The adult will:

- Regularly repeat songs, finger plays, and nursery rhymes so older toddlers can learn the routines.
- Sing and recite nursery rhymes daily. Incorporate these activities into the daily routine and transitions. Pause at key times to allow older toddlers the opportunity to fill in missing words, phrases, and movements.
- Tell stories regularly. Use props such as flannel boards to keep children's interest.

## EMERGING LITERACY

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

**INDICATOR**

- EL 1.1 b19 Describe pictures in books
- EL 1.1 b20 Choose and look at books independently
- EL 1.1 b21 Ask an adult to read specific books or parts of a book
- EL 1.1 b22 Recognize logos and other environmental print
- EL 1.1 b23 Recognize books by their covers.
- EL 1.1 b24 Identify action in pictures
- EL 1.1 b25 Relate story to self and share information
- EL 1.1 b26 Watch when others write
- EL 1.1 b27 Imitate the act of writing during play
- EL 1.1 b28 Scribble with writing tools
- EL 1.1 b29 Experiment with writing tools

**EXAMPLES****The older toddler will:**

- Name pictures as adults read a story.
- Choose to look at a book alone.
- Ask an adult to read favorite passages by pointing to a page and saying "Read this!"
- Learn the logos for certain toys, cereals, etc. or "Mr. Yuck" stickers.
- Describe what someone/thing is doing in a picture.
- Share personal information during a story when feels it relates to the story.
- Show interest in watching someone write or print.
- Pretend to be writing during play.
- Pick a crayon and "draw a picture" by scribbling on paper.

**SUPPORTIVE PRACTICE****The adult will:**

- Create a print rich environment by labeling familiar objects in the room; give older toddlers symbols to associate with their belongings and space; place logos in appropriate places throughout the room to familiarize older toddlers with environmental print; praise older toddlers for recognizing any environmental logos.
- Pause when reading to ask older toddlers to talk about what they notice in the pictures.
- Comment on the elements of a book cover to draw older toddlers' attentions to titles and illustrations when reading books.
- Ask older toddlers to anticipate what is coming next based on the illustrations.
- Allow older toddlers to tell their stories and show interest in the information. Ask older toddlers if they have ever experienced anything similar or how they would feel in a similar situation when reading stories.
- Encourage writing play by discussing it; make writing materials available.
- Allow supervised exploration with different writing instruments.

## EMERGING LITERACY

## STANDARD EL 1.1 C: DEMONSTRATE BEGINNING BOOK HANDLING SKILLS

**INDICATOR**

- EL 1.1 c8 Orient books correctly when "reading" them
- EL 1.1 c9 Treat books as special
- EL 1.1 c10 Turn pages that are increasingly thinner one at a time

**EXAMPLES****The older toddler will:**

- Hold a book right side up.
- Place books back in their designated place such as a basket or on a bookshelf.

**SUPPORTIVE PRACTICE****The adult will:**

- Change the position if it is incorrect and show how it is easier to see the pictures right side up.
- Reinforce the importance of books and their proper care; model appropriate care of books



# CREATIVE EXPRESSION

## EARLY LEARNING STANDARDS 24 TO 36 MONTHS



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CE 9.3 i – CE 9.3 j	Dramatic Play Experiences..... 67

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

- CE 9.1 h Create representations of real objects/concepts in artwork
- CE 9.1 i Tell about pictures drawn or painted

**EXAMPLES****The older toddler will:**

- Start to use drawing materials, finger-paints, and play dough with greater control.
- Painting, drawing, and play dough forms take shape and are given names. Draw a simple picture to represent something.
- Begin to take pride in sharing artwork with adults.
- Tell about a picture drawn – what it is and what the action might be.

**SUPPORTIVE PRACTICE****The adult will:**

- Let older toddlers use art materials in their own way. Expose them to more than just coloring books.
- Provide materials that can be easily adapted for independent use. Make materials easily accessible to encourage use. Adapt the environment to promote participation, engagement, and learning, using a variety of textures.
- Activities should be concrete and hands-on to provide meaningful learning experiences.
- Display older toddlers' works with their names to show ownership where they can see the works.

**STANDARD CE 9.2: EXPRESS SELF THROUGH MUSIC AND MOVEMENT****INDICATOR**

- CE 9.2 i Demonstrate increased coordination in movements and gestures
- CE 9.2 j Sing songs in ways that the song can be recognized by others

**EXAMPLES****The older toddler will:**

- Develop the coordination needed to play simple instruments (e.g., simple drums or bells).
- Be aware of a beat in music. Distinguish between loud and quiet, fast and slow. Begin to move to music with more awareness of the rhythm.
- Attempt to imitate dance movements.
- Use instruments more purposefully to produce specific rhythms and musical sounds. Experiment with a variety of sound-making objects.
- Learn words to simple songs. Participate in group singing activities for short periods of time.

**SUPPORTIVE PRACTICE****The adult will:**

- Encourage older toddlers to dance to music.
- Provide opportunities to mimic movement sequences.
- Provide ample opportunities to sing and learn songs.
- Provide opportunities to select songs and song games for the group

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

- CE 9.3 i Plan dramatic activities
- CE 9.3 j Rely increasingly on use of language and communication as important components of play activities

**EXAMPLES****The older toddler will:**

- Initiate make-believe play independently. Enjoy playing dress-up. Invite adult attention to the pretend play.
- Use toys to begin acting out less familiar scenes, such as going to the doctor. Begin the use of imaginary objects.
- Begin to treat dolls as if they were alive or human.
- Begin to include peers in play.
- Act out stories.

**SUPPORTIVE PRACTICE****The adult will:**

- Plan for and provide opportunities for older toddlers to engage in dramatic play activities both indoors and outdoors.
- Provide materials to encourage dramatic play, including duplicates of popular toys to minimize conflict. Props should focus on what older toddlers know and see around them. Create simple costumes for drama and theater activities (e.g., dress-up in old clothes).
- Take older toddlers to toddler-friendly museums, libraries, and live performances to introduce them to different aspects of their community.





# PHYSICAL & MOTOR DEVELOPMENT

EARLY LEARNING STANDARDS 24 TO 36 MONTHS



## Standard

## Page

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PM 10.5 p – PM 10.5 q Fine Motor Control..... 69

**STANDARD 10.4: DEVELOP GROSS MOTOR CONTROL****INDICATOR**

- PM 10.4 aa Demonstrate muscle control and balance
- PM 10.4 bb Demonstrate eye-hand coordination and muscle control
- PM 10.4 cc Ride and move a toy with pedals

**EXAMPLES****The older toddler will:**

- Walk up or down stairs by self alternating feet.
- Jump forward three to six inches with both feet leaving the ground at the same time.
- Stand on one foot for about a second without holding onto anything. Stand on tip toes.
- Walk backwards.
- Catch a large ball.

**SUPPORTIVE PRACTICE****The adult will:**

- Provide daily outdoor play as weather and safety permit. Make sure outdoor play equipment meets the American Society for Testing and Materials (ASTM) standards.
- Provide opportunities for active indoor play.
- Provide a variety of toys for catching and throwing.
- Ensure that older toddlers wear bicycle helmets to comply with Pennsylvania law.

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

- PM 10.5 p Hold an object with one hand and manipulate it with the other
- PM 10.5 q Increase strength and control of small muscles in the hands

**EXAMPLES****The older toddler will:**

- Copy a simple line or circle. Pound objects with intent and precision. Pour liquid or sand from small pitcher or cup.
- Use a paintbrush and gradually learn to control dripping. Hold a pencil between the thumb and forefinger.
- Cut into paper and begin to cut paper into pieces.
- Snap, Velcro, and button clothing. Pull up a zipper if started by an adult and unzip.
- Fold blankets and paper. Roll and flatten play dough. Use plastic tools to screw and hammer.

**SUPPORTIVE PRACTICE****The adult will:**

- Provide a variety of writing materials.
- Provide opportunities for older toddlers to play drums with pots, pans, and spoons and with buckets and shovels in the sandbox. Put measuring cups in the bathtub. Provide building toys.
- Encourage use of eating utensils.
- Draw and paint on paper.
- Provide safety scissors to practice cutting paper.
- Allow extra time for older toddlers to dress themselves.
- Play dress-up. Play "house."





# SOCIAL, EMOTIONAL & PERSONAL DEVELOPMENT

## EARLY LEARNING STANDARDS 24 TO 36 MONTHS



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

- SEP 3.2 a14 Express own ideas, interests, and feelings.
- SEP 3.2 a15 May express jealousy when affection is shown to other toddlers; can become possessive or jealous of loved ones.
- SEP 3.2 a16 Display dependent behaviors though wants to be independent.

**EXAMPLES****The older toddler will:**

- Smile or laugh in response to others. Try to comfort others who are hurt or mad.
- Try to sit on an adult's lap when another toddler is on the lap; demand equal attention or adult attention when an adult is showing attention to another toddler.
- Continue to whine and cling to an adult's legs when wants something.

**SUPPORTIVE PRACTICE****The adult will:**

- Support verbal discussions and encourage individuality.
- Reassure older toddlers by saying, "You can sit next to me" or reassure physically by hugging or patting on the back.
- Remind older toddlers to use words to express their needs and desires.

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

- SEP 3.3 j Play briefly with other toddlers but likely to still prefer to play with caregiver.
- SEP 3.3 k Participate in circle games.
- SEP 3.3 l Like to play with dolls.
- SEP 3.3 m Like to act like "taking care" of others.
- SEP 3.3 n Know own possessions; uses "mine."

**EXAMPLES****The older toddler will:**

- Show a toy to a peer and then immediately go to an adult to interact.
- Hold dolls, pretending to be comforting them or changing their diapers, feeding them, etc.
- Hold a toy tightly and say "Mine" when a peer approaches.

**SUPPORTIVE PRACTICE****The adult will:**

- Encourage peer-to-peer play – intervene only when necessary.
- Ask questions like, "Is your baby hungry?" "Why is the baby crying?" "You are making the baby feel better by giving him a clean diaper."
- Try to provide duplicates of toys when in group settings with older toddlers. If conflict arises, redirect toward another activity.





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

- SEP 3.2 b20 Express emotions with increasing control.
- SEP 3.2 b21 Does not like change in routines; prefer rules and routines but can adjust.
- SEP 3.2 b22 Develop a greater sense of autonomy and consequences of actions.
- PS 2.6 Begin the process of using the toilet.
- SEP 3.2 b23 Demonstrate autonomy by saying "No," but will submit/cooperate.
- SEP 3.2 b24 Show a strong sense of self as a powerful doer.
- SEP 3.2 b25 Able to follow and respect simple rules but will frequently break those rules to test boundaries.
- SEP 3.2 b26 Has difficulty with transitions or changing activities.
- SEP 3.2 b27 Take pride in achievements; want to do things in own way, at own pace, and may resist help.

**EXAMPLES****The older toddler will:**

- Attempt to self sooth when tired, upset, angry, or frustrated.
- Protest and tell you it is time to do the regular thing if there is a change in the routine.
- Poke a peer and then look down, ashamed, prior to adult intervention.
- Show interest, sit on potty chair, and not use potty. Over time, use the toilet sometimes and later, all of the time with fewer accidents.
- May say "No" when told it is time to clean up toys.
- Stand instead of sitting in a chair.
- Refuse to stop one activity when it is time to move to another. The refusal may be ignoring the direction, saying "No," or saying "I'm not done."
- Say "Me do" and push an adult away.

**SUPPORTIVE PRACTICE****The adult will:**

- Create a quiet place (cozy corner) for older toddlers to go to independently as needed and allow comfort toys.
- Tell older toddlers if there is going to be a change in the routine and what is going to happen next.
- Praise older toddlers for sitting and state, "You are sitting on your new potty chair!"
- Encourage older toddlers to explore the environment and support them in forming positive senses of self.
- Remind older toddlers about rules and physically assist as necessary. Remind older toddlers of the consequences of breaking rules and explain the rules and reasons behind the rules.
- Give prior warning about upcoming transitions.
- Allow older toddlers to try to do activities independently and assist as needed.

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

- SEP 1.15 Relate best to one adult at a time.

**EXAMPLES****The older toddler will:**

- Ignore another adult when interacting with one adult.
- Give attention to one adult only and then may switch.

**SUPPORTIVE PRACTICE****The adult will:**

- Include other adults, if appropriate, by asking older toddlers to show the other adult what they were doing. Then, the first adult can move away.





## **FAMILY, EARLY LEARNING SETTINGS AND COMMUNITY PARTNERSHIPS**

### **EARLY LEARNING STANDARDS 24 TO 36 MONTHS**

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**STANDARD PS 1: HELP FAMILIES ADVANCE INFANT/TODDLER LEARNING****INDICATOR**

- PS 1.1 Programs must develop partnership relationships with parents.
- PS 1.2 Programs must provide parents with opportunities to share information about their infant/toddler. This would include their stage of development, interests, skill levels and health.
- PS 1.3 Programs must share information with parents on infant/toddler development and health.
- PS 1.4 Programs must share information with parents on parenting and transitions.
- PS 1.5 Programs must provide parents with opportunities to enhance:
- their parenting skills,
  - their knowledge and understanding of the developmental needs and activities of their children,
  - their observation skills, and
  - their ability to provide nurturing, supportive environments and relationships.
- PS 1.6 There will be at least 3 parent conferences per school year. This may include discussing assessments.

**EXAMPLES**

- Parents and program staff will have a pre-service meeting before the child starts program.
- The program will communicate with parents on a regular basis through strategies such as journals, newsletters, and/or daily notes. This could be done via email, phone calls, and regular meetings/open houses.
- Parent meetings are held at times convenient to the families.
- Upon admission and regularly thereafter, program staff regularly ask parents what they are observing at home across key learning areas. This will include what they are celebrating and possibly concerned about.
- Provide parents with articles, activities to do at home that are age appropriate, and information about community events.
- Schedule opportunities for parents to join in play time and feeding.
- Make it clear that parents are welcome to “drop in” and spend time whenever they would like.

**SUPPORTIVE PRACTICE****The program will:**

- Communicate regularly and have an open door policy for parents and families.
- Ask parents if infant/toddler has had a screening/assessment and if would share the results.
- Share information on what is developmentally appropriate for infants/toddlers on screening tests, immunizations, etc.
- Share information on parenting in unique situations, e.g., foster children, step-children, trauma, death, special needs.
- Provide opportunities to observe how staff relates with infants and toddlers.
- Make time for parents to ask for advice on parenting and infant/ toddler development.

**STANDARD PS 2: USE SCREENINGS AND ASSESSMENTS TO ADVANCE INFANT/TODDLER DEVELOPMENT AND LEARNING****INDICATOR**

- PS 2.1 Programs must conduct, within 45 calendar days of the infant/toddler's entry, an age appropriate screening or assessment process to identify strengths and concerns. The process must be sensitive to the family's cultural background and delivered in the language spoken by the infant/toddler.
- PS 2.2 Programs must work collaboratively with parents to understand the purpose of screening and include the parents in the screening as well as in interpreting the results.

**EXAMPLES**

- Ask parents if the infant/toddler demonstrates developmental tasks at home (e.g., letter recognition) that are not demonstrated at the program.
- Criterion-referenced tools can be used to determine if an infant/toddler has achieved a specific skill.

**SUPPORTIVE PRACTICE****The program will:**

- Those implementing the screening or assessment process of the infant/toddlers' strengths and challenges will have appropriate background and knowledge in infant and toddler development.
- In conjunction with the standardized assessments, observational and play-based assessments will enhance understanding of the infant/toddler for program planning.

**CONTINUED...**

## STANDARD PS 2: USE SCREENINGS AND ASSESSMENTS TO ADVANCE INFANT/TODDLER DEVELOPMENT AND LEARNING continued...

### INDICATOR

PS 2.3 Programs must work collaboratively with the parents to use the results from screenings or assessments to:

- Inform their services,
- Identify and obtain additional services if indicated, and
- Support the parents in their role as the infant/toddler's primary teacher.

The results should be discussed with the parents no less than 14 days after screenings or assessments are completed.

PS 2.4 Child assessments will be an ongoing process while the infant/toddler is being served. The recommended practice is to administer an assessment three times per year that is sensitive to the child's cultural and language background and aligned with the Pennsylvania Learning Standards for Early Childhood.

### EXAMPLES

- Norm-referenced tools can be used to assess infant/toddler skills relative to peers.



### SUPPORTIVE PRACTICE

The program will:

- If the infant/toddler has had a screening or assessment within the past six months, the assessment need only be conducted if there is a need.
- The screening and assessment processes will include parents to the maximum extent possible and at a minimum to provide input and feedback.
- Information is used to develop individualized program plans. If the infant/toddler has had another assessment, this information should also be incorporated in the program plan.
- The staff should ask parents to be able to share their information with other providers, e.g. Early Intervention.
- If the assessment warrants, the program should assure communication with parents about other community resources that would benefit the infant/toddler.

## STANDARD PS 6: CONNECT PARENTS WITH COMMUNITY SERVICES

### INDICATOR

PS 6.1 Programs must have current contact and referral information for Early Intervention and Mental Health services for infants and toddlers and provide parents with that information when indicated.

PS 6.2 Programs must have current contact information and provide parents with information on medical, dental and nutrition programs in the community when indicated.

### SUPPORTIVE PRACTICE

- Contact the Early Intervention and Mental Health contacts in the area to ask if there are any changes every six months.
- Establish liaisons with relevant Regional Key staff.
- Invite Early Intervention and Mental Health staff to new staff orientation and open houses and include them in mailings.
- Share the latest recommendations for medical screening tests, immunizations, and general health requirements (e.g., vision, dental, etc.) required by the Pennsylvania Department of Health with parents.
- If warranted, share information about the Department of Agriculture Child and Adult Care Food program (CACFP), the Women, Infants and Children (WIC) program, and the Children's Health Insurance Program (CHIP and expanded CHIP) with parents.
- Be aware of State Health Improvement Projects (SHIP) serving the community as a resource for families.
- Have written information from the child's medical source of care about accommodations in early learning programs as well as any instructions for medication administration or emergency care.
- Establish procedures to support parents through various steps in accessing and/or using Early Intervention and Mental Health services.

PS 6.3 If parental consent is provided, program personnel must support families in evaluating the responsiveness and effectiveness of the health, Early Intervention, and Mental Health services to which they were referred and in identifying next steps.

**CONTINUED**



**STANDARD PS 6: CONNECT PARENTS WITH COMMUNITY SERVICES continued...****INDICATOR**

PS 6.4 Programs must identify, through family and staff observation and dialogue, the infant/toddler's need for and family's interest in additional services.

PS 6.5 Programs must have community resource and referral phone numbers to share with families when there is an interest and/or need for other resources. This will include Child Care Information Services information.

PS 6.6 Provide information about quality improvement initiatives (such as Keystone Stars).

PS 6.7 Provide information about proposed or final-form regulatory or policy changes affecting the program.

**SUPPORTIVE PRACTICE**

- Orient staff to subtle cues that might suggest challenges the family is encountering as part of new staff orientation and performance evaluations. Provide staff with guidance on sharing concerns about family challenges with the director.
- The director will develop approaches to engage families to explore possible needs and assistance that might be offered. Other support services might include adult mental health, social services, family support services, and adult education services (including family literacy), housing assistance, and cultural resources (such as libraries, museums, and parks).
- Liaisons should be established with the County agency in charge of training on mandatory reporting.

**STANDARD PS 4: HELP PARENTS TRANSITION THEIR INFANTS/TODDLERS****INDICATOR**

PS 4.1 Programs must offer parents at least one individual meeting to address the parents' questions and concerns and to provide written information about their infants/toddlers' strengths and needs related to transitioning from or to another infant or toddler program area, classroom, or early learning setting. To facilitate the partnership with the parent, the conversation with the parent and the process of possible transitions should begin 90 calendar days in advance of a transition.

PS 4.2 Programs must assist parents of new infants/toddlers enrolling in the program as well as parents preparing their infants/toddlers to exit the program and transition to another early learning setting.

PS 4.3 Programs must work collaboratively with sending and receiving programs to enhance continuity of experiences for infants/toddlers.

PP 4.4 Programs must work collaboratively with sending and receiving programs to determine the content and format of transition information to be documented.

PP 4.5 Programs must receive and use relevant information from sending programs and transfer relevant infant/toddler records, with consent of the parents, to receiving schools or programs in time for the new teachers to adequately meet the parents and infant/toddler to assure continuity of experiences.

**SUPPORTIVE PRACTICE**

- The reasons programs are interested in transitioning are shared with parents well in advance of any transitions. This information should be shared when parents enroll as well as in advance of an individual infant/toddler's transition.
- The program's transition goals are shared with parents and discussed in the context of the infant/toddler's unique strengths and needs.
- Staff who have the confidence of the parent may introduce parents to staff in the new setting.
- Upon enrollment, begin portfolios for each infant/toddler to be able to share pertinent information during transitions.
- Make use of Community Engagement Groups or receiving programs' transition materials. Share unique information (e.g., nicknames, favorite food and activities, what makes child happy) with the receiving program.

**STANDARD PS 5: PARENTS PROVIDE INPUT ON PROGRAM SERVICES AND PROCEDURES****INDICATOR**

PS 5.1 Provide parents with opportunities to have input on program policies and procedures at least annually.

PS 5.2 Provide parents with opportunities to participate in annual assessments of program progress.

PS 5.3 Provide parents a means of asking questions, expressing concerns, and resolving differences.

PS 5.4 Provide parents information about the program philosophy, curriculum, operating procedures, volunteer, and governance opportunities.

**SUPPORTIVE PRACTICE**

- Survey parent expectations of the service at the time of enrollment. Program should assess disparities in expectations and services.
- Implement an annual, anonymous survey and evaluation based on services received.
- Provide a Parent Handbook.

# APPENDIX

## INFANT-TODDLER COMMITTEE PARTICIPANTS

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## NOTES

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