



# UNITED STATES VIRGIN ISLANDS

## Infant & Toddler Developmental Guidelines

JULY 2013



**The Early Childhood Advisory Committee of the  
Governor's Children and Families Council and the  
Community Foundation of the Virgin Islands**







## THE UNITED STATES VIRGIN ISLANDS

OFFICE OF THE GOVERNOR  
GOVERNMENT HOUSE

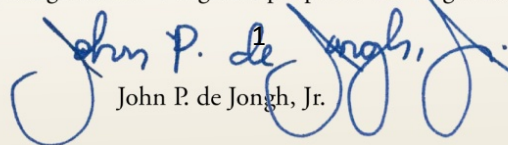
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### MESSAGE FROM THE GOVERNOR

It is a pleasure to introduce *The Virgin Islands Infant Toddler Developmental Guidelines*, a collaborative publication developed by the Quality Education Work Group of the Governor's Children and Family Council's Early Childhood Advisory Committee. The information contained within the *Guidelines* is specifically related to the development of our children from birth to three years of age, which we now know are crucial years for positive learning and social interaction. The recommendations found in this publication are based on a number of recent research studies on infant and toddler early care conducted within the United States. It is essential to realize that *The Virgin Islands Infant Toddler Developmental Guidelines* are to be used by parents, families, caregivers, community organizations and policy makers as a resource in supporting the development of our youngest residents.

The importance of each child's relationship with primary adults, more specifically their parents, guardians, and teachers, cannot be overly stressed. A child's context for learning occurs primarily in the home, and therefore programs to support parents and children are central to providing the right environment for knowledge and comprehension. Each child will grow and develop differently, but all children need attention, emotional support, sufficient health care and nutrition, positive social interactions, and protection as they mature. As a community, we must assist younger children to thrive and develop into competent, resourceful and educated young people. Their futures, and the well-being of the Virgin Islands, depend upon following the recommendations in the *Guidelines*.

I wish to express my gratitude to the following departments and organizations for participation in the development of *The Virgin Islands Infant Toddler Developmental Guidelines*: Community Foundation of the Virgin Islands; Head Start Training and Technical Assistance; Lutheran Social Services; University of the Virgin Islands; V.I. Department of Education; V.I. Department of Health; V.I. Department of Human Services; Office of the Governor; and directors of private child care centers. The collaboration between government agencies, non-profit organizations, and private groups indicates the importance of the task and the concern for our youngest ones. I urge the people of the Virgin Islands to utilize this excellent resource publication.

A handwritten signature in blue ink that reads "John P. de Jongh, Jr." The signature is stylized with a large, looping "J" and "P".

John P. de Jongh, Jr.



Government of the Virgin Islands of the United States  
Virgin Islands Department of Education  
Virgin Islands Department of Health  
Virgin Islands Department of Human Services

Greetings!

You are holding in your hands the first edition of *The Virgin Islands Infant and Toddler Developmental Guidelines*. This book covers the first three years of life providing guidance for parents, early childhood professionals and policy makers on how best to support the healthy development of our youngest children. It is our hope that the use of the information contained herein will be a welcome and useful tool that will help develop young children who are healthy, happy and poised for future success. These guidelines are an important addition to our earlier release of *The Virgin Islands Early Learning Guidelines* which encompassed guiding principles and developmental expectations for young children as they prepare to enter kindergarten.

It is now well known that the first three years of a child's life are a critically important period of rapid brain development that shapes and supports the child and prepares him or her for future success in school and in life. However, knowing that and having the knowledge and tools to support young children are different things. That is where this book comes in. *The Virgin Islands Infant and Toddler Developmental Guidelines* are written so that parents and others can learn how to best support a child's individual development. They reflect what children are expected to know, understand and be able to do by the time they reach their third birthday. This is not a diagnostic or screening test. It is a tool to help all of us support developmentally appropriate expectations in the domains of: physical health and development; social emotional and values development; approaches to learning; cognitive development in language, mathematics, science, and social studies; and creativity and the arts. It is our hope that this book helps parents and early childhood teachers alike. We also hope it helps guide future public policy as we work to make a community and develop programs that offer the best for our youngest citizens.

We wish to thank all of the professionals who created this book. This is a product of the Quality Education Work Group of the Governor's Children and Families Council, Early Childhood Advisory Committee. Under the leadership of Ms. Eleanor Hirsh, Coordinator, the staff of numerous agencies provided expertise and shaped this book. This includes staff from the Departments of Education, Health and Human Services; the Office of the Governor; the Community Foundation of the Virgin Islands; the University of the Virgin Islands; Lutheran Social Services of the Virgin Islands; private child care centers, and the Office of Head Start State Training and Technical Assistance Center.

A blue ink signature of Christopher E. Finch, written in a cursive style.

Christopher E. Finch  
Commissioner  
Department of Human Services

A blue ink signature of Darice Plaskett, written in a cursive style.

Darice Plaskett  
Commissioner  
Department of Health

A blue ink signature of Donna Frett-Gregory, written in a cursive style.

Donna Frett-Gregory  
Commissioner  
Department of Education

## Acknowledgements

**The Governor's Children and Families Council, Early Childhood Advisory Committee and the Community Foundation of the Virgin Islands would like to recognize the dedicated work of the members of the Quality Education Work Group whose contributions were instrumental in completing this document. Their expertise is greatly appreciated.**

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## Introduction<sup>1</sup>

Thank you for picking up *The Virgin Islands Infant & Toddler Developmental Guidelines*. By showing an interest in our children's early experiences, you join a dedicated group of caring individuals who understand the importance of quality early care and education for our youngest citizens. Together, with your commitment, we can ensure a good start for all the Virgin Islands' children. We hope you find this document useful, and we encourage you to pass along the knowledge you gain here to others who want to make a difference in our children's lives.

As a result of recent research in neuroscience, education, and psychology, we have come to learn about the importance of the early years, particularly the first three years, to the overall health and well-being of children. Healthy development in all areas is dependent on the health of relationships between the young child and significant adults. "Nurturing and stable relationships with caring adults are essential to healthy human development beginning from birth. Early, secure attachments contribute to the growth of a broad range of competencies, including a love of learning, a comfortable sense of oneself, positive social skills, multiple successful relationships at later ages, and a sophisticated understanding of emotions, commitment, morality, and other aspects of human relationships. Stated simply, establishing successful relationships with adults and other children provides a foundation of capacities that children will use for a lifetime."<sup>2</sup> *The Virgin Islands Infant Toddler Developmental Guidelines* emphasize how adults can



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<sup>1</sup> From *Montana's Early Learning Guidelines* and adapted from *Wisconsin Model Early Learning Standards*

<sup>2</sup> National Scientific Council on the Developing Child. (2009). *Young children develop in an environment of relationships*. Working Paper No. 1. Retrieved from <http://www.developingchild.net>



effectively respond to, engage, and interact with infants and toddlers to build positive relationships that facilitate development and learning.

*The Virgin Islands Infant & Toddler Developmental Guidelines* also reflect what children are expected to know, understand and be able to do by the time they reach their third birthday. They are written to address what adults can observe in children ages birth to three years and the ways they can support a child's individual development. The *Guidelines* are meant to be inclusive of all children and all settings in which young children spend time during their infant and toddler years, whether at home, in a childcare facility, an Early Head Start classroom, or in any other setting. *The Virgin Islands Infant and Toddler Developmental Guidelines* are a voluntary set of what some may call "child outcomes." They are meant to be used as a tool for early care and education practitioners, home visitors, parents, or anyone else living and working with young children. They are a guide for recognizing and supporting all children at the developmental level they exhibit.



The *Guidelines* are not a diagnostic tool, an assessment tool, or mandatory set of regulations.

*The Virgin Islands Infant & Toddler Developmental Guidelines* are written with the concept of developmentally appropriate practices as its base, which results from the process of adults making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: 1) what is known about child development and learning; 2) what is known about the strengths, interests, and needs of each individual child; and 3) knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful.<sup>3</sup>

Knowing that development occurs at a unique pace for each individual child, the examples given to demonstrate what a child may know, understand, and be able to do are not meant to be exhaustive. While an adult may or may not observe some of these examples in an individual child, this does not suggest that the child is either advanced or delayed in his/her development. The examples are meant to clarify in the adult's mind what type of behaviors children may exhibit from birth

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<sup>3</sup> Copple & Bredekamp, 2009.



to age three. The purpose is to help the adult concentrate on ways to support optimal development and learning in infants and toddlers.

Brain research has established that experiences in the first three years of life set the foundation for a child's future social and academic success.<sup>4</sup> The significance of a child's development leading up to age three cannot be stressed enough. In order for a child to exhibit the behaviors described in this document, he/she must have access to good health care, supportive social-emotional environments, and a safe, strong community.<sup>5</sup> The Quality Education Work Group of the Governor's Early Childhood Advisory Committee, which developed *The Virgin Islands Infant and Toddler Developmental Guidelines*, has aligned the content with *The Virgin Islands Early Learning Guidelines* published in 2010 which focuses on the behaviors and skills that children from three to five years typically exhibit. There is an

inherent understanding within this document that learning occurs from the moment a child is born and is continuous throughout his/her life, and that all stages of development are important and deserve respect.

### **What are *Infant and Toddler Developmental Guidelines*?**

*The Virgin Islands Infant & Toddler Developmental Guidelines* specify developmental competencies that young children ages birth to three years usually achieve and reflect the typical sequence of development. They describe what infants and toddlers are expected to know, understand, and be able to do upon reaching their third birthday and how adults can respond and support their development. These expectations are supported by practice-based evidence and scientific research. Children, who meet the developmental expectations outlined in the *Guidelines*, will be prepared to meet the next set of expectations and challenges outlined in *The Virgin Islands Early Learning Guidelines* for three to five years old.

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<sup>4</sup> Shore, 2003; Shonkoff & Phillips, 2000.

<sup>5</sup> Shonkoff & Phillips, 2000; Getting Ready, 2005.

### **Why are the *Infant & Toddler Developmental Guidelines* necessary?**

Infant and toddler developmental guidelines provide a shared framework for understanding and communicating expectations for young children's development and how to facilitate and support development. They are a guide for parents, professionals, and policy makers, all of whom share responsibility for the well-being of young children. Infant and toddler developmental guidelines promote beneficial connections from infancy to early childhood to kindergarten through twelfth grade educational experiences.

### **Why does the Virgin Islands need its own *Infant & Toddler Developmental Guidelines*?**

These *Guidelines* reflect the shared values and commitments of the citizens of the Virgin Islands to support the development of infants and toddlers which ultimately prepares young children for success in school. They reflect attention to all the domains of a child's early learning and development and recognize that these domains are interrelated and interdependent. These *Guidelines* also discuss the roles and responsibilities of families, teachers and caregivers, policy makers, and the community in supporting children's progress, achievement, and success.

### **How were *The Virgin Islands Infant & Toddler Developmental Guidelines* developed?**

The process used to develop *The Virgin Islands Infant & Toddler Developmental Guidelines* reflects a dialogue among professionals from across the Territory about shared values and commitments on one hand, and the desire to develop meaningful guidelines that reflect best practices and new knowledge gleaned from research and evidence on the other. The Early Childhood Advisory Committee of the Governor's Children and Family Council charged its Quality Education Work Group with the task of developing the *Guidelines*. Members of the Work Group reviewed Infant & Toddler guidelines from other states and reviewed research about best practices from the field. Members of the Work Group included representatives from:

- Department of Human Services, Division of Child Care and Regulatory Services
- Department of Human Services, Head Start Program



- Department of Education, Division of Instruction, Technology, and Assessment
- Department of Education, Division of Special Education Services
- Department of Health, Maternal Child Health Program
- Department of Health, Maternal, Infant, Child Home Visiting Program
- University of the Virgin Islands, Division of Teacher Education
- Head Start Training and Technical Assistance, Region II
- Community Foundation of the Virgin Islands, The Family Connection
- Caribbean Literacy Network
- Lutheran Social Services, Early Head Start
- Directors of Private Child Care Centers

**Who wrote *The Virgin Islands Infant & Toddler Developmental Guidelines* and what resources were used?**

The developmental expectations within each domain were drafted by members of the Work Group and reviewed by the Work Group. They reflect a survey of scientific literature and practice-based evidence on child development, as well as, guidelines developed by other states. Specifically, information from the National Association for the Education of Young Children (NAEYC), Zero to Three, National Child Care Information Center (NCCIC), High Scope Child Observation Record, and Creative Curriculum Developmental Continuum were used. State guidelines that were consulted and used extensively include: West Virginia, California, Minnesota, Wisconsin, Washington, Montana, Pennsylvania, and Maine. The Work Group also used *The Virgin Islands Early Learning Guidelines*, focused on children ages three to five years, to ensure alignment and continuity.





## Purpose and Goals<sup>6</sup>

### **Mission of the Quality Education Work Group:**

To create a framework for developmental and learning opportunities that provides information to parents, educators, and the community to support each child's developmental growth.

### **Purpose of *The Virgin Islands Infant & Toddler Developmental Guidelines*:**

The primary purpose of this document is to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children ages birth to three years within a context of shared responsibility and accountability for helping children meet these expectations.

### ***The Virgin Islands Infant & Toddler Developmental Guidelines* were developed with five goals in mind:**

1. To increase understanding of all areas of children's development and to recommend developmentally appropriate strategies for supporting optimal development;
2. To expand understanding of the multiple influences on the education and life success of young children;
3. To support families by providing examples of strategies that facilitate and enhance children's development;
4. To provide teachers, caregivers, home visitors, and administrators in early childhood education and care programs and settings with a common conceptual framework and guidelines for responsive care and for planning developmentally appropriate environments for young children; and
5. To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal developmental of young children.



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<sup>6</sup> From *Minnesota's Early Learning Standards*

## Guiding Principles

The Quality Education Work Group, which authored *The Virgin Islands Infant and Toddler Developmental Guidelines*, is confident that all children can become thinking, responsible, contributing citizens who continue to learn throughout their lives, while meeting the challenges of local and global societies. This occurs when families, early childhood teachers and caregivers, community members, and policy makers share in the collective commitment to foster healthy development of all children. The Work Group has established the following guiding principles to inform the development and application of the *Guidelines*. These guiding principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families.



### **All children should have their basic needs met.**

Children learn best when their physical and health needs are met and they feel psychologically safe and secure. Children rely on parents and early care and education practitioners to know what to do if their needs are not being met, or are being compromised.<sup>7</sup>

### **All children are capable and competent.**

Development and learning begins at birth, for all children and in all settings. All children should be supported as life-long learners and as capable individuals and competent learners. They must be allowed to develop a disposition and eagerness to learn in order to find success in their learning experiences. A positive approach to learning has been shown to be a critical determinant to mastering school skills.<sup>8</sup>

<sup>7</sup> Rhode Island *Kids Count*, 2005; Bowman & Moore (2006).

<sup>8</sup> Bowman, Donovan, & Burns, 2001; NAEYC & NAECS/SDE, 2002.



**Early relationships matter.**

*The Virgin Islands Infant & Toddler Developmental Guidelines* acknowledge that beginning at birth, children form relationships with adults who will guide their learning and development. Especially during the earliest years of a child's life from birth to age five, a child's growth and development is shaped within the context of those relationships. Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering cognitive skills. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.<sup>9</sup>

**Parents are children's primary and most important caregivers and educators.**

Families, communities, and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to take advantage of those learning opportunities. Families are better able to care for, nurture, and help their children succeed when policy makers share in the collective commitment to foster healthy development of all young children. Because a child's first and most important learning occurs in the context of family, it is essential that families have the supports and resources needed to help their children develop in optimal ways. All children should expect their families to be involved in all aspects of their care and education. Both effective communication with and involvement of families consistently lead to positive effects for the early development of young children.<sup>10</sup>



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<sup>9</sup> Shonkoff & Phillips, 2000; A Good Beginning, 2000.

<sup>10</sup> Rhode Island *Kids Count*, 2005; Lovejoy, 2006; NAEYC & NAECS/SDE, 2002.

**All children should have their early experiences acknowledged as important to their further development.**

Children come into the world ready to learn, actively engaged in making sense of their world from birth. *The Virgin Islands Infant & Toddler Developmental Guidelines* recognize that the first years of a child's life set the groundwork for a lifetime of healthy brain development and relationships, and must be taken into consideration when planning for further learning.<sup>11</sup>

**A child's early learning and development is multidimensional.**

Developmental domains are highly interrelated. *The Virgin Islands Infant & Toddler Developmental Guidelines* reflect the interconnectedness of the domains of children's development: physical development and health; social, emotional, and values development; approaches to learning; creativity and the arts; and cognitive development (including language and literacy, mathematical understanding, science, and social studies).<sup>12</sup>

**Expectations for children must be guided by knowledge of child growth and development.**

*The Virgin Islands Infant & Toddler Developmental Guidelines* are based on research about the processes and sequences of young children's learning and development, and the conditions under which children develop to their fullest potential.<sup>13</sup>



**Children are individuals who develop at various rates.**

*The Virgin Islands Infant & Toddler Developmental Guidelines* recognize that there are individual rates of development and learning across all age ranges. These rates may be within typical developmental expectations or may indicate a need for specialized services. All children should receive the supports, resources, and services they need to participate actively and meaningfully in their early childhood settings. Early care and education staff must be prepared to work with families, following parents' lead, to make referrals when children's development appears delayed. They need to collaborate with children's Individualized Family Service Plan (IFSP) teams, modify/adapt program activities and routines, and implement appropriate interventions within the context of the early childhood setting.<sup>14</sup>

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<sup>11</sup> Shore, 2003; Shonkoff & Phillips, 2000; NAEYC & NAECS/SDE, 2002.

<sup>12</sup> Berk, 2008.

<sup>13</sup> Berk, 2008; Bredekamp & Copple, 2009.

<sup>14</sup> Sandall, McLean, & Smith (2000); Bowman, Donovan, & Burns, 2001.

**Children are members of cultural groups that share developmental patterns.**

*The Virgin Islands Infant & Toddler Developmental Guidelines* acknowledge that children's development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments. All children expect that their home, community and family lives will be respected in the early care and education setting. Children's home language must be respected as the basis for learning a second language. The *Guidelines* recognize that a child's learning is complex and is influenced by cultural and contextual factors.<sup>15</sup>

**All children should be cared for and educated in a developmentally appropriate manner.**

All children should be treated as individuals with unique strengths, interests, and approaches to learning. Early care and education must address the "whole child" and be constantly working with each child on multiple levels. Childhood is a unique stage in human development, and must be appreciated as such. *The Virgin Islands Infant & Toddler Developmental Guidelines* support the development of optimal learning experiences that can be adapted for individual developmental patterns.<sup>16</sup>



**Children learn through play, interaction with others, and active exploration of their environment.**

All children should expect their play to be respected as a valuable learning tool. Play is the primary way children learn about the world around them. *The Virgin Islands Infant & Toddler Developmental Guidelines* reflect the belief that children should be provided with a rich learning environment in which to explore and should be exposed to a variety of experiences to help deepen their understanding through child-initiated and teacher-initiated activities, and through interactions with peers, adults, and materials. Teachers and families can best guide learning by providing multiple opportunities in natural, authentic contexts. Positive relationships and engagement are the foundation within which children can gain the benefits of experiences and resources.<sup>17</sup>

<sup>15</sup> NAEYC, 1995; Bredekamp & Copple, 2009; NAEYC & NAECS/SDE, 2003.

<sup>16</sup> Bredekamp & Copple, 2009; NAEYC & NAECS/SDE, 2003.

<sup>17</sup> Ginsburg, 2008; Berk, 2008; Bowman, Donovan, & Burns, 2001; NAEYC & NAECS/SDE, 2003 .

**Information gained from assessments of young children's progress must be used to benefit children.**

*The Virgin Islands Infant & Toddler Developmental Guidelines* are designed to be used to guide parents, practitioners, and policy makers to improve practices and services for young children and not to be used to rank, sort, or penalize young children. The responsibility for meeting the standards rests on the shoulders of those who should provide opportunities and supports for learning and not on children's shoulders.<sup>18</sup>



**All children should expect that their early care and education provider has child development knowledge and expertise.**

All children need to be assured that their early childhood caregivers, educators, and other service providers receive high quality professional training with a solid knowledge of child development and early childhood teaching practices with continuing education on the latest developments in the field to improve practice. Research shows that quality early care and education contributes to a child's readiness to learn, and that staff education and experience are determining factors in high quality programs.<sup>19</sup>

**All children should be cared for and educated under the protection of a Code of Ethical Conduct.**

Early care and education practitioners should understand and follow the profession's ethical guidelines at all times, in all situations. *The Virgin Islands Infant & Toddler Developmental Guidelines* support practices that promote development and protect young children from the harm that results from inappropriate expectations. In this, they are aligned with ethical principles of the early childhood profession.<sup>20</sup>

<sup>18</sup> NAEYC, 2003; NAEYC & NAECS/SDE, 2003.

<sup>19</sup> Bowman & Burns, 2001; Phillips, 1987; NAEYC & NAECS/SDE, 2003.

<sup>20</sup> NAEYC, 2005.



**All children should be supported and protected by policy makers.**

At the community, territory, and national levels, decision makers must always keep in mind the effects that their actions have on our youngest citizens.<sup>21</sup>

**Responsibility for school readiness lies not with children, but with the adults who care for them and the systems that support them.**

Public policies should seek to provide comprehensive information, resources, and support to all who are responsible for children's development. Schools need to be ready for children, focusing on providing supports for children's transition to school, responding to children's individual needs, and holding positive expectations about children's abilities to learn and succeed.<sup>22</sup>



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<sup>21</sup> Lovejoy, 2006; Children's Defense Fund, 2002

<sup>22</sup> Lovejoy, 2005; NAEYC, 1995; Ackerman & Barnett, 2005

## Guidelines for Diverse Learners

Early childhood care and education programs in the Virgin Islands must address the individual needs of a diverse population of children. This includes children with special needs, children from diverse cultural backgrounds, children from all socio-economic groups, and children whose first language is not English. Children with disabilities and children who do not speak English develop best in inclusive environments, those in which early childhood teachers and caregivers welcome all children and provide flexible programming that can meet individual needs and include children with a wide range of backgrounds and abilities.

### Dual Language Learners

The term Dual Language Learners (DLLs) refers to children, particularly young children, who are learning more than one language - children who are acquiring two or more languages simultaneously and learning a second language while continuing to develop their first language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English Language Learners (ELLs), English Learners (ELs), Non-English Speaking, and children who speak a Language Other Than English (LOTE) or English as a Second Language (ESL), but more appropriately for young children, who are becoming proficient in their home language while learning English.



Families transmit values, beliefs, and a sense of belonging to their children. Because they do so primarily through their language, support of the development of home language is strongly encouraged by all involved with the child and his/her family. Many families speak languages other than English at home. Infants and toddlers need to continue learning and speaking their family's language as they learn English. This helps them stay close to all the important people in their lives.

The home language is the first language learned and the primary language used at home. Research shows that children who are strong in their home language will be able to develop fluency in speaking and reading a second language such as



English. The ability to communicate in more than one language supports children's cognitive flexibility and an awareness of their own cognitive processes.

Infants and toddlers exposed to two languages, at home or in an early childhood program, have the opportunity to develop basic language ability in two languages simultaneously. Parents need to be reassured and informed that learning two languages does not come at the expense of either language and that infants and toddlers are capable of learning two languages early in life. Learning and maintaining the home language lays the foundation for learning English.



The research literature on second language acquisition identifies the following four developmental stages:<sup>23</sup>

**1. Home language use** - Young children who have established basic oral communication ability in their home language naturally enter the early childhood setting using their familiar home language. The degree to which these children experience being understood by others depends on whether any of the adults or children speak their home language.

**2. Nonverbal/observational period** - When young children speaking their home language are frequently not understood, they begin speaking less and turn their attention to observing, listening, and using non-verbal means of communication. This developmental stage is very important as the child is

actively learning the sounds, words, and rules of the new language. These children are building their receptive understanding of the new language – connecting the sounds and words to people, objects, and experiences. There can be a wide variance in the amount of time any child operates at this stage of development.

**3. Telegraphic and formulaic speech** - Children begin trying out their new language, using simple words or phrases to express thoughts, requests, and directions. Although the child may not know the specific meaning of these words and phrases, dual language learners are focused on results – do they work for social interactions or to achieve the desired response from an adult? This form of early language production also enables these children to begin participating in group singing or reciting rhymes.

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<sup>23</sup> Tabors, 2008; Espinosa, 2010

4. **Productive language** - Dual language learners begin building their own original sentences using words and phrases they have been hearing and practicing. This is a gradual phase as children test what works and experiment with applying grammar rules of their new language. Each child's productive language is closely related to their expansion of receptive language.

Adults who successfully work with young dual language learners understand that although each of the developmental stages build on others, in some circumstances, a child will revert to nonverbal observation and listening. Effective teachers are sensitive to numerous factors that influence the rate and proficiency of each child's acquisition of a new language, including the quality of exposure to English; age and culture; motivation and interest in the new language; personality; and whether or not relationships support the child in trying the new language.<sup>24</sup> Understanding that there will be individual differences among children is essential to providing the best possible support for dual language learners.

### **Child-focused strategies for working with Dual Language Learners<sup>25</sup>**

- Adults are knowledgeable about and respectful of each child's family, culture, and home language.
  - Seek information about the language spoken at home and the child's proficiency in the home language.
  - Ask parents for a few words in the home language that can be used to welcome the child in the classroom.
- Adults establish responsive and accepting relationships to help the child feel confident to engage in receptive and verbal communication in either language – home language or English.
  - Build positive, warm, nurturing relationships with children who are DLLs so that they feel safe and less anxious. Speak English in ways that help them understand: use simple sentences, repeat what is said, use gestures and facial expressions, point to objects, and use everyday vocabulary.
  - Speak English clearly and slowly, but not loudly, simplifying language when needed.
- Adults provide numerous experiences to help children gain understanding of the new language – specifically, hear the sounds of the new language and connect them to people, objects, and experiences.
  - Use predictable, comfortable classroom routines so DLLs know what to expect and use consistent language when referring to activities and objects.

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<sup>24</sup> Tabors, 2008

<sup>25</sup> *The Child Development Associated national credentialing Program and CDA competency standards: Infant/Toddler Edition.* (2013).

- Provide pictures to accompany the daily schedule, classroom rules, and other print in the classroom to help children know the expectations even though they may not yet understand the language.
- Adults provide experiences to encourage and help children practice the sounds and words of the new language. They consider the stages and patterns of home language and English acquisition, as well as, information about each child's progress in cognitive, social-emotional, and physical development.
  - Encourage the child to repeat words as he/she demonstrates what objects or pictures they refer to.
  - Give the child lots of time to think about what he/she want to stay. Wait to offer words or phrases when help is needed.
  - Notice words the child says (ex. "me" or "more") and help the child expand on those words.
- Adults design environments and conduct activities so that children learn about or are exposed to multiple cultures and languages. They provide opportunities for children and families to share their cultures and languages.
  - Books that reflect multiple cultures and languages are available.
  - Puzzles, dolls, dramatic play props, musical instruments and songs, kitchen utensils and menus, and decorations in the classroom reflect the variety of languages and cultures of the families in the program.

### **Children with Special Needs**

The *VI Infant & Toddler Developmental Guidelines* apply for *all* children, including children with disabilities and/or developmental delays. Children may meet the guidelines at different times and in different ways. A primary function of early intervention and early childhood education is to promote children's learning and development. "Children with disabilities and other special needs are, first of all, children."<sup>26</sup> Therefore, first and foremost in the care and education of children, developmentally appropriate practices should be implemented for *all* children. Developmentally appropriate practices are defined as "...those that result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: (1) what is known about child development and learning...; (2) what is known about the strengths, interests,



<sup>26</sup> Sandal, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (2006).

and needs of each individual child...; (3) and knowledge of the social and cultural contexts in which children live"<sup>27</sup>

Practices that promote development and learning for young children with disabilities and/or developmental delays build on and extend this foundation to meet their individual and unique needs.

### **Child-Focused Strategies for Working with Children with Special Needs<sup>28</sup>**

*Adults design environments to promote children's safety, active engagement, learning, participation, and membership.*

- Physical space and materials are structured and adapted to promote engagement, play, interaction, and learning. Adults attend to children's preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces (i.e., learning centers).
  - Most toys are accessible to children so that they can get them without adult help, although some toys should be visible and require that the child ask an adult for access.
  - The classroom has clearly defined learning centers. Visual cues in the flooring (e.g., area rugs, vinyl flooring, and masking tape) or low pieces of furniture (ex: shelves) define the learning centers.
- Adults help children build social skills and promote engagement, interaction, communication, and learning by providing peer models, responsive adults, and adult models and by expanding children's play.
  - Small groups are arranged so children have peer models and can see one another and interact.
  - Assignment of teachers or caregivers to children or groups of children remains consistent.



<sup>27</sup> Bredekamp & Copple, 2009.

<sup>28</sup> Sandal, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (2006).

- Routines and transitions are structured to promote interaction, communication, and learning.
  - Clear visual cues, including gestures, photographs, written labels, or objects are used to support children during transitions, to help children understand the routine, and to help children manage their time.
  - Adults give children time to respond before they intervene and do things for them.
  - Transition times are minimal and are used as learning times by embedding interesting and instructional activities within them (ex: counting the number of children who are lined up).
- Play routines are structured to promote interaction, communication, and learning by encouraging children to take on roles for dramatic play, prompting group friendship activities and interaction, and using specialized props.
  - Individual picture cues (ex: photographs of the activities) are used to provide support and structure during free choice time for all children.
  - Adults assist and encourage children to give toys to one another and to take offered toys from one another to teach social exchanges and sharing.
- A variety of appropriate settings and naturally occurring activities are used to facilitate children's learning and development.
  - Adults use children's daily routines and activities as learning opportunities (ex. Teachers, parents, and caregivers can prompt children to use new words while driving in the car, eating dinner, taking a bath, or playing at the beach.)
  - "Intervention" is provided in settings that families identify as routine and as possible teaching and learning opportunities.





- Services are provided in natural learning environments as appropriate. These include places in which typical children participate, such as home or community settings.
  - Supports are provided for children in their community child care setting, such as: regular visits from the child's therapists or early intervention providers, training of staff in how to include children with disabilities in typical activities, providing specialized equipment loaned to the program by the early intervention system, and integration of intervention recommendations into activities and routines in the child care setting.
- "Interventionists" facilitate children's engagement with their environment to encourage child-initiated learning that is not dependent on the adult's presence.
  - Interesting toys, materials, and activities are provided that encourage children to make independent choices.
  - The curriculum and environment are modified and adapted to increase the children's meaningful participation. This includes partial participation with support, materials and people (ex. structuring the physical and social environments; adapting materials; simplifying activities; encouraging peers to support the child; using specialized equipment; using children's preferences).
- Environments are provided that foster positive relationships.
  - Parents, teachers, and caregivers model positive interactions by commenting on children's positive behaviors, particularly when they share with, help, and listen to others.
  - Home visitors begin their visits with parents by sharing thoughts, ideas, and updates.
  - Home visitors interact with the adults in the family and listen to and respond to their questions honestly and with accurate information.



*Adults use ongoing data to individualize and adapt practices to meet each child's changing needs.*

- Practices and goals are individualized for each child based on:
  - The child's current behavior and abilities across domains instead of the child's diagnostic classification
  - The family's views of what the child needs to learn



- Interventionists' and specialists' views of what the child needs to learn
  - The demands, expectations, and requirements of the child's current environments.
- Practices target meaningful outcomes for the child that build upon the child's current skills and behavior and promote membership with others.
- Child performance is monitored and information is collected to determine the impact of the practices on the child's progress and modifications are made as needed.
- Recommended practices are used to teach/promote whatever skills are necessary for children to function more completely, competently, and independently in the child's natural environment.
- Children's behavior is observed, interpreted in context, and responded to. Opportunities are provided for expansion or elaboration of the child's behavior by imitating the behavior, waiting for the child's responses, modeling and prompting. (Ex. A parent imitates her child's sounds and actions, and then stops and waits for the child to request her to continue.)



## Potential Uses<sup>29</sup>

*The Virgin Islands Infant & Toddler Developmental Guidelines* are to be used as a resource for family members, teachers and caregivers, service providers, community members, and policy makers in ways that are supportive of young children's development.

### For Family Members

- **To build awareness of child development:** The *Guidelines* can help parents and other family members understand what skills or behaviors are expected of young children and how they develop.
- **To involve families in their child's development and learning:** Family members can learn how they can support their child's development in the various domains in the *Guidelines*. When children are cared for outside the home, they benefit when family members are invited to participate in ongoing communication about what is happening in their child's early education and care. Information about widely held developmental expectations can be shared with parents at parent-teacher conferences, open-houses, parent education, and other opportunities. Families who are engaged in their child's education are better able to support their child's learning and development.<sup>30</sup>
- **To build awareness of the systems needed to support the growth and development of children:** Parents are the best advocates for their children. This document can be used to help families make concrete connections between actions by policymakers and the quality of life for children and families. This document can also provide guidance to parents about what to look for as they choose programs for their young children.



<sup>29</sup> Adapted from *Minnesota's Early Learning Standards*

<sup>30</sup> Crosser, 2005

## For Teachers and Caregivers

- **To guide planning for curriculum content and teaching strategies:**

*The Virgin Islands Infant & Toddler Developmental Guidelines* provide a common framework for developmentally appropriate expectations for children birth to three years old. It is expected that most children will accomplish the majority of the indicators by their third birthday, although children do develop at different rates. In order to meet these expectations, the indicators can be used as a guide for planning how to establish appropriate environments, respond to meet children's developmental needs, and implement teaching strategies for young children in this age range.



The indicators provide a common language for use across programs. A common language and framework facilitates discussion and collaboration among home visitors, family child care providers, school and center-based staff, and others. The domains are consistent with *The Virgin Islands Early Learning Guidelines* focused on children ages three to five years. The items that describe developmental progress can help programs align curriculum, instruction, and assessment.

Individual teachers and caregivers can develop strategies and curriculum with the developmental milestones in mind and plan assessment appropriate to their settings and related to the suggestions described. Teachers and caregivers can focus their program on significant learning experiences to support children in the development of concepts, knowledge, and skills described by the developmental milestones. In this way, teachers and caregivers are not locked into a set curriculum, but rather can design activities within particular domains that will give children opportunities to practice the concepts, knowledge, and skills identified.

Each child's culture and language, developmental levels, learning styles, and personal interests must be taken into account as learning experiences are designed and implemented.<sup>31</sup> This approach to learning and

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<sup>31</sup> Bredekamp & Rosegrant, 1992; Copple, 2003; Copple & Bredekamp (2009).

curriculum supports exploration, innovation, and individualization within a setting as opposed to a prescribed curriculum.<sup>32</sup> The framework promotes diversity and equity in terms of what children do, how children show what they know, and what constitutes success.

- **To provide direction for authentic assessment of young children:**<sup>33</sup> The indicators can help teachers and caregivers define the kinds of things young children need to know and be able to do. Once these are articulated, teachers and caregivers need to consider how to collect evidence of children's learning through authentic assessment.

Authentic assessment practices are those that are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process. Authentic assessment methods for children should meet these criteria:<sup>34</sup>

- Are fair to all cultures, language groups, and developmental levels
- Reflect real-world classroom or family contexts
- Are tied to children's daily activities and assess children's actual performance
- Occur in natural settings and situations that are non-threatening to the child
- Are inclusive of families and responsive to cultural and linguistic variations
- Use multiple sources of information on multiple occasions
- Ensure continuity and consistency over time
- Are supported by ongoing professional development to ensure skilled observation and assessment



In addition, assessment should bring about benefits for children, be connected to specific purposes, and value parents as sources and audiences for assessment.<sup>35</sup>

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<sup>32</sup> Bredekamp & Rosegrant, 1995.

<sup>33</sup> Examples of authentic assessment include Work Sampling System of Child Assessment, the High Scope Child Observation Record, and the Creative Curriculum Assessment System.

<sup>34</sup> NAEYC & NAECS/SDE, 2003; Mueller, 2008; Shepard, Kagan, & Wurtz, (1998)

<sup>35</sup> NAEYC & NAECS/SDE, 2003; Shepard, Kagan, & Wurtz, 1998.



Components of authentic assessment should include: observation, observation checklists, rating scales, portfolios, and summary reports. These may be used individually or in combination depending on the desired purposes of the assessment information. Observation includes the gathering and recording of information by noting facts or occurrences of children's skills, abilities, and behaviors. Observation checklists, when combined with observation notes and samples of children's work, provide reliable ways to understand growth and development of skills and behaviors over time.<sup>36</sup>

One of the primary purposes of assessment is to inform instruction and help teachers and caregivers make decisions concerning children's subsequent learning experiences. In that way, a continuous cycle of planning, implementing, and evaluating children's learning experiences helps ensure that children are challenged appropriately to develop the concepts, knowledge, and skills needed to reach their full potential.

- **To provide a framework for designing appropriate program standards and program evaluation:**<sup>37</sup> Staff within early childhood education and care programs and settings can use *The Virgin Islands Infant & Toddler Developmental Guidelines* to frame questions for meeting program standards and conducting program evaluation. High quality programming provides opportunities that support each child's developmental stage and need to engage in play, exploration, and active learning. Program standards provide criteria for important program features such as adult-child ratios, group sizes, teacher or caregiver qualifications, and curriculum.<sup>38</sup> Major variables which impact desired program outcomes for infants and toddlers are the space and furnishings, personal care routines, listening and talking, activities,

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<sup>36</sup> Jablon, Dombro, & Dichtelmiller, 2007.

<sup>37</sup> The Head Start Performance Standards, NAEYC Accreditation process, and meeting the new Virgin Islands Licensing Standards are mechanisms for providing a sound foundation for achieving high quality programs and positive child outcomes.

<sup>38</sup> Scott-Little, Kagan, & Frelow, 2003.



interaction, program structure and parents and staff.<sup>39</sup> These components interact to support the desired developmental opportunities and outcomes for our youngest children. The best programming considers all of these variables when planning, teaching, and evaluating effectiveness.

- **To provide guidance for staff training and development:** Teachers and caregivers can benefit not only from a concise framework of child development as provided in *The Virgin Islands Infant & Toddler Developmental Guidelines*, but also from an understanding of how they impact child outcomes and school readiness. Supervisor, teachers, and caregivers can use the *Guidelines* as a tool to identify any number of areas where additional professional development may be needed.

### For Community Members

- **To provide a framework for needs assessment within the community:** *The Virgin Islands Infant & Toddler Developmental Guidelines* can serve as a guide for identifying the sources of support within the community that encourage the healthy growth and development of young children. Community resources such as health facilities and services, early learning centers, family child care homes, playgrounds, libraries, recreational centers, and elementary schools, all work together to contribute to children's development.<sup>40</sup>

Business leaders and employers are key players in helping communities focus on the importance of early childhood education and care for the future economic development of the community.<sup>41</sup> Community members can also use key developmental milestones to assess how well their local community is doing in providing opportunities for the healthy development of young children.



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<sup>39</sup> Harms, Cryer, & Clifford, 2006.

<sup>40</sup> Getting Ready, 2005; Lovejoy, 2006;

<sup>41</sup> Committee for Economic Development, 2006; Rolnick & Grunewald, 2003.



- **To help organize advocacy efforts within the community:** *The Virgin Islands Infant & Toddler Developmental Guidelines* can be useful in helping various groups see the continuity of their efforts across home and program settings where there are young children. This document provides concrete connections between healthy child development and access to resources within the community. Community members and policymakers can help assure the optimal learning and development of young children by making a commitment to support parents and families in their child-rearing roles, as well as, early childhood education and care efforts. Communities can support and strengthen the resources available to support families with young children and build stronger connections among the various programs and services that impact children's lives.

### For Policymakers

- **To guide decision-making in promoting early learning and development:** Policymakers can use *The Virgin Islands Infant & Toddler Developmental Guidelines* when planning initiatives designed to benefit young children and families. Because the *Guidelines* are research-based and adapted to reflect typical and appropriate developmental experiences of young children in the Virgin Islands, policymakers can use them to guide policy and funding decisions.
- **To assess the impact of public policies on young children and their families:** Policymakers can use *The Virgin Islands Infant & Toddler Developmental Guidelines* as a reference for assessing the impact of policy decisions on the lives of children and families. By providing consistent and reliable support and resources to families, a larger proportion of families with young children can participate in opportunities that enhance learning and development. Prevention and early intervention efforts to ensure that all children get a strong and healthy start help reduce the likelihood that children will need more intensive and costly help at a later age.<sup>42</sup> There are a number of ways to assess public policies and impacts, including the Annual Kids Count Data Book, which provides a profile of Virgin Islands' child well-being as compared to national indicators.<sup>43</sup>

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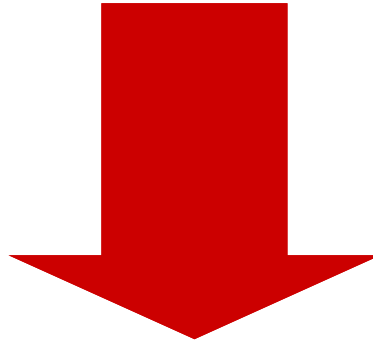
<sup>42</sup> Sandall, McLean, & Smith, 2000; Kilburn & Karoly, 2008; Rolnick & Grunewald, 2003; Weiss, E. (2011).

<sup>43</sup> Prepared by the Community Foundation of the Virgin Islands and funded by the Annie E. Casey Foundation.

# Domain 1: Physical Health and Development



# Domain 1: Physical Health and Development



Physical well-being, health, and motor development are essential in the development of young children's brains and are crucial to the learning process. Good physical health allows for exploration of the environment and active participation in a variety of experiences which provide a positive impact on the development of the whole child: language development; cognition; and social, emotional, and values development. Included in the physical development and health domain are indicators that focus on:

- Gross motor skills (characterized by movements of large muscles and the entire body)
- Fine motor skills (characterized by movements to coordinate small muscles in the arms, hands and fingers)
- Health and safety practices

# Domain 1: Physical Health and Development

## Gross Motor Skills—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Stretching out arms and legs in response to loud noises (note: this startle reflex should disappear at around 4 months)</li> <li>• Holding up and supporting head by first lifting up head when on stomach, then head and shoulders, and later controlling head movements when sitting</li> <li>• Kicking repeatedly at a musical toy that makes a sound when struck</li> <li>• Rolling over by first rocking from side to side and then rolling from stomach to back and later from back to stomach</li> <li>• Moving from place to place by rolling</li> <li>• Sitting by first sitting with pillows as support and then supporting self with hands and later sitting without support</li> <li>• Crawling and creeping by first moving self forward or backward on stomach, then getting up on hands and knees and rocking back and forth and later creeping backwards and forwards</li> </ul>	<ul style="list-style-type: none"> <li>• Crawling or creeping on hands and knees</li> <li>• Walking by first pulling up self to standing, then walking holding on to furniture or adult, and later walking independently</li> <li>• Running with a wide stance</li> <li>• Climbing onto furniture, such as a sofa</li> <li>• Kicking a ball</li> <li>• Walking up steps holding an adult's hand</li> <li>• Throwing, catching, pulling, and pushing objects</li> <li>• Scooting or riding on wheeled toys without pedals</li> </ul>	<ul style="list-style-type: none"> <li>• Walking and running well with balance and control without falling</li> <li>• Walking forward, backward, and sideways</li> <li>• Jumping with both feet off the ground and landing together and then jumping in and out of a hula hoop on the ground</li> <li>• Moving from riding toys to an interest in pedal trikes, pedaling and turning the handle bars</li> <li>• Throwing a ball to another person</li> <li>• Catching a large ball by trapping it against her body</li> <li>• Moving through a simple obstacle course after adult demonstration</li> <li>• Galloping, walking on tiptoe, crawling under objects (such as tables or chairs), and twirling</li> </ul>

# Domain 1: Physical Health and Development

## Gross Motor Skills—Parents, teachers, and caregivers support infants and toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Always supporting an infant's head</li> <li>• Providing "tummy time" on the floor so infants can stretch and use their muscles</li> <li>• Swaddling and comforting the infant when startled, using a gentle voice to reassure the infant</li> <li>• Providing materials and toys that infants can reach for and grab</li> <li>• Providing cushioned material nearby when infant is learning to sit</li> <li>• Watching closely for frustration or exhaustion and supporting the infant as needed</li> <li>• Recognizing and responding to the infant's fussing cues that he needs to change positions</li> <li>• Encouraging the infant to crawl by placing toys just out of the infant's reach</li> <li>• Providing plenty of time and space for play</li> </ul>	<ul style="list-style-type: none"> <li>• Providing many safe areas and opportunities for climbing and movement</li> <li>• Staying close behind the infant when she starts to climb</li> <li>• Providing balls or bean bags for throwing practice</li> <li>• Providing push and pull toys</li> <li>• Providing riding toy</li> <li>• Offering safe opportunities for climbing, running, jumping, and moving freely</li> <li>• Placing toys and objects for the infant to seek and discover</li> <li>• Applauding and celebrating the infant's efforts and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Providing many safe opportunities for toddlers to move and experiment with throwing and catching, climbing, running, pushing and pulling, and using riding toys</li> <li>• Incorporating gross motor activities during transitions between quieter activities (ex. "Let's fly like a bird to go wash our hands.")</li> <li>• Playing games that encourage movement, such as pretending to be various animals</li> <li>• Providing a variety of materials and activities that support awareness of space, such as scarves, streamers, hula hoops, climbers</li> <li>• Providing opportunities to move in different ways such as dancing or marching to music</li> <li>• Talking about movement and spatial words as children move, such as up, down, over, under, around, through, fast, slow, high, and low</li> </ul>



# Domain 1: Physical Health and Development

## Fine Motor Skills—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>Coordinates sucking, swallowing, and breathing when sucking on breast or bottle without choking</li> <li>Visually tracking people and objects by first tracking an adult's face or object when slowly moving across midline of body, then tracking with a wider scope to 180°, and later watching caregiver as she moves around the room</li> <li>Reaching for and grasping objects by first reflexively moving arms and legs, then reaching for and swiping at dangling objects, and later reaching for and grasping objects</li> <li>Grasping objects by first grasping with both hands using whole hand movements, then picking up toys with fingers, and later scraping surface with fingers to pick up small objects</li> <li>Exploring object by putting it into his mouth, shaking and banging it</li> <li>Exploring feet and toes and bringing them to her mouth</li> <li>Reaching for and grasping an object in one hand and another in the other</li> <li>Banging objects together</li> <li>Crossing the midline of her body to reach for a toy</li> </ul>	<ul style="list-style-type: none"> <li>Self-feeding by picking up small bits of food and feeding self, drinking from a bottle or sippy cup without assistance and later feeding self with a spoon and fork</li> <li>Grasping by picking up objects with thumb and fore-finger (pincer grasp)</li> <li>Turning the pages of a board book</li> <li>Squeezing and poking materials such as play dough and finger paint (and even food)</li> <li>Imitating caregiver by clapping hands, waving bye-bye</li> <li>Using a full-hand grasp to hold and make marks with a crayon</li> <li>Playing with toys by pouring from one container to another, emptying and filling containers, and stacking objects</li> </ul>	<ul style="list-style-type: none"> <li>Using a spoon and fork with greater ease and less spilling</li> <li>Helping to wash and dry his own hands</li> <li>Dressing and undressing by repeatedly removing shoes and socks and attempting to put clothes on and unbuttoning large buttons</li> <li>Exercising greater bowel and bladder control</li> <li>Peeling a banana or unwrapping an object started by an adult</li> <li>Playing with toys by putting shapes in a shape box, completing simple puzzles with individual non-interlocking pieces, and stacking up to six or eight blocks</li> <li>Turning doorknobs and taking lids off containers</li> <li>Holding a container with one hand and placing objects in the container with the other</li> <li>Making circular marks and scribbles and copying a horizontal line with a writing utensil</li> <li>Turning pages of a book</li> </ul>

# Domain 1: Physical Health and Development

## Fine Motor Skills—Parents, teachers, and caregivers support infants and toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 18-36 months
<ul style="list-style-type: none"> <li>• Playing tracking games with your own smiling face and brightly colored objects slowly moving across the midline of the child's body (ex. "Here's your red rattle, Brian")</li> <li>• Holding object in front of the infant, encouraging her to reach for, swipe, and grasp object</li> <li>• Providing a variety of interesting safe toys for the child to explore</li> <li>• Changing the toys on a regular basis so that the infant has "new" objects to manipulate</li> <li>• Playing peek-a-boo, Pat-a-cake, and other finger games</li> <li>• Placing interesting pictures and items near the diaper changing area for the infant to look at and grasp</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of safe interesting toys that are easy to grasp, manipulate, and explore</li> <li>• Providing board and cloth books that you read with her and she can explore on her own</li> <li>• Providing toys organized in containers that the infant can empty, fill, and explore</li> <li>• Providing a variety of materials such as sand, water, or seeds to stimulate the infant's senses and pour from one container to another</li> <li>• Providing toys that can be stacked</li> <li>• Providing opportunities to explore safe non-toxic art materials such as crayons, finger paint, and play dough</li> </ul>	<ul style="list-style-type: none"> <li>• Providing adult sized clothing and large dolls for the toddler to practice dressing skills</li> <li>• Providing toys that involve fitting shapes into containers or simple puzzles</li> <li>• Providing many opportunities for toddlers to use writing and art materials such as fat washable markers, crayons, pencils, chalk, or paint</li> <li>• Providing a variety of sizes and shapes of blocks to build with</li> <li>• Providing a variety of materials such as sand, water, or seeds to stimulate the toddler's senses and pour, fill, dump from one container to another</li> <li>• Providing a variety of books that you read together and can be looked at independently</li> </ul>

## Domain 2: Social, Emotional and Values Development



## Domain 2: Social, Emotional and Values Development



Nurturing and supportive relationships with important adults establish the foundation for healthy social and emotional development and all learning. Nurturing relationships help infants and toddlers become secure, confident, curious, and communicative individuals. Such relationships provide the environment for infants and toddlers to become socially and emotionally competent and healthy. A solid base of emotional security and social competence enables children to participate and benefit fully in learning experiences and form positive relationships with peers and adults.\*

Values should be respectful of family culture and beliefs. Development of values is concerned about providing an environment in which children learn social lessons that support learning goals, such as caring for others, being part of a community, and working on positive attitudes.

Included in the social, emotional, and values domain are indicators which focus on:

- Relationships with adults
- Relationships with peers
- Sense of self and self-control

\*Peth-Pierce, R. (2000).

# Domain 2: Social, Emotional and Values Development

## Relationships with Adults—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Making her wishes and needs known by crying, cooing, babbling, or moving arms, legs, and body</li> <li>• Establishing and maintaining eye contact if he wants to continue playing and turning away if he is finished playing</li> <li>• Calming herself when she is held and comforted by a familiar adult</li> <li>• Responding positively to a seeing a familiar adult or hearing a familiar adult's voice</li> <li>• Taking turns acting and reacting to adults when he is being talked to and played with</li> <li>• Showing preference for familiar adults by reaching out to primary caregivers, smiling more broadly, and being more easily soothed</li> <li>• Smiling socially in response to social contact or to initiate social contact</li> </ul>	<ul style="list-style-type: none"> <li>• Using sounds or gestures to express needs or get help from an adult (ex. tugging on an adult's pant leg)</li> <li>• Initiating contact with regular caregivers (ex. giving a hug, grabbing a hand)</li> <li>• Forming attachment to familiar adults and show hesitancy or fear of unfamiliar adults</li> <li>• Exhibiting separation anxiety by crying after separation from familiar caregivers</li> <li>• Seeking out attention from familiar adults and showing pleasure when interacting with them</li> <li>• Responding to praise or attention by repeating actions when adults clap or laugh</li> <li>• Enjoying interacting and sharing activities with familiar adults such as being held, playing simple games, being read and talked to, and helping with simple chores</li> </ul>	<ul style="list-style-type: none"> <li>• Using gestures and words to express desires, such as asking for a cracker or help getting shoes on</li> <li>• Engaging in sustained interactions with caregivers</li> <li>• Playing more independently but still checking back with caregiver periodically when playing or exploring</li> <li>• Imitating adult activities and roles during play, such as pretending to push a vacuum cleaner</li> <li>• Watching adults for their response to her actions and repeating actions that are rewarded</li> <li>• Showing less anxious reactions to unfamiliar adults, but still looking to familiar adults for security when unfamiliar adult enters (ex. holding a caregivers hand when a new adult enters the room)</li> <li>• Helping with simple tasks and chores</li> </ul>



# Domain 2: Social, Emotional and Values Development

## Relationships with Adults—Parents, teachers, caregivers support infants & toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Responding promptly and consistently to the infant's needs, so they will gain a sense of security and trust that their needs will be met</li> <li>• Responding to the infant's cries with words of reassurance, especially when you are unable to get to him immediately (ex. "Joshua, I hear you and will be right there.")</li> <li>• Learning to read the infant's cues and responding appropriately to different cries of hunger, boredom, frustration, tiredness, pain, heat, cold, over stimulation, or a wet diaper</li> <li>• Supporting an infant's need for attachment to primary caregivers by limiting the number of primary caregivers</li> <li>• Speaking to the infant quietly, describing what you are doing and naming emotions being expressed (ex. "Do you see mama, Maria? I see you are very excited.")</li> <li>• Allowing infants to socially disengage if they look away and not forcing them to continue to interact</li> </ul>	<ul style="list-style-type: none"> <li>• Responding immediately, consistently, and warmly to infant's need for comfort</li> <li>• Responding to requests for attention by smiling, talking, or laughing</li> <li>• Interacting with children as they play, following their lead</li> <li>• Engaging in simple back and forth games such as rolling a ball back and forth</li> <li>• Assuring infants have consistent care by a primary caregiver and avoiding many changes in caregivers</li> <li>• Allowing infants to freely explore in safe environments while being nearby to keep them safe and provide security</li> <li>• Modeling and teaching respect for others</li> <li>• Using positive behaviors and comforting words when helping infants transition between home and child care</li> </ul>	<ul style="list-style-type: none"> <li>• Responding immediately, consistently, and warmly to toddler's need for comfort</li> <li>• Interacting with children as they play, following their lead and taking on roles as part of their imaginative play (ex. pretending to "eat" the cake she made)</li> <li>• Recognized the toddler's growing need for independence, but still remaining nearby to provide support with eye contact and being a close by</li> <li>• Keeping the number of primary caregivers to a minimum</li> <li>• Recognizing that toddlers will make mistakes and assuring them that even when things go wrong, it is their behavior that is unacceptable—that they are always loved</li> <li>• Allowing toddlers to help with simple tasks, such as feeding a pet, watering plants, or helping to prepare a snack</li> <li>• Modeling and teaching respect for others</li> <li>• Using positive behaviors and comforting words when helping infants transition between home and child care</li> </ul>

# Domain 2: Social, Emotional and Values Development

## Relationships with Peers—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Noticing other infants close by and moving arms and legs with excitement</li> <li>• Crying when they hear another infant cry.</li> <li>• Looking intently at another infant</li> <li>• Reaching out to touch a nearby infant's face, hair, or part of the body within reach</li> <li>• Laughing when older siblings or other children attempt to get their attention by moving quickly, laughing and doing "silly" things</li> <li>• Grabbing an object another infant is holding</li> </ul>	<ul style="list-style-type: none"> <li>• Playing side by side another child (ex. pushing a car next to another child pushing a car, but not playing together)</li> <li>• Matching his emotions with another child's emotions (ex. frown when another infant is upset)</li> <li>• Watching another infant play and imitating her actions (ex. rocking a doll)</li> <li>• Demonstrating possessiveness of toys by holding onto a toy that another child wants, yet will also freely offer a toy to another child</li> <li>• Showing preference for playmates by choosing to play near a particular child</li> <li>• Knowing the names of other children</li> </ul>	<ul style="list-style-type: none"> <li>• Showing awareness of the feelings of others by offering a friend a hug or pat on the back when the friend is hurt or upset</li> <li>• Feeling and expressing remorse after accidentally knocking another child down</li> <li>• Engaging in joint and associative play by sharing materials and including other children in play (ex. giving a child a car while she is playing with cars)</li> <li>• Showing reciprocal exchanges in play with others (ex. chasing a friend and then becoming the one who is chased)</li> <li>• Waiting a short time (3-5 minutes) for "my turn"</li> <li>• Seeking out a special friend to play with</li> <li>• Playing group games such as "Ring Around the Rosie"</li> </ul>

# Domain 2: Social, Emotional and Values Development

## Relationships with Peers—Parents, teachers, caregivers support infants & toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Providing opportunities for infants to be around and observe other children and infants</li> <li>• Providing opportunities for infants to play near other infants on the floor, closely supervising the interactions</li> <li>• Describing the actions of infants as they attempt to interact (ex. “Look, Isabella is smiling at you, Markus.” “I hear Matthew crying.”)</li> <li>• Using your words and hand to gently guide infants into gentle touches with each other</li> </ul>	<ul style="list-style-type: none"> <li>• Providing play areas that are spacious so that infants have room to play and explore without bumping into each other</li> <li>• Providing ample materials and toys so that each will have enough to play with, as infants are not ready to share</li> <li>• Providing toys that encourage interaction such as balls, telephones, and puppets</li> <li>• Playing alongside infants demonstrating how to share and interact with others</li> <li>• Positioning oneself close-by at the infants’ level (if they are on the floor, you are on the floor) to guide play and promote successful interactions among infants</li> <li>• Making verbal comments (ex. “I see Tenecia is letting Brittany look at the puzzle.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Providing play areas that are spacious and enough materials to avoid conflicts and encourage constructive play</li> <li>• Giving toddlers the words they need to resolve conflicts (ex. “Tell Julia that she will have a turn when you are finished.”)</li> <li>• Playing alongside toddlers and modeling sharing and friendly interactions</li> <li>• Encouraging growing empathy skills by labeling feelings and talking about how toddlers actions impact others (ex. “When you hit Kareem, it hurts.” “Sometimes when you miss you mom, you feel sad.”)</li> <li>• Offering positive guidance when a toddler’s attempts at making friends fail (ex. “It looks like you wanted to hug your friend, but she doesn’t want a hug right now.”)</li> <li>• Playing simple games or providing activities that involve turn taking, being careful that children do not have to wait too long</li> </ul>

# Domain 2: Social, Emotional and Values Development

## Sense of Self and Self-Control—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>Beginning to see self as a separate person by recognizing movement of own arms and legs and gazing intently at his fingers and hands as they move</li> <li>Beginning to understand that she is responsible for some of events that happen such as kicking to move a mobile or make a toy make a sound</li> <li>Comforting self by clutching a toy, sucking his thumb, or stroking a blanket</li> <li>Anticipating being lifted by raising her arms or being fed by opening her mouth</li> <li>Smiling at his own image in a mirror</li> <li>Turning or reacting when his name is said</li> <li>Using facial expressions, babblings, and body movement (ex. pointing) to get the attention of an adult</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and responding when her name is said</li> <li>Smiling, babbling, or patting the mirror when looking at own reflection in the mirror</li> <li>Beginning to prefer specific toys and activities, as well as cries when does not like something</li> <li>Beginning to identify some body parts (ex. Touches nose when you say "Where is your nose?")</li> <li>Beginning to express emotions such as, surprise, frustration, anger, and happiness, although he cannot yet identify the emotion he is feeling</li> <li>Expressing own needs (ex. grabbing a blanket when tired)</li> <li>Beginning to test adults reactions by throwing an object or running away from the adult</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes himself in a mirror or photo and says his name in response</li> <li>Demonstrating a growing ability to assert self and make own choices and decisions by declaring "No!" or "I do it!"</li> <li>Asserting self by declaring ownership of all property declaring "It's mine!"</li> <li>Demonstrating pleasure in successes such as, smiling when completing a puzzle or declaring "I did it!"</li> <li>Expressing and sometimes becoming overwhelmed by feelings of anger or frustration by exhibiting a tantrum</li> <li>Anticipating and following routines when prompted such as cleaning up toys or getting ready to go for a walk</li> <li>Becoming more cooperative and eager to please</li> </ul>

# Domain 2: Social, Emotional and Values Development

## Sense of Self & Self-Control—Parents, teachers, caregivers support infants & toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Providing a quiet environment for the infant to play and investigate his own body and movements (ex. hands, feet), staying nearby to supervise and ensure safety and to offer verbal descriptions of his actions (ex. “Omari, you found your toes!”)</li> <li>• Providing safe, non-breakable mirrors at the diaper changing table or on the floor during “tummy time,” commenting as she looks at herself in the mirror (ex. “Look at the baby. Emilio is making bubbles.”)</li> <li>• Using the infant’s name frequently throughout the day, describing your actions and his actions (ex. “Angelica, let’s go change your diaper.”)</li> <li>• Letting infants develop their own patterns of eating, sleeping, and wakeful play rather than insisting that they keep to a rigid schedule</li> <li>• Giving infants a chance to self-soothe as they begin to get a little older by allowing them to suck on their hands or find something in the environment that interests them and by staying close by and reassuring them as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Using the infant’s name frequently when talking with her (ex. “I see Raquel is hungry.”)</li> <li>• Providing consistent routines so that the infant can feel secure and predict what will happen next</li> <li>• Playing body naming games such as, “This Little Piggy” or “Where is your knee, Ricardo? Yes, that’s your knee!”)</li> <li>• Describing the emotion that the infant is experiencing (ex. “I see you’re sad, Julia, because it’s Juan’s turn to play with the truck.”)</li> <li>• Providing time for infants to attempt new tasks that they may or may not be accomplished on their own, such as putting on their shoes</li> <li>• Responding to infant’s misbehaviors consistently and calmly by positively helping them to learn alternative more appropriate ways to behave</li> </ul>	<ul style="list-style-type: none"> <li>• Offering acceptable choices and avoiding setting up power struggles (ex. “Do you want to pick that up yourself, or do you want me to help you?” “Do you want to wear the red shirt or the blue one?”)</li> <li>• Acknowledging and showing excitement about accomplishments and efforts no matter how small (ex. “Janique, you made a beautiful picture. Let’s put it up so everyone can see it.”)</li> <li>• Showing patience and reacting calmly when toddlers are having difficulty or when their feelings are overwhelming</li> <li>• Comforting and supporting toddlers in new situations, giving them time to adjust</li> <li>• Using words and labeling emotions the toddler is expressing</li> </ul>



## Domain 3: Approaches to Learning



## Domain 3: Approaches to Learning



The approaches to learning domain focuses on attitudes, behaviors, habits, and styles that reflect the different ways children become involved in learning. This domain is not concerned with the skills or knowledge children acquire, but how they approach or orient themselves to learning. A narrow focus on skills and knowledge as the end product of education may undermine children's capacity to apply their skills to new situations and solve problems. Included in the approaches to learning domain are indicators that focus on:

- Curiosity and initiative
- Engagement and persistence
- Imagination and invention
- Reasoning, reflecting, and problem solving

# Domain 3: Approaches to Learning

## Curiosity and Initiative—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Showing interest in exploring with senses</li> <li>• Gazing at caregiver's face during feeding</li> <li>• Watching toys and mobiles in front of or overhead</li> <li>• Turning head in the direction of familiar voices, music, singing, and sounds</li> <li>• Chewing on fist, examining feet, and exploring toes</li> <li>• Reaching and grasping object</li> <li>• Exploring objects with mouth</li> <li>• Vocalizing new sounds by cooing, squealing, whimpering, and babbling</li> <li>• Beginning to turn toy around in hand in exploration</li> <li>• Attempting to make sounds with toys by shaking, banging, and squeezing</li> </ul>	<ul style="list-style-type: none"> <li>• Playing with toys that respond to the infant's action (ex. press a button to hear a sound, move a lever to make an animal pop up)</li> <li>• Pointing to objects in the environment, using hand signals, jabbering, or asking for or about objects as if to say "What's that?" (ex. reaching for cereal box at the grocery store)</li> <li>• Attempting to fit self into tight spaces or boxes</li> <li>• Attempting to fit objects into spaces (ex. shape sorters, containers)</li> <li>• Investigating new or interesting phenomena (ex. reaching out to touch the rain)</li> <li>• Attempting different actions on toys (ex. pushing, pulling, shaking, turning parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Using increased skills to explore the environment, taking risks, and showing excitement about accomplishments</li> <li>• Exploring characteristics of objects, such as pressing buttons on a cell phone, turning it over, and watching results</li> <li>• Showing interest in exploring new materials</li> <li>• Showing preference in certain activities, toys, and foods</li> <li>• With increasing language skills, asking "what" and "why" questions</li> <li>• Becoming more interested in others and imitating their actions and activities</li> <li>• Using familiar objects in combination (ex. doll and spoon, person in a car)</li> </ul>

# Domain 3: Approaches to Learning

## Curiosity and Initiative—Parents, teachers, & caregivers support infants & toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Hanging mobiles or using a baby gym with objects of contrasting colors for the infant to watch and attempt to grasp</li> <li>• Providing a variety of colorful objects and toys of various textures that make different sounds for the infant to explore</li> <li>• Allowing infants to explore toys, understanding that they learn about the world by exploring with their mouths</li> <li>• Speaking softly as you engage in daily routines, (ex. “It’s time to change your diaper, Latoya.”)</li> <li>• Providing interesting sounds and music purposefully for the infant to hear, quietly, recognizing that infants have sensitive ears (ex. African drumming, cultural music, wind chimes)</li> <li>• Encouraging the infant to explore by describing what is being seen, heard, or felt (ex. “You found your toes!” “the bath water feels warm.”)</li> <li>• Assisting the infant to calm self by staying close by, using calm language, and assuring that you are responsive the infant’s needs (ex. “Michael, you are tired. I’ll rock you and sing your favorite song.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to curiosity by describing what the child appears to be interested in (ex. “Yes, I see the red apple. It’s shiny and feels smooth.”)</li> <li>• Making household objects available for infants to safely explore (ex. pots and pans, plastic containers, wooden spoons)</li> <li>• Making toys accessible to encourage the older infant to select and use in various ways (ex. pushing, pulling, turning parts that cause an action such as pop-up boxes, bead mazes, spinners, and activity boxes)</li> <li>• Providing safe places to explore (ex. boxes and laundry baskets)</li> <li>• Describing what you see the older infant doing (ex. “Kendal, I see you can fit into that basket.” “Sara, you pressed the button to make the music.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Providing time, space, and opportunities for the toddler to explore and become involved in a variety of activities</li> <li>• Providing a variety of familiar and unfamiliar objects and experiences to capture and keep the toddler’s interest</li> <li>• Allowing time to make choices about play materials and activities (ex. “Would like to play with markers or play dough?” or “Would you like to look at a book or play with a puzzle?”)</li> <li>• Talking about how new objects and experiences are similar or different from familiar ones</li> <li>• Allowing the toddler to explore safe new environments, staying nearby so the toddler can check back and go off to play feeling secure that you are there in case he needs you.</li> <li>• Being sensitive and patient with the child’s attempts to communicate by listening closely and responding to questions</li> <li>• Providing opportunities to play near each other with enough toys that they don’t need to compete for toys, recognizing that they are not ready to share</li> </ul>

# Domain 3: Approaches to Learning

## Engagement and Persistence—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Repeating actions that bring satisfaction by kicking a toy on an activity gym to repeat its noise or movement</li> <li>• Intently engaging in eye-contact when caregiver is talking directly to the infant face-to-face</li> <li>• Entertaining self for increasing periods of time (ex. banging objects together, shaking a rattle, or mouthing a toy)</li> <li>• Anticipating routines (ex. beginning to quiet self when placed in a crib or will show excitement when feeding preparations begin)</li> <li>• Recognizing a caregiver's voice</li> <li>• Beginning to coordinate eye and hand movements (ex. reaching for an object and grasping it)</li> <li>• Searching for a toy that has been hidden or dropped out of sight</li> </ul>	<ul style="list-style-type: none"> <li>• Focusing for longer periods of time on an activity (ex. filling and dumping the contents of a container; stacking large blocks; pushing buttons on a musical toy)</li> <li>• Repeatedly trying to fit a shape into the wrong space—such as a square into the round hole</li> <li>• Enjoying the same story being read over and over or asking for a favorite song</li> <li>• Finding a favorite toy or book after looking for it in the place it is usually kept</li> <li>• Demonstrating a close attachment with specific caregivers and experiencing anxiety or discomfort when separated from favorite caregivers</li> <li>• Knowing routines because she can predict what will happen next (ex. bedtime routines that are regular—bathe, brush teeth, read a story, go to bed)</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning and completing a task (ex. finishes a puzzle, shape sorter, or other activity)</li> <li>• Staying focused on a task even if other children are involved in another activity</li> <li>• Beginning to play with others in imaginative play (ex. playing house, playing with cars)</li> <li>• Working with others to accomplish a task (ex. move a chair to the table, cleaning up after play)</li> <li>• Trying a task several times in spite of setbacks until mastered (ex. completing a harder puzzle, stringing beads)</li> <li>• Trying new and challenging tasks (ex. buttoning a shirt, spreading jelly on bread)</li> <li>• Using increased motor or language skills to complete a task (ex. taking an adult by the hand to get a toy out of reach or climbing a chair to reach a book)</li> <li>• Spending increasing amount of time in sensory play (ex. sand, water, or seed play)</li> </ul>



# Domain 3: Approaches to Learning

## Engagement and Persistence—

**Parents, teachers, and caregivers support infants and toddlers by:**

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Providing opportunities to explore objects in the environment (ex. shaking, squeezing, mouthing toys)</li> <li>• Encouraging the infant to grasp and manipulate objects and experiment with what they can do</li> <li>• Encouraging the infant to repeat actions by talking to the infant or imitating her actions</li> <li>• Talking and smiling directly with the infant with an animated expression and voice</li> <li>• Being consistent with routines (ex. When you pick up the infant to change him, say, “Now it’s time to change your diaper.” or at feeding time, prop him in your lap with a bib or cloth and say, “I know you must be hungry. It’s time to eat.”)</li> <li>• Engaging in “turn-taking” (ex. shake a rattle in response to the infant shaking a rattle; repeating the sounds the infant makes)</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of objects in the environment to manipulate, including household items such as wooden spoons, pots, plastic containers</li> <li>• Offering suggestions and encouragement when the infant tries to put shapes in the wrong space (ex. “Maya, try another hole in the shape box.” )</li> <li>• Being patient and supportive when the infant wants to hear the same song or story again and again</li> <li>• Reading stories that have repetition (ex. <i>Brown Bear, Brown Bear</i> or <i>The Three Pigs</i>)</li> <li>• Providing a neat and organized area to store toys (ex. blocks in a bin or box, toys orderly on a shelf, books in a basket)</li> <li>• Showing patience and comforting infants when they become attached to special adults and become upset when they leave</li> <li>• Providing consistent routines for regular events of the day—morning, going to school, mealtimes, naptime, bedtime</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging children to work together to accomplish a task</li> <li>• Giving assistance as needed and remaining close by to provide support and encouragement</li> <li>• Praising, encouraging, and acknowledging a toddler’s persistence in completing a goal or task</li> <li>• Providing quiet places for the toddler to focus and concentrate on tasks</li> <li>• Providing time within the daily routine for the toddler to help with household tasks</li> <li>• Providing opportunities to make choices (ex. “Bianca, would you like to wear the green shirt or the blue shirt?”)</li> <li>• Providing new and challenging, but achievable, activities that build on what the toddler can do or what she knows</li> <li>• Providing opportunities to engage in sensory play for extended periods of time</li> </ul>

# Domain 3: Approaches to Learning

## Imagination and Invention—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Exploring familiar objects</li> <li>• Attempting to adjust pacifier or tilt bottle to increase the flow of milk</li> <li>• Rolling from back to tummy and tummy to back in search of pacifier or toy</li> <li>• Making and playing with sounds in verbal play</li> <li>• Exploring what objects can do by shaking, banging, squeezing to make noises</li> </ul>	<ul style="list-style-type: none"> <li>• Using an object to imitate another (ex. using a block for a cell phone)</li> <li>• Beginning to engage in imaginary play (ex. feeding a doll or pretending to cook )</li> <li>• Recognizing that objects continue to exist even when out of sight by searching for a particular toy or book</li> <li>• Dancing or swaying to music</li> <li>• Beginning to make marks on paper with crayons and markers</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in pretend play, creating and acting out characters and stories</li> <li>• During pretend play, using objects in new and different ways (ex. using a box a dog house, blocks as a road, a sheet over chairs or a table as a tent)</li> <li>• Imitating a friend's actions or words when playing</li> <li>• Engaging in creative movement activities (ex. singing or chanting, dancing and moving to music)</li> <li>• Changing the pace of movement to match the pace of the music (ex. swaying to slower music and clapping hands quickly to faster music)</li> <li>• Using tools and materials to solve problems in creative ways (ex. using tape to try to put two objects together)</li> <li>• Using a variety of art materials focusing on the process rather than the product (ex. enjoying the experience of painting without considering what the picture is supposed to be)</li> </ul>

# Domain 3: Approaches to Learning

## Imagination & Invention— Parents, teachers, and caregivers support infants & toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Providing a variety of interesting, safe, and colorful objects for the infant to explore</li> <li>• Providing opportunities for infants to try new skills, offering assistance when needed (ex. “Hamad, I see you can hold your bottle!”)</li> <li>• Providing opportunities for the infant to have “tummy time” to practice skills and explore</li> <li>• As he babbles and plays with sounds, imitating the infant’s verbalizations in a back and forth exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in pretend play with the infant (ex. answering the pretend phone and having a conversation)</li> <li>• Providing materials that can be used in many ways (ex. blocks and dress-ups)</li> <li>• Providing a variety of music and musical styles (ex. salsa, reggae, classical, folk, as well as traditional children’s songs)</li> <li>• Providing everyday items to use as musical instruments (ex. wooden spoons with pots and buckets for drums; calabashes and seed pods for shakers; and empty water bottles with beans or rice for shakers)</li> <li>• Encouraging the infant’s understanding that objects exist even when out of sight by playing “peek-a-boo” and using pop-up toys or covering toy with a blanket for the infant to find</li> </ul>	<ul style="list-style-type: none"> <li>• Providing materials and props that can be used in many ways to spark the toddlers imagination (ex. boxes, blocks, household items)</li> <li>• Joining in the toddler’s play and building on her ideas (ex. “I see you are busy in the kitchen. What are you cooking today?”)</li> <li>• Providing a variety of music and movement experiences</li> <li>• Providing a variety of art materials for the toddler to explore (ex. markers, paints, play dough, etc.)</li> </ul>

# Domain 3: Approaches to Learning

## Reasoning, Reflection, and Problem Solving—The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>Beginning to discover characteristics of objects (ex. learns that some objects can make noise if you shake them, others if you bang them)</li> <li>Becoming excited and turns head when hearing a familiar voice or sound</li> <li>Beginning to understand actions of others, particularly as related to routines (ex. an adult putting arms out to the infant before picking her up)</li> <li>Responding to other's emotions and actions (ex. smiling at others who smile at him, laugh when an older child is acting "silly," crying when hearing an angry voice)</li> <li>Looking down when a toy is dropped from a table</li> <li>Repeating a pleasing sound, sight or movement (ex. kicking a mobile to make it move, shaking a rattle to hear the sound)</li> <li>Finding hidden objects (ex. when a toy is under a blanket)</li> </ul>	<ul style="list-style-type: none"> <li>Using trial and error to accomplish a task (ex. fitting a puzzle piece into the puzzle by turning it several ways)</li> <li>Showing understanding of immediate cause and effect (ex. opens and closes and presses buttons on toys to make sounds)</li> <li>Using an object or adult as a tool to reach an object</li> <li>Solving simple puzzles, using simple nesting and stacking toys</li> <li>Grouping a few objects by color or size</li> <li>Exploring spatial relationships by attempting to fit own body into boxes or tunnels</li> <li>Beginning to make choices (ex. selecting a book, choosing a toy)</li> <li>Remembering locations of favorite objects or books</li> <li>Beginning to use familiar object in combination (ex. spoon and bowl, person in car)</li> </ul>	<ul style="list-style-type: none"> <li>Observing, imitating, and remembering information about an object or situation (ex. remembering what she did to make a toy make a sound)</li> <li>Seeking help to accomplish something that is challenging (ex. coming to an adult for help with putting shoes on)</li> <li>Independently exploring the environment to investigate what is there, often checking back with the adult</li> <li>Engaging in imaginative play, acting out simple themes (ex. pretending to be an animal, taking care of a "doll")</li> <li>During pretend play, using objects in new and different ways (ex. using a box as a dog house, blocks as a road, a sheet over chairs or a table as a tent)</li> <li>Playing matching games</li> <li>Showing an understanding of the sequence of routines (ex. after lunch is naptime, and then mommy comes)</li> </ul>

# Domain 3: Approaches to Learning

## Reasoning, Reflection, and Problem Solving— Parents, teachers, and caregivers support infants and toddlers by:

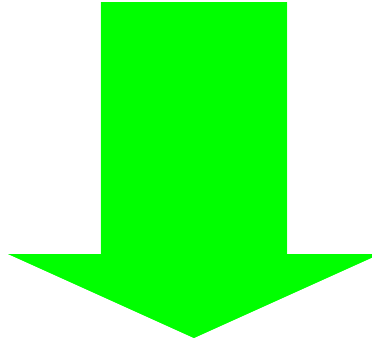
Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Providing safe rattles, teethingers, and other objects to grasp and explore that are brightly colored, and attractive and that make different sounds when manipulated</li> <li>• Offering both familiar and new objects</li> <li>• Keeping routines consistent so that soon the infant begins to understand the signals for routine events (ex. hearing the lullaby that means it will soon be naptime)</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of toys and objects to explore and act on (ex. toy phone, car, containers with objects to fill and dump out)</li> <li>• Reminding the infant of previous interactions and observations about the toy (ex. “Sarah, remember how you fit the shapes in the box yesterday?”)</li> <li>• Giving children time to discover their own solutions and, when appropriate, providing guidance and support</li> <li>• Recognizing when infants need new challenges and providing them with a rich variety of new toys, objects, books, and experiences as they grow</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to provide a rich variety of materials and props that can be used in many ways to spark imagination (ex. boxes, blocks, household items)</li> <li>• Joining in the toddler’s play and building on her ideas (ex. “I see you are busy in the kitchen. What are you cooking today?”)</li> <li>• Providing consistent daily routines</li> <li>• Understanding the importance of repetition to support toddlers’ development of skills</li> <li>• Providing changes in environments, inside and outside, and activities to stimulate exploration and encourage the toddler to try new things</li> <li>• Reading books with children and discussing how the characters solved problems and made decisions</li> <li>• Continuing to give children time to discover their own solutions and, when appropriate, providing guidance and support</li> </ul>



## Domain 4: Cognitive—Language and Literacy



# Domain 4: Cognitive—Language and Literacy



Language, communication, and literacy have been recognized as essential for all individuals in our society. The acquisition of language and literacy skills is a complex process which begins in infancy. Over the course of only a few years, young children make great strides in learning the meaning and structure of words, how to use words to convey meaning, and how to become familiar with printed materials. In acquiring language, children gain the ability to articulate ideas, share them with others, and respond to the ideas and actions of other people. Included in the language and literacy domain for infants and toddlers are indicators that focus on:

- Listening
- Speaking
- Emergent reading
- Emergent writing

# Domain 4: Cognitive—Language and Literacy

## Listening—The child shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Startling to loud sounds</li> <li>• Turning head in direction of sounds and voices, particularly those of familiar people</li> <li>• Quieting and relaxing to familiar voices and sounds</li> <li>• Responding to tone of voice, such as becoming excited or soothed when engaged in interactions with others</li> <li>• Smiling when greeted with a smiling face and hearing friendly familiar voices</li> <li>• Lifting arms when caregiver reaches for infant or says “up” while picking up infant</li> <li>• Watching caregiver’s face and hands when talking or gesturing</li> <li>• Matching caregiver’s level of animation as they engage in face-to-face close interactions</li> <li>• Understanding gestures and facial expressions (ex. looks where an adult points; responding to adult’s smiles, frowns)</li> <li>• Engaging in “joint attention,” paying attention to the same object or event as an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing and responding to someone calling her name</li> <li>• Turning to look at someone speaking to him</li> <li>• Recognizing familiar environmental sounds (ex. a phone ringing, a dog barking)</li> <li>• Understanding an increasing number of words (ex. names of familiar people and objects, short sentences, actions)</li> <li>• Understanding simple phrases (ex. “hot” and “bye-bye”)</li> <li>• Reaching for or pointing to familiar objects when named (ex. body parts, favorite toys, foods, pictures in books)</li> <li>• Following simple requests (ex. “Get your shoes.” “Give me your cup.”)</li> <li>• Enjoying listening to short stories, rhymes, or finger plays</li> <li>• Enjoying imitation games (ex. “pat-a-cake” and “peek-a-boo”)</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to question about the sounds of animals or objects (ex. “What does a cow say?” “What is the sound a car makes?”)</li> <li>• Showing increased attention span when being read to, participating in finger plays, or listening to rhymes</li> <li>• Understanding a variety of 2-step requests (ex. “Get the ball and bring it to me.”)</li> <li>• Following multi-step daily routines (ex. washing hands and helping to set the table)</li> <li>• Understanding and responding to non-verbal communication (ex. comforting a crying child, responding to adult’s facial expression)</li> <li>• Engaging in back and forth conversations</li> <li>• Understanding contrasting words (ex. yes/no, up/down, go/stop)</li> <li>• Understanding positional words (ex. in, on, under)</li> </ul>

# Domain 4: Cognitive—Language and Literacy

## Listening—Parents, teachers and caregivers support infants and toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Being aware of sounds that startle the infant, minimizing them, and comforting the infant (ex. closing doors gently to avoid startling and holding, patting and verbally comforting)</li> <li>• Responding to infant's gestures, sounds, and facial expressions and attempting to interpret aloud what the infant is saying (ex. "I see you're watching the leaves move on the palm tree." "You're happy to see Daddy.")</li> <li>• Describing what you are doing (ex. "I see you're hungry. I'm getting your bottle ready.")</li> <li>• Describing what you are about to do before doing it (ex. "Joshua, I need to wipe your face to get you nice and clean." "Marley, Its time for a diaper change.")</li> <li>• Engaging in many face-to-face "conversations," smiling, holding and talking to infants with animated voices, exaggerated facial expressions, and imitating the infant's sounds</li> <li>• Using infants' names when speaking to them</li> <li>• Being consistent in using the same words for the same daily routines (ex. wave hand and say, "Bye-bye, Mommy.") when mother leaves the room</li> </ul>	<ul style="list-style-type: none"> <li>• Using the infant's name frequently when talking to him (ex. "Javon, I see you have finished your milk.")</li> <li>• Identifying sounds in the environment (ex. "I hear the wind chimes.")</li> <li>• Talking and commenting aloud, describing your actions and the infant's actions, using repetition and new vocabulary words</li> <li>• Making eye-contact with the infant during conversations, patiently giving time for the infant to respond, elaborating on what she says, and asking simple questions (ex. "Yes, Janette, that is a dog. He's wagging his tail. Do you think he looks happy?")</li> <li>• Pointing out new things in the environment, labeling them, and talking about them</li> <li>• Naming actions, objects, and directions (ex. "Jose, let's put your shoes under the chair.")</li> <li>• Giving the infant simple directions (ex. "Give me the ball." "Show me your nose.")</li> <li>• Reading simple picture books with children, pointing out the pictures, describing the meaning of new words, and engaging in conversation about the story</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in many conversations with toddlers, during routine activities and during play, expanding on what the toddler is saying, and asking questions (ex. "Kendrick, I see you are building with blocks. Your building looks very tall. Can you tell me about it?")</li> <li>• Reading to the toddler pointing out the pictures, describing the meaning of new words, and engaging in conversation about the story</li> <li>• Talking and commenting aloud throughout the day, describing your actions and the infant's actions, using repetition and new vocabulary words</li> <li>• Using mealtimes and other routines to engage in conversations (ex. at lunch-time, talk about what the children did during the morning. "I saw Gloria working on a puzzle today. Gloria, tell me about your puzzle.")</li> <li>• Being a good role model and speaking in a friendly tone</li> <li>• Giving clear 2-step directions (ex. "We're getting ready to go outside. Put your book on the shelf and get your shoes.")</li> <li>• Using clear descriptive language, naming objects, actions, and adjectives ("The blue ball rolled under the chair.")</li> </ul>

# Domain 4: Cognitive—Language and Literacy

## Speaking—The child shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Maintaining eye contact with adult</li> <li>• Using different cries to express different needs (ex. hunger, discomfort, fear)</li> <li>• Making different sounds for pleasure and discomfort</li> <li>• Making sounds to get adult's attention (ex. cries, grunts, squeals)</li> <li>• Smiling or making gestures to initiate contact with adult (ex. kick feet, waves arms)</li> <li>• Making cooing and other repeated sounds in home language (ex. "ba-ba-ba," "da-da-da")</li> <li>• Imitating sounds or taking turns by making sounds in verbal exchanges (ex. says "ba" to adult saying "ba")</li> <li>• Lifting arms to an adult signaling a desire to be picked up</li> <li>• Engaging in "turn taking" interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Using physical gestures or sounds to get help from adults (ex. gazes at an object and back to the adult)</li> <li>• Pulling or tugging at an adult to get attention</li> <li>• Pointing to objects he wants that are out of reach</li> <li>• Expressing herself using gestures, movements, facial expressions (ex. shakes head "no," smiles, points, frowns)</li> <li>• Taking turns in back and forth verbal play with an adult, mimicking conversation</li> <li>• Using jargon or jabbering that has melody and inflection sounding like language</li> <li>• Using clear identifiable words (ex. "mama," "bye-bye," "no," "baba" for bottle, "uh-oh" when something falls)</li> <li>• Beginning to string two words together (ex. "more juice," "Daddy car,")</li> </ul>	<ul style="list-style-type: none"> <li>• Using words or actions to request assistance from adults (ex. asking for food when hungry, asking for help when needed)</li> <li>• Combining words into simple sentences (ex. "Milk all gone." "Mommy go bye-bye")</li> <li>• Asking simple questions (ex. "Where's Daddy?" "What's that?")</li> <li>• Repeating the last words in adult's sentences</li> <li>• Referring to self by name (ex. "Britta go home.")</li> <li>• Increasing vocabulary, naming objects, body parts, and people</li> <li>• Talking with props, such as toy telephones and puppets</li> <li>• Often showing frustration when not understood</li> <li>• Using words that show possession, such as mine, yours</li> <li>• Using plurals, past and future tense even though not always grammatically correct (ex. "goed," "mans")</li> <li>• Taking turns in a conversation with adults and peers</li> </ul>



# Domain 4: Cognitive—Language and Literacy

## Speaking—Parents , teachers, and caregivers support infants and toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Tuning in and responding to the infant’s attempts to communicate</li> <li>• Recognizing and acknowledging the infant’s cries as successful communication of her needs (ex. “Aimee, I hear you crying. I think you must be hungry.”)</li> <li>• Imitating and responding to sounds and gestures made by the infant, taking turns</li> <li>• Recognizing and responding to the infant’s cues of pleasure and discomfort (“Ben, you seem happy to see your mama!”)</li> <li>• Talking to the infant frequently in the infant’s home language about what you will be doing and what you are doing (ex. “It’s time to change your diaper. Let’s get a nice clean one.”)</li> <li>• Initiating verbal play, talking to the infant, and singing songs</li> <li>• Talking to the infant and waiting for the infant to show a response to your words either verbally or with gestures</li> <li>• Engaging in verbal exchanges and verbal turn taking</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to attempts to communicate (ex. “I see you want a cracker.” “You want me to pick you up.”)</li> <li>• Providing lots of language interaction (ex. “Let’s get your shoes so we can go outside.” “Let’s see .. What should we get at the store? I think we need to get some milk and some cereal...”)</li> <li>• Talking about what the older infant is doing and what you are doing (ex. “Robert, I see you have a bear. What a nice hug you gave the bear!”)</li> <li>• Expanding on what the infant is saying by adding words to her conversation (ex. If the infant says “baby cry,” respond by saying, “Yes, the baby is crying. I think she may be hungry.”)</li> <li>• Showing interest in the toys and objects the infant is interested in and labeling and describing them (ex. “That’s a big truck! You put lots of blocks in the truck.”)</li> <li>• Playing word games, singing songs, reading stories</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in many conversations, during routine activities and during play, expanding on what the toddler is saying, and asking questions (ex. “We have mixed vegetables for lunch today. I see orange carrots, green peas. Martin, what do you see?”)</li> <li>• Reading to the toddler, pointing out the pictures, describing the meaning of new words, and engaging in conversation about the story</li> <li>• Talking and commenting aloud throughout the day, describing your actions and the infant’s actions, using repetition and new vocabulary words</li> <li>• Asking simple open-ended questions about what the child is doing (ex. “The dog is wagging his tail. Why do you think he is doing that?”)</li> <li>• Expanding on what the toddler is saying adding descriptive words (ex. If the toddler says, “I made a pancake,” respond by saying “Your pancake is round and flat. It look delicious!”)</li> </ul>

# Domain 4: Cognitive—Language and Literacy

## Early Literacy—The child shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Showing interest in looking at pictures in books, particularly pictures of children and faces</li> <li>• Patting pictures in books</li> <li>• Listening and showing interest in repetition of familiar words, songs, and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Participating and responding with enjoyment to stories, songs, nursery rhymes, and finger plays</li> <li>• Pointing to and/or naming pictures in a book of objects and animals</li> <li>• Beginning to understand that objects and events pictured in books are the same as those in their own world</li> <li>• Responding to storytelling, nursery rhymes, and finger plays by doing the hand movements or repeating the sounds or words</li> <li>• Asking to hear favorite stories, nursery rhymes, songs, and finger plays over and over again</li> <li>• Experimenting with writing or drawing by scribbling with a crayon, pen, or marker</li> <li>• Demonstrating book handling skills by holding it right-side-up and turning the pages</li> </ul>	<ul style="list-style-type: none"> <li>• Returning to a favorite book or picture in a book over and over again</li> <li>• Understanding that the pictures in a book tell a story and begins to point to the pictures and talk about what is happening in the book</li> <li>• Recognizing common logos, brand names, and signs (ex. The arches of McDonald's, Kmart, favorite cereal box, etc.)</li> <li>• Singing familiar songs and chanting familiar finger plays</li> <li>• Mimicking adults' storytelling tone and gestures</li> <li>• Acting out actions in a favorite story</li> <li>• Attempting to sing the alphabet song</li> <li>• Identifying with a character's feelings by talking, frowning, or smiling (ex. when baby bear finds his chair broken in "The Three Bears")</li> <li>• Scribbling on paper and telling a story about the scribbles or labeling it</li> </ul>

# Domain 4: Cognitive—Language and Literacy

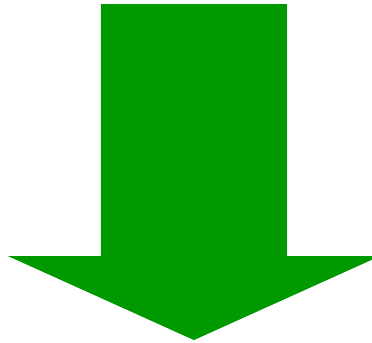
## Early Literacy—Parents, teachers, and caregivers support infants and toddlers by:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Sharing board, cloth, and touch and feel books with infants, pointing to pictures, and naming them</li> <li>• Varying volume and tone of voice when reading stories to maintain infant's interest</li> <li>• Singing songs with infants and repeating rhymes, including those that have hand movements (ex. "Pat-a-cake," "Itsy Bitsy Spider")</li> <li>• Making board, cloth, and touch and feel books available for infants to choose and look at them on their own</li> <li>• Recognizing that infants will often put books into their mouths and showing patience as infants learn to handle books</li> <li>• Modeling for infants how to handle books</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of books for the infant to select, handle, and look at</li> <li>• Sharing and reading books, talking about the pictures and reading simple stories</li> <li>• Asking questions about the pictures when reading with the infant (ex. "Where is the bear?")</li> <li>• Displaying photos of family members or making small photo albums that the infant can handle, look at, and name</li> <li>• Modeling uses of writing by drawing and labeling pictures while talking (ex. "I'm writing your name.")</li> <li>• Providing drawing or writing tools such as thick crayons, paints, markers to use on large paper or easels to experiment with writing/drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Labeling shelves and containers with pictures so that the toddler can "read" where toys go and clean up more independently</li> <li>• Talking about and reading signs in the environment (ex. names of stores, stop signs, labels on containers)</li> <li>• Reading to the toddler every day, talking about the story, and asking questions about the story and pictures</li> <li>• Providing a variety of books for the toddler to select, handle, and look at</li> <li>• Role playing the different characters in a familiar story</li> <li>• Reading stories with changes in your voice that go with the characters and their emotions in the story (ex. using a deep voice when reading what Papa Bear says in "The Three Bears")</li> <li>• Providing drawing or writing tools such as thick crayons, paints, markers to use on large paper or easels for to experiment with writing/drawing</li> <li>• Singing the alphabet song</li> </ul>

## Domain 4: Cognitive—Understanding Mathematics



# Domain 4: Cognitive—Mathematical Understanding



The understanding of mathematical concepts begins earlier than most people think is possible. Even young infants begin to focus on shapes and colors, as well as, begin to understand the concepts of “more.” These are all foundational cognitive understandings that support later mathematical knowledge. “Mathematics for the young child is more than the old standbys – arithmetic, counting, and learning to identify a square, rectangle, circle, and triangle. The content for young children should be rich and varied and have a conceptually oriented, meaningful, and focused purpose.”\* Facilitating infants’ and toddlers’ foundations for mathematical understanding includes providing opportunities for them to solve problems, reason and think, manipulate objects, make comparisons, and connect with their world through meaningful hands-on experiences.

\*Copley, J. (2000).



# Domain 4: Cognitive—Mathematical Understanding

## The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Preferring to look at simple contrasting images rather than plain stimuli, particularly black and white images; progressing to images with more elements</li> <li>• Preferring to look at a simple face-like image, progressing to a preference for a complex facial image and for facial features similar to familiar adults</li> <li>• Preferring to look at bright primary colors</li> <li>• Playing with toys of different sizes and shapes</li> <li>• Anticipating “more” during routines (ex. opening mouth for more food, reaching toward an adult for more)</li> <li>• Filling containers and dumping them out</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of “more” and using it to communicate “more” food, objects, or actions</li> <li>• Imitating rote counting of some numbers, although not necessarily in the right order</li> <li>• Playing with toys and objects of different shapes, sizes, and colors</li> <li>• Filling and emptying containers and fitting toys into containers (ex. putting blocks in a bucket and spilling them out; squishing a soft toy into a box)</li> <li>• Putting together simple puzzles, nesting cups, stacking rings, and shape sorting toys</li> <li>• Following simple directions using position words such as “in,” “on,” “under,” “up,” and “down”</li> <li>• Understanding time words such as “before” and “after” (ex. “After we eat dinner, we’ll read a story.” “Before we go outside, we have to put on your shoes.”)</li> <li>• Finding a favorite book or DVD by identifying certain visual features</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of “one” and “two” (ex. “Take one cracker.”)</li> <li>• Identifying quantity comparisons, such as more, less, none, bigger, and smaller</li> <li>• Counting from memory one to five, although may not count objects or may skip a number</li> <li>• Exploring measuring tools in play (ex. measuring cups in water or sand play)</li> <li>• Pouring from one container to another in sand and water play, often over-filling the container</li> <li>• Sorting by one criteria (ex. building a tower with only red blocks)</li> <li>• Matching simple flat shapes (ex. circle, square, triangle)</li> <li>• Playing matching games with pictures of objects, shapes, and/or colors</li> <li>• Completing simple puzzles with each shape or object a separate piece</li> <li>• Using spatial words such as “in,” “on,” “under,” “up,” and “down” to describe the location of objects (ex. “The car is on top of the shelf”)</li> <li>• Understanding of time sequences in daily routines (ex. lunch time, nap time, story time)</li> </ul>

# Domain 4: Cognitive—Mathematical Understanding

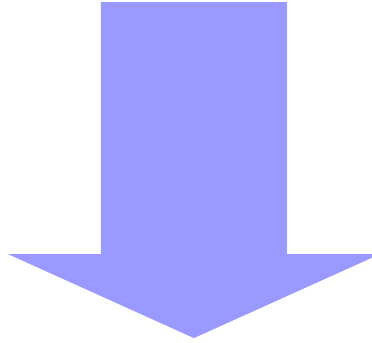
**Parents, teachers, and caregivers support infants and toddlers by:**

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Providing simple colorful pictures and picture books to look at</li> <li>• Counting out toys or objects during play or routines</li> <li>• Using words and playing games that involve using words like “more,” “again” or “another” (ex. While playing “pat-a-cake,” say, “Should we do it again?”)</li> <li>• Providing toys such as blocks, nesting cups, toy keys that can be counted or put together by size</li> <li>• Providing containers such as plastic bowls, pots, shoe boxes to fill and empty</li> </ul>	<ul style="list-style-type: none"> <li>• Counting out toys and objects, helping your older infant touch them as you count</li> <li>• Naming colors and shapes</li> <li>• Singing songs and sharing books that involve counting and naming shapes and colors</li> <li>• Providing blocks or other toys with numbers on them</li> <li>• Providing toys that have ordered sizes, such as nesting cups, stacking rings</li> <li>• Giving opportunities to sort and classify (ex. putting shapes and colors together, playing with shape sorting boxes)</li> <li>• Describing objects using color, shape, and other descriptive words (ex. “Please bring your black shoes.”)</li> <li>• Using number words to say how many (ex. “We have four plates on the table.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Using number and math concepts in everyday routines and conversations (ex. “Do you want one or two pieces of mango?” “Do you want your sandwich cut in triangles or squares?”)</li> <li>• Continuing to sing songs and share books that involve counting and naming shapes and colors</li> <li>• Pointing out colors, shapes, and patterns in the environment (ex. “The hibiscus flower is the same color as your shirt—red.” “The sail on that boat is a triangle.” “The frangipani caterpillar has stripes—black, yellow, black, yellow—in a pattern.”)</li> <li>• Providing objects and toys of different shapes colors and sizes to sort and classify (ex. letting your child put away flatware, sorting the spoons and forks, or helping with laundry and matching socks)</li> <li>• Providing opportunities to play with sand or water and using containers to pour, fill, scoop, and compare</li> </ul>

## Domain 4: Cognitive—Science



## Domain 4: Cognitive—Science



Infants and toddlers are naturally curious about the world around them. They are eager and active explorers using all their senses to learn about their environment. Scientific learning is supported by these sensory experiences and explorations. Infants and toddlers learn cause and effect, properties of objects, and information about the natural world through hands-on experiences and experiments, discovery, observation, and asking questions. These form the foundation for abstract and scientific thinking, problem solving, and inquiry.

# Domain 4: Cognitive—Science

The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Using his senses to explore and learn about the world (ex. mouthing, reaching, and grasping objects; turning to sounds; watching people and objects move)</li> <li>• Using more than one sense at a time (ex. looking at a rattle, mouthing it, and shaking it to make a noise)</li> <li>• Repeating behaviors that have a cause and effect (ex. kicking to make a mobile move, squeezing a toy that makes a noise, dropping an object on the floor and watching it fall)</li> <li>• Using adults as a tool (ex. using different cries to get needs met)</li> <li>• Using objects as tools (ex. chewing on a toy to sooth teething gums)</li> <li>• Showing interest in animals and pictures of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring objects in many ways (ex. shaking, squeezing, banging, poking)</li> <li>• Remembering objects out of sight (ex. asking for a favorite toy)</li> <li>• Investigating new and different things in the environment (ex. reaching out to touch the rain; stopping activity to look at a rooster in the yard)</li> <li>• Using objects as designed (ex. pushing buttons on a toy or phone, pushing a car to make it go, drinking from a cup)</li> <li>• Using objects as a means to an end, or to achieve a goal (ex. carrying blocks in a bucket to take them to the next room)</li> <li>• Repeating actions knowing that the same thing will happen (ex. rolling a ball down a ramp; pouring water in a cup and watching it spill over the side)</li> <li>• Using adults as a tool (ex. taking Daddy's hand to a toy to turn it on)</li> <li>• Doing actions to achieve a goal (ex. pushing a button to activate a toy)</li> <li>• Showing interest in animal and nature and in pictures of animals and nature</li> <li>• Noticing the characteristics of natural events, such as the wind or rain, and natural things, such as plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with the effects of his actions on objects and people (ex. Using a stick to investigate a gongolo or insect; using a wooden spoon to hear the sound it makes on different pots)</li> <li>• Connecting objects with actions (ex. a telephone with talking, a spoon with eating, a screwdriver to fix a toy)</li> <li>• Looking at and handling objects to see what's the same and different about them (ex. studying 2 shells; watching a cow and a goat in a field)</li> <li>• Exploring how toys move (ex. rolling a car down a ramp to make it go faster, turning the knob on a wind-up toy)</li> <li>• Asking many questions</li> <li>• Exploring nature using senses (ex. smelling flowers; watching a hermit crab; feeling the texture of leaves, shells, or coconuts)</li> <li>• Showing an interest in living things and imitating their sounds and movements when looking at books or in play with toy animals</li> <li>• Using objects as a tool to reach other objects (ex. getting a chair to stand on to reach a toy)</li> </ul>



# Domain 4: Cognitive—Science

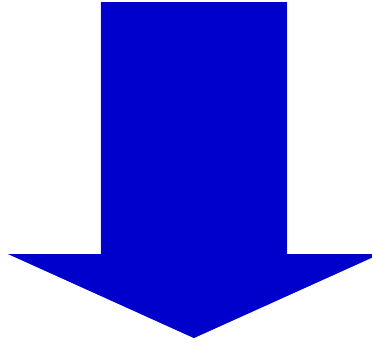
**Parents, teachers, and caregivers support infants and toddlers by:**

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Providing objects or toys that involve using more than one sense (ex. a toy that rolls and makes noise)</li> <li>• Offering toys that have a cause and effect (ex. a man pops up when the child pushes a button, or a car moves forward when the child pushes a button)</li> <li>• Singing songs and looking at books about nature and animals</li> <li>• Taking your infant outdoors and talking what you see and hear</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to safely explore water and sand and for the child to use their senses to explore nature (ex. feeling grass or a coconut)</li> <li>• Sharing explorations of objects found in nature (ex. shells, plants)</li> <li>• Providing safe experiences with exploring cause and effect (ex. “When you throw your toy out of the crib, you won’t be able to reach it.”)</li> <li>• Explaining how different experiences relate to each other (ex. “It’s raining, so we will need an umbrella.”)</li> <li>• Providing and sharing books about animals, nature, and simple machines</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing the wonders of nature by providing safe opportunities to explore sand, water, plants, and animals</li> <li>• Talking about natural things in the environment, such as plants, weather, and animals using descriptive words</li> <li>• Encouraging the toddler to discover solutions to problems and to find out about things for themselves, rather than being quick to provide answers</li> <li>• Talking about and describing what the toddler is hearing, seeing, smelling, or touching</li> <li>• Asking questions that encourage the toddler to think and solve problems (ex. “Why do you think the dog is barking?” “What do you think will happen if we put the big block on top?”)</li> <li>• Safely involving your child in household activities, such as cooking, helping to care for plants and pets, and making simple repairs</li> <li>• Continuing to share books about animals, nature, machines, and how things work—both story books and factual books</li> </ul>

## Domain 4: Cognitive—Social Studies



## Domain 4: Cognitive—Social Studies



Infants' and toddlers' foundations for social studies begins with personal experiences and an understanding of themselves in relation to home and family. They learn about their own cultures through daily routines and interactions and as they begin to understand their roles and those of the important people in their world. Gradually, children expand their understanding to include their child care settings, neighborhoods, community, and eventually the larger world.

# Domain 4: Cognitive—Social Studies

## The **child** shows progress in:

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Showing an interest in people</li> <li>• Calming self at the sound of the caregiver's voice</li> <li>• Imitating adult facial expressions</li> <li>• Noticing and anticipating daily routines (ex. after nap at child care, looking at the door for mommy to come)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the beginning and end of an event (ex. clapping at the end of a song)</li> <li>• Showing understanding of the order of activities in daily routines (ex. getting a book at bed time, washing hands before dinner, carrying her cup to the sink when finished drinking)</li> <li>• Knowing where toys and objects are kept, helping to put them away, and going to look for them when it's time to use them</li> <li>• Recognizing familiar places (ex. home, grandma's house, child care)</li> <li>• Exploring spaces (ex. playing in the laundry basket or fitting oneself into a cardboard box)</li> <li>• Beginning to understand rules and limits (ex. getting down from standing on a chair when reminded that chairs are for sitting)</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting new experiences to past ones</li> <li>• Experimenting and following directions with spatial relationships (ex. in, on, under, inside, outside)</li> <li>• Following simple rules with adult support and frequent reminders (ex. "Remember, we need to use an inside voice.")</li> <li>• Helping with simple household and classroom routines (ex. putting toys away, putting paper towel in trash can)</li> <li>• Understanding roles of people and places in the community (ex. doctors help us stay healthy; the grocery store is where we buy the food we eat)</li> <li>• Playing make-believe with props such as dolls, stuffed-animals, cars and taking on different roles</li> <li>• Beginning to act out familiar roles and events in play (ex. mommy, daddy, teacher; going to the doctor or a restaurant)</li> </ul>

# Domain 4: Cognitive—Social Studies

**Parents, teachers, and caregivers support infants and toddlers by:**

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Taking your baby on walks or visits in your neighborhood or throughout the community (ex. grocery store or other places you visit often)</li> <li>• Beginning to establish daily routines</li> <li>• Speaking calmly and frequently to the infant responding to meet their needs</li> <li>• Talking about what you are doing (ex. “Melanie, your diaper is wet. Let’s go change it.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Setting regular daily routines so that the older infant can anticipate what will happen next (ex. a regular bed-time routine may be to bathe, change into PJs, brush teeth, read a story, sing a song and kiss good-night.)</li> <li>• Talking about daily routines and what will happen next (ex. “After your nap, Mommy will come.”)</li> <li>• Continuing to take your older infant to places in the community</li> <li>• Setting consistent and reasonable rules and limits, explaining the reasons behind the rules, and praising the older infant for following them (ex. “We throw balls outside. We can roll balls inside.”)</li> <li>• Having specific places for toys and books and helping the older infant put them back where they belong</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing cultural experiences, such as stories and music</li> <li>• Involving the toddler in household activities (ex. cooking, taking care of plants and pets)</li> <li>• Introducing the toddler to places in the community and the people who work there, (ex. the library, grocery store, pharmacy, doctor’s office or clinic)</li> <li>• Providing toys and objects to play with that represent real objects in the child’s life (ex. telephone, pots and pans, cars)</li> <li>• Joining in the child’s imaginary role play, following their lead (ex. when the child says, “I’ll be the mommy and you be the baby.”)</li> </ul>

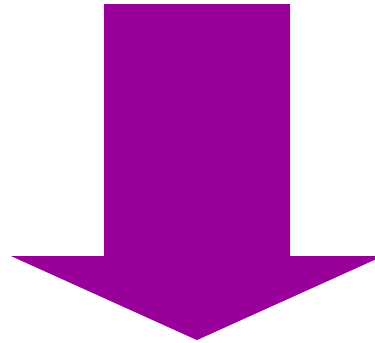


## Domain 5: Creativity and the Arts





## Domain 5: Creativity and the Arts



Creative arts are an important component of young children's learning experiences. Through the arts, children explore and represent their ideas about the world, reveal their inner thoughts and feelings, find ways to understand themselves, enrich the world, and bring beauty to it. Teachers and parents can support creative learning by providing process-oriented play experiences that encourage children to use their imaginations and to experiment with new ideas and materials. Infants' and toddlers' experiences with visual images, music and movement, and make-believe and dramatic play provide the foundation for creative expression.

# Domain 5: Creativity and the Arts

## The **child** shows progress in:

Young Infants: 0-11months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>Looking intently at pictures, patterns, photos, or self in the mirror</li> <li>Showing interest in colors and shapes</li> <li>Exploring different textures</li> <li>Turning toward someone singing or a pleasant sounding musical toy</li> <li>Calming self at the sound of a caregiver's voice</li> <li>Showing interest in sounds, music, tones, and voices</li> <li>Showing interest and moving to music or rhythms</li> <li>Imitating sounds and actions</li> <li>Using facial expressions and gestures to express feelings and needs</li> <li>Imitating facial expressions and gestures of others</li> </ul>	<ul style="list-style-type: none"> <li>Exploring a variety of art materials (ex. squeezing and pinching play-dough; scribbling with crayons and markers)</li> <li>Showing interest in sounds, music, colors, and shapes</li> <li>Showing interest in exploring textures and nature</li> <li>Experimenting with the sounds of different objects such as spoons on a pot, rattles and shakers, drums</li> <li>Beginning to move to music of various rhythms, tempos and types by clapping, swaying, and dancing</li> <li>Imitating actions seen by people in her environment (ex. pretends to answer and talk on the telephone)</li> <li>Beginning make-believe play (ex. rocking or feed a baby doll; building a "house" for a toy dog)</li> </ul>	<ul style="list-style-type: none"> <li>Showing interest experimenting with and using art materials such as paint, crayons, play-dough, clay, markers—with little interest in what the outcome or product looks like</li> <li>Pinching, patting, rolling, squishing, play dough with hands or tools</li> <li>Joining in new songs and finger plays</li> <li>Singing and making up songs</li> <li>Playing rhythm instruments such as drums, tambourines, rhythm sticks with greater coordination</li> <li>Exploring various ways of moving his body with and without music</li> <li>Imitating movements after watching others perform games or dances</li> <li>Playing make-believe with props such as dolls, stuffed-animals, cars and taking on different roles</li> <li>Using objects to represent other objects in play (ex. a block becomes a telephone; a piece of paper represents a ticket)</li> <li>Acting out familiar stories and events (ex. visiting the doctor)</li> <li>Reacting to puppets as if they are real, rather than operated by an adult</li> </ul>

# Domain 5: Creativity and the Arts

**Parents, teachers, and caregivers support infants and toddlers by:**

Young Infants: 0-11 months	Older Infants: 8-18 months	Toddlers: 16-36 months
<ul style="list-style-type: none"> <li>• Offering a variety of images to look at (ex. pictures in books, shapes, and colors)</li> <li>• Describing what your baby sees, hears, feels, and smells, particularly what she is showing interest in</li> <li>• Hanging mobiles safely above the crib</li> <li>• Providing photos of family members</li> <li>• Providing a variety of cloth textures to explore and talk about (ex. "Feel how fuzzy the bear is!" "Your cup is smooth.")</li> <li>• Speaking to the infant in a quiet calm voice</li> <li>• Pointing out environmental sounds (ex. "I hear birds singing outside. Can you hear them?" "Listen to the sound of the palm tree in the wind.")</li> <li>• Singing to your baby</li> <li>• Providing toys with pleasant sounding music</li> <li>• Making playful faces for the baby to imitate</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to explore water, soap suds, grass, sand and other textures</li> <li>• Providing opportunities to safely explore and use art materials such as crayons, markers, play-dough</li> <li>• Using descriptive words to talk about what you and your child are looking at (ex. "Look at the way the sun is shining on the water making it sparkle.")</li> <li>• Providing a variety of picture books with showing different artists' styles</li> <li>• Sharing the joy of music by clapping, snapping, stomping, singing, and tapping to music</li> <li>• Sharing a variety and styles of music</li> <li>• Providing toys and objects to play with that represent real objects in the child's life (ex. telephone, pots and pans, cars)</li> <li>• Joining in the child's play (ex. answering the toy telephone and saying, "Jabril, the phone is for you.")</li> <li>• Talking with the child about what she is doing (ex. "I see you are feeding and rocking your baby.")</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of art materials (ex. crayons, paint, chalk, markers, play dough, different types of paper)</li> <li>• Showing appreciation for the toddler's art work (even if it doesn't look like anything in particular) and asking them to describe what they did or made</li> <li>• Continuing to provide a variety of picture books with showing different artists' styles</li> <li>• Pointing out colorful and artistic posters and artwork in the community</li> <li>• Providing props or simple rhythm instruments to explore (ex. wooden spoons, tambourine, drum, shakers made from containers with rice or beans)</li> <li>• Providing opportunities to listen to live and recorded music of various styles</li> <li>• Providing opportunities to explore and create art and music from objects found in nature</li> <li>• Encouraging the toddler's imagination and creativity by joining in his make-believe play</li> </ul>

*The Virgin Islands Infant & Toddler Developmental Guidelines* **SHOULD** be used:<sup>44</sup>

- ✓ To help adults recognize the critical need to meet children's social and emotional needs, and the fact that meeting those needs serves as the basis for cognitive development
- ✓ To help adults meet all children's developmental needs at the level they require and in an individual capacity
- ✓ To support families in their role as the primary caregivers and facilitators of their children's development
- ✓ To improve quality early care and education and serve as a model for teaching
- ✓ To motivate adults to learn more about child development
- ✓ To emphasize the importance of early care and education to the community
- ✓ To help child care providers and teachers, and families recognize their own value and abilities
- ✓ To help adults focus on what children CAN do and reinforce the idea that children are capable learners
- ✓ To increase the flow of information between families, early care and education providers, and elementary teachers
- ✓ To develop training and education programs for adults working and living with children
- ✓ To assist community members and policymakers in understanding their roles in supporting children's development
- ✓ To provide a framework for community members and policymakers for informed decision making

*The Virgin Islands Infant & Toddler Developmental Guidelines* **SHOULD NOT** be used:<sup>45</sup>

- ✗ As a diagnostic tool to assess a child's development or "push down" curriculum meant for older children
- ✗ As a screening tool to limit access to programs
- ✗ To increase pressure on children and adults who care for and educate them
- ✗ To justify inappropriate assessment packages
- ✗ To place increased importance on academics and move adults away from the power of play
- ✗ To suggest that preschool is more valuable than good home experiences
- ✗ To evaluate early care and education programs or parenting skills
- ✗ To mandate specific curriculum or serve as rules and regulations for programs
- ✗ To make decisions about funding programs

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<sup>44</sup> Adapted from *Montana's Early Learning Guidelines*.

<sup>45</sup> Ibid.

## Organization and Structure

*The Virgin Islands Infant & Toddler Developmental Guidelines* are intended to provide a framework for understanding and communicating developmentally appropriate expectations for infants and toddlers birth to three years, within a context of shared responsibility for helping them meet these expectations. It is divided into 5 domains that reflect the full range of child development as listed below:

- Physical Health and Development
- Social, Emotional and Values Development
- Approaches to Learning
- Cognitive Development
  - Language and Early literacy
  - Mathematics
  - Science
  - Social Studies
- Creativity and the Arts

Within each domain is a description of the developmental dispositions and skills in which children are expected to show progress. These are presented in an order from behaviors/skills that may be expected from children at younger ages to those that would be demonstrated by older children. Strategies family members, teachers, and caregivers can use to facilitate children's development are listed for each component. The strategies are not intended to be all inclusive, but rather provide suggested activities for supporting and enhancing children's development. *The Guidelines* are intended to be used as a guide recognizing that children develop at different rates; therefore the age ranges listed overlap:

- Birth to 11 months
- 9 to 18 months
- 16 to 36 months

It is expected that most children will meet the majority of these expectations. Tremendous variation exists in the growth and development of young children. Adapting and individualizing the *Guidelines* can provide for optimal development for all children.

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