



**West Virginia Early Learning
Standards Framework:
*Infant/Toddler***

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Development of Infant/Toddler Early Learning Standards Framework

The Early Learning Standards Framework for Infants and Toddlers was developed under the guidance of the Quality Initiatives and Curriculum Committee of Partners Implementing an Early Care and Education System (PIECES). The workgroup consisted of key stakeholders from the WV DHHR, Early Head Start, WV Birth to Three, Infant/Toddler Specialists Network, child care, Child Care Resource and Referral Agencies, and higher education.

The purpose of the group was to create a document that establishes a common language that illustrates what infants and toddlers should know and do in the developmental process. The document is designed as a planning resource for caregivers, parents, consultants, administrators, home visitors, trainers, higher education, policy makers, and others. It is not intended to be an assessment tool. Users should carefully observe children, record notes, and use the document to guide intentional planning of activities to enhance children's development.

Please see page 4 for a list of those participating on the workgroups.

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WV Infant/Toddler Early Learning Standards Framework

Infants and toddlers discover and explore the world in which they live, develop values, and learn to work and play with others. These learning experiences lay the foundation for future success. We know that individuals who have the privilege of providing care and education for infants and toddlers are important “first teachers”. The West Virginia Infant/Toddler Early Learning Standards Framework, based on developmentally appropriate practices and current brain development research, is a guide for infant and toddler professionals working to provide our children the best start in life.

Quality infant and toddler care and education is based on the following beliefs:

- Each child and their family will be treated with *respect*,
- Trust and attachment will be nurtured when the primary caregiver* *responds* to the needs of each individual child, and
- Quality care and education will include a positive *relationship* between the early childhood professional, child, and family.

When young children are treated with respect, have adults who respond to their needs, and are nurtured within a caring relationship, they grow in all developmental domains.

The West Virginia Infant/Toddler Early Learning Standards Framework guides professionals as they implement a caring, respectful curriculum that allows children to feel valued, competent, and respected. In this type of setting, each child is involved in the daily routines, and each child develops a feeling of self worth. Indeed, this is infant and toddler teaching, not just care giving. Infant and toddler teachers truly make a difference in the lives of children and their families. Friedrich Froebel, the “Father of Kindergarten”, wrote long ago that there is a silent agreement between the teacher of our youngest children and their families. “The child is passed from hand to hand, from heart to heart...In hope and trust the child is brought to you, and you have to show yourself worthy of the confidence which is placed in your skill, your experience, and your knowledge.”

West Virginia’s Infant/Toddler Early Learning Standards Framework will guide the professionals in our state as they provide quality care and education for our youngest children.

- Nancy Jane Cheshire
President, West Virginia Association of Young Children

Guiding Principles

The following principles were used in the development of the Infant/Toddler Early Learning Standards Framework and should be considered while using the document.

- Infants arrive in this world ready to learn. Learning is accomplished within the context of positive attachments formed with significant adults in the child's life. Parents and caregivers must strive to be "in tune"* with the baby, forming a close relationship to promote a sense of security for the baby to explore his or her world.
- Growth is holistic in nature. While the emotional attachments with adults form the foundation for learning in all other domains, it is important to understand that learning and development occur simultaneously in all areas.
- The role of the family cannot be overstated. The family serves as the first and foremost influence in the child's life. Caregivers need to work closely with families, respecting cultural differences and individual needs.
- Play is a young child's world. Environments must be safe, inclusive, and stocked with a variety of developmentally appropriate materials. Adults need to intentionally prepare and plan activities to support learning in all domains.
- Responsive care of infants and toddlers maximizes the individualization of that care. Every child deserves whatever adaptations are needed to provide learning experiences that will best enhance positive growth and development.

J. Ronald Lally, of the Program for Infant/Toddler Caregivers (PITC) suggests that adults strive to instill in infants and toddlers "a compassionate sense of wonder." He describes this approach to life as a way that is curious but not destructive; bright but not manipulative; confident but not obnoxious; altruistic and initiating; powerful and considerate; creative and responsible.

Children will face many challenges on their developmental path. Learning can be affected by things such as developmental delays, culture, poverty, language, individual circumstances, and other risk factors. As adults partnering in children's lives, we must consider this as we provide opportunities for children to learn and grow. By supporting children's efforts, honoring their culture, and providing a safe and secure environment, we can develop in each child "a compassionate sense of wonder" that will take him or her through life in a way that will promote a healthy approach to everyday life situations.

Definitions

Domain:

Child development can be organized into broad categories of learning called domains. All domains are interrelated and experiences related to the Early Learning Standards Framework for Infants and Toddlers should be integrated and offered daily. The framework is organized in the following domains: Approaches to Learning, Social/Emotional Development, Creative Expression, Physical Health, Language and Literacy, and Cognitive Development.

Foundation:

The Foundation is a sub-category within the domain that helps to further define the domain.

Building Blocks:

The skills and knowledge that infants and toddlers should develop within the context of the Foundation are called Building Blocks. Research shows that development can be somewhat predictable, with one skill building on another. The Building Blocks give insight into this order with the understanding that each child will develop at a different rate.

What You Might See:

These are examples of behaviors that you might see an infant or a toddler display that would indicate movement in that Building Block. Babies can demonstrate growth in a variety of ways that adults and caregivers must learn to recognize.

What You Might Do:

Suggestions for activities are provided that will foster and support the child's development. This section also provides ways to include the family and addresses health and safety issues. Many research based

commercial curricula for infants and toddlers can also offer strategies to sustain growth.

Young Infant*:

The young infant is defined as having a chronological age of zero to eight months. Strong, positive attachments are needed between the infant and responsible adults to cultivate a prevailing sense of security for the baby. With this sense of security, the young infant will feel safe in exploring his or her world, which creates synapses in the brain that become part of the child's identity.

Mobile Infant*:

The mobile infant is defined as having a chronological age of six months to eighteen months. Exploration becomes the focus of the mobile infant. During this period, the baby becomes increasingly mobile, allowing him or her to venture into new experiences fueled by abundant curiosity to learn about the environment.

Older Infant*:

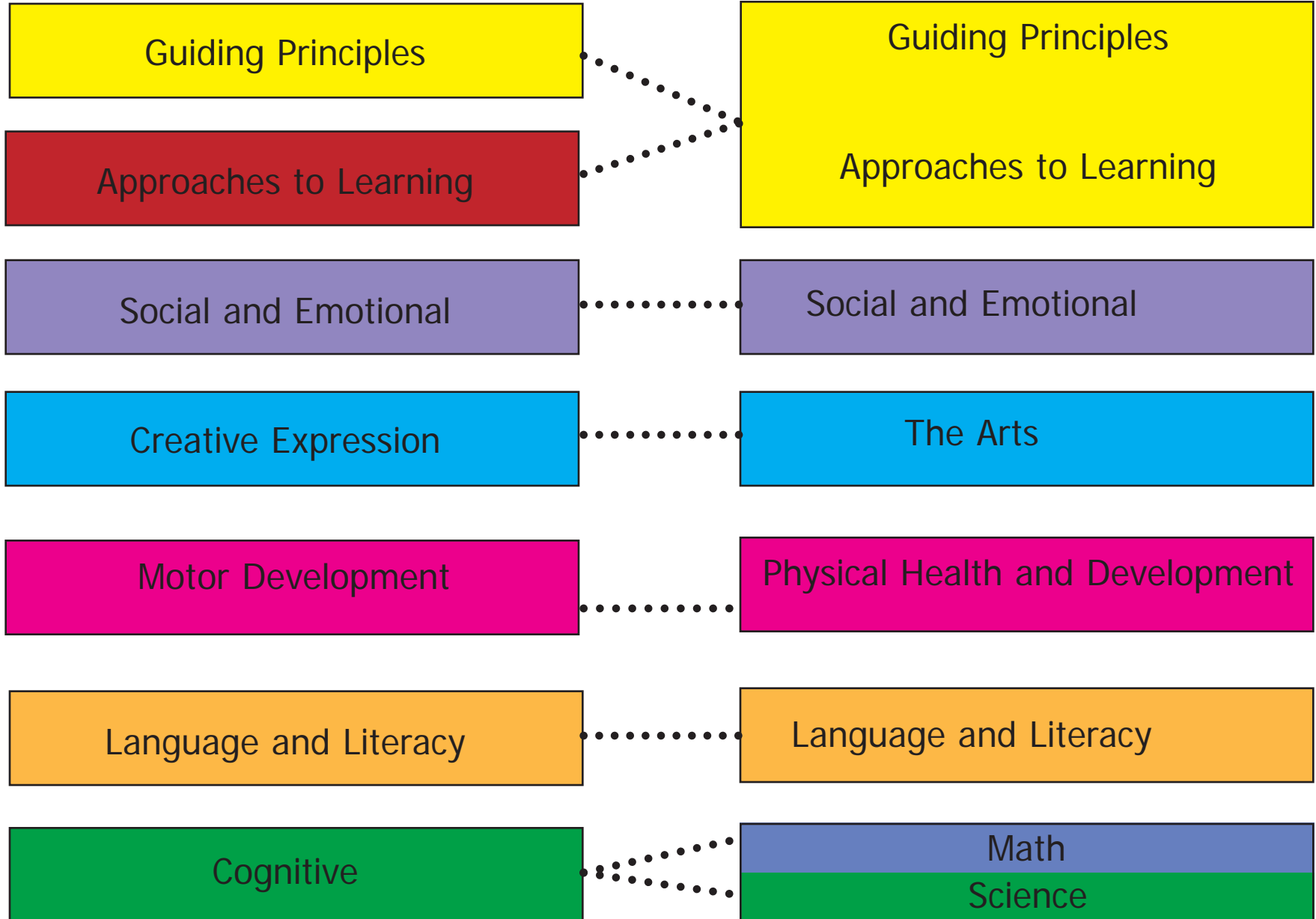
The older infant or toddler is defined as having a chronological age of sixteen months to thirty-six months. A safe, experience rich environment and positive adult relationships set the stage for the older infant to nurture a positive identity, celebrating independence and confidence. Exploring his or her world becomes more intentional and purposeful.

****Note – Development is very individualized as should be the planning of experiences for infants and toddlers. The use of terms (young, mobile and older infant) should be very flexible and fluid. They are only to serve as guidelines in this process.***

Continuum of Standards Framework

West Virginia Infant/Toddler Early Learning Standards Framework

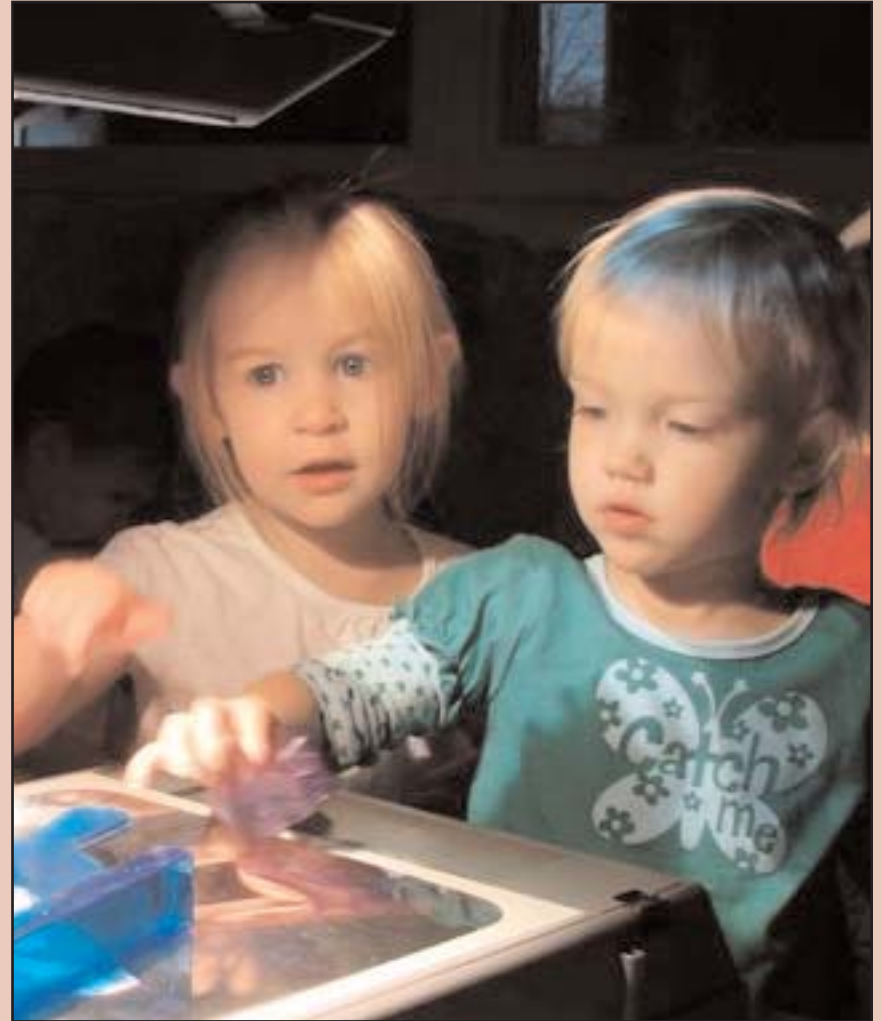
West Virginia Early Learning Standards Framework: 3-5 Year Olds



Approaches to Learning

The domain Approaches to Learning assists adults in thinking about how infants and toddlers go about the business of learning. These very first years are a time for a child to discover how to learn. These approaches to learning--curiosity, persistence, creativity, and imagination--can be observed throughout all domains of development.

Curiosity can be seen immediately as the young infant begins to explore and search his environment, chewing his fist, vocalizing many sounds, and turning his head at the sound of a familiar voice. Persistence is shown as the child repeats actions such as kicking his feet to cause the activity gym to make pleasant sounds. Creativity and imagination can be observed as the child develops problem solving skills. He may roll over so he can see a favorite toy. Later, he may use a roll of wrapping paper to reach a toy under the table. A child's growth and development can be observed at every age.



Domain 1: Approaches to Learning

Foundation: Curiosity

Infants and toddlers show an interest in the world and want to find out how things work.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Shows interest in exploring with senses.	The young infant watches the toy in front of or overhead of him.	<ul style="list-style-type: none"> ● Provide colorful objects such as rattles and teething rings for the young infant to follow with eyes and try to grasp with hands. ● Hang mobile with contrasting colors from the ceiling or use a baby gym for the young infant to watch.
	The young infant turns head in direction of familiar voice.	<ul style="list-style-type: none"> ● Speak softly to the young infant as you engage in daily routines. "It's time for a diaper change, Lakesha. Let's get some clean pants." ● Use the child's name frequently. "Where's Rachel? Rachel's looking at a book." ● Provide other interesting sounds for the baby to hear, varying intensity and location. Play African drum music during an activity. Open a screened window and allow nature sounds in.
	The young infant chews on fist, visually examines feet, and explores toes.	<ul style="list-style-type: none"> ● Encourage baby to explore by describing to the infant what is being seen or felt with simple, descriptive words. "Did you find your hands?" ● Provide colorful, safe sensory objects such as a satin blanket, a bumpy ball, or a fuzzy stuffed toy for the baby to look at, reach for, and touch.
	The young infant vocalizes trying many new sounds such as cooing, squealing, whimpering, and babbling.	<ul style="list-style-type: none"> ● Affirm child's babbling by repeating sounds made. "I hear you, Caprice. You're making so many sounds today."

Foundation: Curiosity

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Becomes more and more curious.	The mobile infant may point at objects, giving a curious look, using hand gestures, or jabbering as if to ask, "What is this?" or "Where did it go?" May add one or two words to question asked.	<ul style="list-style-type: none"> ● Be available to the child to answer questioning with simple, direct responses. "That's a red apple, Phillip. It looks shiny and feels smooth."
	The mobile infant plays with toys that give a response to action taken.	<ul style="list-style-type: none"> ● Make toys accessible that encourage pushing, pulling, or turning parts to cause another action. ● Provide pop-up boxes, bead mazes, spinners, and activity panels.
Explores spatial relationships.	The mobile infant attempts to fit himself into tight spaces or boxes, squeezing into unlikely spots.	<ul style="list-style-type: none"> ● Provide safe places for mobile infants to explore, such as boxes, tunnels, or laundry baskets in which to hide. ● Describe with simple statements what you see the child doing. "Luciana, can you fit into that box?" or "What are you going to do next, Victor?"
	The mobile infant attempts to fit objects into spaces such as shape sorter, baskets, and paper sacks.	

Foundation: Curiosity

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Exploration increases.	The older infant uses increasing skills to explore environment, moving out away from caregiver, taking risks, and showing excitement in accomplishments.	<ul style="list-style-type: none"> ● Provide a safe environment inside and outside. This is needed for the older infant, and those with developmental delays or disabilities, to feel secure to investigate new spaces and activities. ● Stay nearby, assuring the child as she tries new endeavors. "I'm right here if you need me Mary."
	The older infant shows excitement in trying new materials and skills.	<ul style="list-style-type: none"> ● Introduce periodically more challenging activities for the older infants such as adding steps or a slight incline to walk up. ● Add different utensils to paint with, such as rollers, sponges, combs, or plastic cars. ● Introduce play dough with cookie cutters, rolling pins, and craft sticks.
	The older infant looks forward to approaching activities, realizing a predictable order of events.	<ul style="list-style-type: none"> ● Post a schedule with recognizable pictures. ● Make daily events predictable based on routine. ● Use transition songs or rhymes to alert older infants of upcoming activity such as a clean up song or mealtime song.
Begins to make choices.	The older infant may begin to show preference for some activities or foods.	<ul style="list-style-type: none"> ● Offer the older infant a choice between two or three alternatives. "Erin, would you like the barn puzzle or the flower puzzle?" "Elijah, would you like celery or apple slices?"
Continues to be curious.	The older infant with increased language skills will ask many "what" and "why" questions.	<ul style="list-style-type: none"> ● Be sensitive to the child's attempts to communicate by making eye contact, listening closely, and expanding on what the child said. ● Respond to questions as often as needed.
Imitates actions of others.	The older infant engages in parallel play*, and may mimic actions of other child.	<ul style="list-style-type: none"> ● Provide space for children to play near one another, allowing each to express himself through play. ● Provide duplicates of favorite toys.
	The older infant will imitate actions of caregivers and other adults.	<ul style="list-style-type: none"> ● Be mindful that a child will learn what he sees. Give him many opportunities to see you being respectful to others.

Foundation: Persistence

Infants and toddlers display varying degrees of willingness to repeat an activity to accomplish a task or learn a new skill.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Repeats actions that bring satisfaction.	The young infant continues to kick toy on activity gym to repeat its noise or movement.	<ul style="list-style-type: none"> ● Provide plenty of time for the young infant to explore environment using all of her senses such as photos to look at, rattles and musical instruments to hear, and textures to feel. ● Encourage repetition. "Kick it, Billy. Kick it again. You can do it."
	The young infant may entertain self for increasing periods of time by banging objects together.	<ul style="list-style-type: none"> ● Make various objects such as rattles, blocks or stacking cups available to the child to grasp and manipulate in different ways. ● Affirm that the young infant is making beautiful music. Encourage the child to continue. "That sounds wonderful McKayla."
Anticipates routines.	The young infant will begin to quiet self when placed in crib or will show excitement when feeding preparations begin.	<ul style="list-style-type: none"> ● Be consistent in time and manner of routines, to create a sense of security in the young infant's life. ● Be consistent, yet flexible, with your response to each child's needs,

Foundation: Persistence

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
<p>Focuses for longer periods of time and sticks to tasks.</p>	<p>The mobile infant delights in filling container, dumping contents, and re-filling.</p>	<ul style="list-style-type: none"> ● Provide ample time and space away from gross motor activities. Provide materials for the mobile infant to handle such as blocks and stacking cups.
	<p>The mobile infant repeatedly tries to fit the square block in the round hole.</p>	<ul style="list-style-type: none"> ● Offer suggestions and encourage other attempts. "Raphael, try turning the triangle the other way." For children with developmental delays, consider covering the openings on a shape sorter to promote success and reduce stimulation.
	<p>The mobile infant enjoys hearing the same story read over and over or repeatedly asks for a favorite song.</p>	<ul style="list-style-type: none"> ● Be supportive of the mobile infant by granting requests to sing favorite songs or read favorite stories. Consider repetitive books (<i>Brown Bear, Brown Bear</i> by Eric Carle) or songs (<i>I'm a Little Teapot</i>). ● Create an index box with favorite finger plays or action songs for easy accessibility.
	<p>The mobile infant locates a favorite toy or book by looking for it in its typically stored place.</p>	<ul style="list-style-type: none"> ● Keep a neat and orderly play area that will assist the child in building a sense of independence when she can locate toys on her own. ● Label shelves and containers with easily recognizable pictures from a magazine or photos taken.

Foundation: Persistence

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Begins and completes tasks.	The older infant selects a toy or puzzle and works with it until it is completed.	<ul style="list-style-type: none"> ● Provide the child assistance as needed or remain close by for encouragement. Sometimes all that is needed is a smile or nod. "Oh Antonella, you are working hard at putting all the shapes in the box."
	The older infant may insist on choosing clothes to wear and attempt to get dressed on her own.	<ul style="list-style-type: none"> ● Allow the older infant the opportunity to make choices by selecting from two or three options. "Would you like to wear the green shirt or the yellow shirt, Bianca?" ● Provide time for the child to put boots and hat on at her own speed. Gently redirect if necessary. "You worked hard at putting on your shoes, Phoebe. Let's try them on the other feet."
Uses increased motor or language skills to achieve desired result.	The older infant may take adult by the hand to assist getting a toy or climb on a chair to reach a book.	<ul style="list-style-type: none"> ● Assist the older infant; be available to watch cues and interpret both verbal and non-verbal language, such as pointing. "Would you like me to hand you the puppets, Mohammad?" ● Add new things to the indoor and outdoor spaces to provide a wide range of items to explore, experiment, and accomplish such as musical instruments, photos of families from different countries, and dolls with disabilities.

Foundation: Creativity and Imagination

Infants and toddlers watch what others do, begin to pretend, and use materials in new and different ways.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Begins to explore familiar objects.	The young infant attempts to adjust pacifier or tilt bottle to increase the flow of milk.	<ul style="list-style-type: none"> ● Allow the infant the opportunity to try, lending assistance as needed. "Oh Akmed, you are able to hold your own bottle."
Uses newly acquired motor skills.	The young infant rolls from back to tummy in search of pacifier or toy.	<ul style="list-style-type: none"> ● Provide the young infant with plenty of tummy time to practice skills. Assure that baby is protected from mobile/older infants.

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Begins exploration.	The mobile infant uses one object to imitate another such as a small, rectangular block for a cell phone.	<ul style="list-style-type: none"> ● Engage in playful language with the mobile infant by answering the pretend phone and carrying on a conversation. ● Provide many open ended materials* such as blocks, age appropriate art materials, or dress up materials in many areas.
	The mobile infant dances and sways to the sounds of music while clapping hands.	<ul style="list-style-type: none"> ● Provide a wide variety of music styles, such as old favorites, salsas, instrumentals, or bluegrass. ● Make accessible musical instruments or other pleasant sounding toys for children to enjoy. Incorporate everyday items like wooden spoons, buckets for drums, or dried gourds for shakers.
Recognizes that objects exist even when not in sight.	The mobile infant searches for a toy that is not easily found.	<ul style="list-style-type: none"> ● Encourage development of object permanence by playing "Peek-A-Boo" and using pop-up toys or simply cover a toy car with a blanket. "Where did the car go, Elizabeth?" ● Always comfort and reassure child if he becomes upset when a loved one leaves.

Foundation: Creativity and Imagination

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Engages in pretend play.	The older infant plays with greater intentionality in the dramatic play area, creating characters and story lines.	<ul style="list-style-type: none">● Provide many open-ended props to assist the child in play such as boxes, an apron, chef's hat, or books.● Be a part of the child's play and build on her ideas. "You're a chef today, Samantha. What are you cooking that smells so good?"
Uses familiar objects in new and different ways.	The older infant uses a box as a dog house, a puzzle as a tray, or unit blocks as a balance beam.	<ul style="list-style-type: none">● Provide open ended materials* to encourage creativity, such as bubble wrap for a new sensation while walking or jumping.

Social/Emotional Development

Social development deals with what the child thinks, feels, and expects of others. Emotional development is what the child thinks, feels, and the expectations she has about herself. Social and emotional development serves as the foundation for all other development. It is based on the relationships that the infant forms with the adults in her life, and later with other children. The quality of these relationships will determine if the child will thrive in all areas of development or lag behind, assuming that there are no other causes for delay.

Babies arrive ready to learn and looking for that special person with which to build a relationship. They look longingly into their parent's or primary caregiver's* face for reassurance that their needs will be met. When cries are answered in a prompt, respectful way, it gives the child the message that he or she is important. Later, with this sense of security in knowing that needs will be met, the mobile infant will feel confident in exploring the environment and gathering information, making the connections in the brain necessary for development in all other areas. A positive self concept will emerge, given a nurturing environment.

Every relationship that a child develops, whether with a home visitor, parent, or child care provider, can have an effect on the child. Part of the

child's social and emotional development will also be affected by the relationships that are developed with the child's friends or siblings. All can contribute to how a child learns to regulate his or her emotions and self concept. Many influences such as culture, child rearing practices, stress, and overstimulation can have either a positive or negative sway on the child's social emotional development.



Domain 2: Social Emotional Development

Foundation: Adult interaction

Infants and toddlers look to the adults in their lives for basic needs, security, and guidance.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
<p>Makes wishes and preferences known.</p>	<p>The young infant cries, coos, babbles, or moves arms, legs, or body to show a need to be fed or changed.</p>	<ul style="list-style-type: none"> ● Respond promptly and consistently to the child. He will gain a sense of security in knowing that his needs will be met. ● Respond to the child's cries with words if unable to go to him immediately. "Joshua, I hear you. I'll be right there."
	<p>The young infant maintains eye contact if she wants to continue playing or turns away if she is finished playing.</p>	<ul style="list-style-type: none"> ● Learn to tell apart cues and respect them.
	<p>The young infant calms self when held by familiar adult.</p>	<ul style="list-style-type: none"> ● Provide one primary caregiver*, limiting the number of adults providing care to the child.
	<p>The young infant responds to sight of familiar adult or sound of familiar voice.</p>	<ul style="list-style-type: none"> ● Speak to the child quietly, describing actions being taken and naming emotions being expressed. "Do you see mama, Aidan? You are very excited!"

Foundation: Adult interaction

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Becomes increasingly attached to primary caregiver*.	The mobile infant looks to an adult for cues during activities.	<ul style="list-style-type: none"> ● Be present with the mobile infant. Watch for cues and respond accordingly. Sometimes the child may just need a smile or a reassuring glance. At other times, she may need your actual physical presence.
	The mobile infant shows anxiety when separated from parent or primary caregiver*.	<ul style="list-style-type: none"> ● Use a comforting voice to calm the child. "Oh Kathleen, you're sad because mommy left to go to work. I understand. Mommy will be back before you know it." ● Encourage families to provide a favorite item from home to help ease the transition into care.
	The mobile infant goes to primary caregiver* when unfamiliar faces appear in environment.	<ul style="list-style-type: none"> ● Be physically present for the child while introducing new adults. "This is Miss Juanita, my friend. She will be playing with us today."
	The mobile infant enjoys recognition for accomplishments.	<ul style="list-style-type: none"> ● Use positive statements throughout the day. "I like the way you are painting with your hands, Tamika." "Thank you, Michael! You put on your coat."
	The mobile infant participates in back and forth exchanges with adult.	<ul style="list-style-type: none"> ● Join in verbal play with the child. If Adam says, "Whoa, whoa, whoa", you repeat it back, "Whoa, whoa, whoa." ● Start a pretend phone call with the child.

Foundation: Adult interaction

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Participates in more complex interactions.	The older infant asks caregiver for help in getting a toy or a snack.	<ul style="list-style-type: none"> ● Be available, listen, and watch older infants throughout the day. Assist those who ask for help while also observing other children and offering non-verbal support, such as smiling or nodding head.
	The older infant checks in with the caregiver during playtime for support or to share creations made.	
	The older infant enjoys helping to prepare snacks or cleaning up messes.	<ul style="list-style-type: none"> ● Provide lots of opportunities for older infants to participate in daily routines. Have small pitchers so they can pour juice or milk. Be prepared with towels to clean up any spills.
	The older infant imitates adult roles during pretend play.	<ul style="list-style-type: none"> ● Make many items available for dramatic play that represents various facets of everyday life such as shirts, dresses, simple footwear, hats for work or play, purses, baskets of play food representing many cultures, dishes, dolls of varying ethnicities, or commercially made costumes. Rotate items as child's interests change. ● Participate in play with the child. Sit down at the table with the child for a tea party. Help the child build a fort.

Foundation: Peer interaction

Infants and toddlers develop attachments to other children in their home, play group, or child care setting.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Notices others.	The young infant may notice another baby close by and move arms and legs with excitement.	<ul style="list-style-type: none"> ● Provide opportunities for baby to interact with others by placing them within sight of each other while on the floor. Closely supervise. Describe actions of babies. "Look, Isabella is smiling at you, Markus." "I hear Jameson crying." Remind babies to be "easy" with touches. Use your hand to gently guide them with easy touches.
	The young infant may cry when she hears another baby cry.	
	The young infant may reach out to touch a nearby child.	

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Engages in back and forth interactions.	The mobile infant may stack blocks close by another child stacking cups.	<ul style="list-style-type: none"> ● Offer an environment that is spacious so that children may play by themselves or with their friends. Provide ample materials and toys so that each will have enough blocks to build or cups to stack.
	The mobile infant will offer a toy to a friend.	<ul style="list-style-type: none"> ● Make verbal notes. "I see Tenecia is letting Brittany look at the puzzle." Extend the play by saying, "Can Matt see it also?"
	The mobile infant may identify a favorite playmate.	<ul style="list-style-type: none"> ● Provide opportunities for children to form their own groupings when possible.
	The mobile infant will roll a ball or small truck back and forth with another child.	<ul style="list-style-type: none"> ● Guide play and conversation. Add textured ball for another child to join in play.

Foundation: Peer interaction

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Engages in cooperative play.	The older infant will work with one or two friends playing store in the dramatic play area.	<ul style="list-style-type: none"> ● Allow for natural groupings to occur while being aware that all children are participating in some play or activity.
	The older infant may show sadness when a friend leaves for the day.	<ul style="list-style-type: none"> ● Acknowledge child's feelings. "Arnie, you are sad that your friend is leaving. He will be back tomorrow." ● Anticipate arrivals and departures and encourage children to say good-bye. ● Have the older infant help his friend gather his papers and coat in preparation for leaving. "It's almost time for Martin to go home. Jeremy, would you like to help him put on his coat?"
	The older infant may offer suggestions to a friend on how to build a ramp for cars to go down.	<ul style="list-style-type: none"> ● Allow for plenty of time and space during the day for children to play with open ended materials* such as blocks. ● Assist children with play. "Let's try Clark's idea and see if it works."
	The older infant will offer a friend a hug or pat on the head to say that "it's ok" when the friend is sad or hurt.	<ul style="list-style-type: none"> ● Point out positive interactions. "How nice, Ronald, to give your friend Beth a hug."

Foundation: Self awareness and self concept

Infants and toddlers become aware of their individuality and uniqueness.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Begins to separate self from others.	The young infant recognizes movement of his own arms and legs.	<ul style="list-style-type: none"> ● Make available quiet, uninterrupted time in a safe environment for the baby to investigate body and movements. Remain close to supervise and offer verbal “play by play” of what the child is doing. “Owen, you found your toes. Do they taste good?” Remember to jot down anecdotal notes* to share with parents or to add to developmental observations.
	The young infant gazes intently at fingers and hands as they move.	
	The young infant smiles at a mirror image of self without realizing who it is he is looking at.	<ul style="list-style-type: none"> ● Provide safe, non-breakable mirrors in several places such as at the diaper changing station or on the floor for tummy time. Marvel with the infant as she coos and blows bubbles while watching her image in the mirror. “Look at that pretty baby. Emilio is blowing bubbles.”
	The young infant may react when hearing name spoken.	<ul style="list-style-type: none"> ● Use the child’s name frequently as you describe your actions. Greet the child warmly, using the baby’s name each time you meet. “Good morning Gabe! Are you ready for a big day?”
	The young infant may react when the caregiver or adult disappears from sight.	<ul style="list-style-type: none"> ● Always let the baby know of your actions when you leave the baby’s sight. “David, I know you are ready for your bottle. I’ll have it for you as soon as I’m done helping Wendy.”

Foundation: Self awareness and self concept, Young Infants continued

Building Block	What You Might See	What You Might Do
	<p>The young infant shows interest in other people's faces or drawings of faces.</p>	<ul style="list-style-type: none"> ● During routines such as feeding and diapering, allow the baby to look closely at your face. The baby may also want to touch your nose or cheek in an effort to learn about the people around her. "Is that Miss Missy's nose?"
	<p>The young infant uses facial expressions, babblings, and body movements to capture the attention of the caregiver or adult to let them know of needs or emotions.</p>	<ul style="list-style-type: none"> ● Stay "in tune*" with the child. Learn to distinguish a cry for food or gleeful babbling wanting to play. Recognize and respect the baby's feelings. Attachments form early and require time and attention. This is the child's way of telling his needs to the adults around him.
	<p>The young infant tries different ways to calm herself.</p>	<ul style="list-style-type: none"> ● Allow the young infant time to calm self by staying close by or speaking softly to the child, assuring her that you are aware of her needs. "Oh Marla, you are tired. I will hold you just like mommy does and sing your favorite song to you."

Foundation: Self awareness and self concept

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Recognizes self as a separate person.	The mobile infant smiles or babbles when looking at reflection of self in a mirror.	<ul style="list-style-type: none"> ● Describe what the child sees. "You see Bryce in the mirror. Look at that baby girl."
	The mobile infant responds to his name being said.	<ul style="list-style-type: none"> ● Use the name for the child that the family uses. It may be a middle name or other pet name that he becomes most familiar with. It is important to be consistent.
	The mobile infant recognizes a few other people outside of his immediate family.	<ul style="list-style-type: none"> ● Build the child's circle of friends slowly and selectively as the baby learns to trust. Primary caregiving in the child care setting allows the baby to be secure in relationships.
	The mobile infant moves closer to the caregiver when unfamiliar people approach.	
	The mobile infant starts to identify parts of the body.	<ul style="list-style-type: none"> ● Play naming games about face or body. Recite a rhyme such as "This Little Piggy" while playing with the child's toes. "Where is your knee Ricardo? Yes! That is your knee."
	The mobile infant begins to express surprise, anger, frustration, happiness, and other emotions.	<ul style="list-style-type: none"> ● Talk about these emotions with the child. "Jackson, I see you are sad." Use a sad voice and facial expression.
	The mobile infant says "Me good boy."	<ul style="list-style-type: none"> ● Agree with the child's positive comments as he develops his sense of self. "Yes, Ivan, you are a special fellow."

Foundation: Self awareness and self concept

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Claims identity.	The older infant recognizes self and family members in photographs.	<ul style="list-style-type: none"> ● Display family photos at child's eye level in many areas of the room. Place photos in protective sleeves or cover with contact paper so that little fingers can touch. Talk with the child frequently about who is in the pictures. "Where is sissy?"
	The older infant declares ownership to all property. "It's mine!"	<ul style="list-style-type: none"> ● Be patient with the older infant as she evaluates the world around her. Provide duplicates of favorite toys and plenty of space for individual play.
	The older infant's favorite word may be "No!"	<ul style="list-style-type: none"> ● Recognize that the child is expressing his individualism during this time. Try to make saying "no" a fun game instead of a power struggle by asking silly questions for them to answer "no".
	The older infant insists on doing things for herself such as putting on socks, spreading jam on bread, or brushing hair.	<ul style="list-style-type: none"> ● Promote opportunities for the child to make choices and do things on her own. Be prepared for messes and misplaced hairbows. Acknowledge the child's efforts.
	The older infant follows simple rules to play games and participates in group activities.	<ul style="list-style-type: none"> ● Be clear with a few, simply stated, positive rules. "Walking feet." "Quiet voices."
	The older infant smiles after completing a new puzzle and says, "I did it!"	<ul style="list-style-type: none"> ● Watch for accomplishments no matter how small. Show excitement when the child shares work done. "Yes, Lillian, you created a nice necklace. Would you like for me to put it on for you and take your picture for mom to see?"

Foundation: Emotions

Infants and toddlers display a wide range of emotions and learn to control them based on interactions with family and others.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Expresses comfort and discomfort.	The young infant cries when in need of food or a diaper change.	<ul style="list-style-type: none"> ● Learn to tell apart the babies cries. Talk with the baby's family to learn feeding times and other routine practices.
	The young infant ceases crying when the caregiver appears.	<ul style="list-style-type: none"> ● Respond quickly to the baby's cues. By doing so, the young infant will gain a sense of security in knowing that her needs will be met.
	The young infant squeals with delight when the caregiver makes a funny face.	<ul style="list-style-type: none"> ● Make time to just be playful with the baby. Lay down next to the baby during tummy time so that eye contact is possible.
	The young infant turns her head away when over-stimulated.	<ul style="list-style-type: none"> ● Learn baby's cues. Know when the child has had enough and respect her wishes.
Begins to regulate moods and emotions.	The young infant creates her own pattern of sleeping and eating, with caregiver's help.	<ul style="list-style-type: none"> ● Work carefully with parents to determine and follow routines. Listen carefully to the baby to pick up on the child's needs. Provide individualized care.
	The young infant giggles and coos at the sight of a smiling caregiver.	<ul style="list-style-type: none"> ● Be mindful of your own moods and facial expressions, as these can affect the baby.

Foundation: Emotions, Young Infants continued

Building Block	What You Might See	What You Might Do
	<p>The young infant looks for a favorite blanket or pacifier to calm self.</p>	<ul style="list-style-type: none"> ● Assist the baby by providing the special object desired so that the baby can be reassured. Encourage parents to send comfort items from home. ● Remember to follow safe sleep practices.
	<p>The young infant kicks legs or plays with fingers as a way to soothe self.</p>	<ul style="list-style-type: none"> ● Provide the infant with the opportunity to develop self-soothing skills. ● Discuss with the family how the baby calms himself and follow their lead.
	<p>The young infant smiles, babbles, or maintains eye contact in order to begin, continue, or end social contact.</p>	<ul style="list-style-type: none"> ● Make continuous efforts to be “in tune”* with the baby. Respond to the infant, respecting the child’s cues.

Foundation: Emotions

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Expresses comfort and discomfort.	The mobile infant becomes anxious around unfamiliar people and clings to the parent or primary caregiver*.	<ul style="list-style-type: none"> ● Limit the number of people introduced to the child during this period to allow the child to build primary relationships, further developing the child's security.
	The mobile infant laughs out loud.	<ul style="list-style-type: none"> ● Play with the child by making silly faces or goofy sounds. Laugh with the baby.
	The mobile infant cries or makes a sad face when toy is taken away.	<ul style="list-style-type: none"> ● Name feelings for the child. "Look Maria. Justin is sad because you took his car."
	The mobile infant shows affection by hugging and kissing.	<ul style="list-style-type: none"> ● Point out positive social interactions between friends. "Ah, Sofie is giving Dylan a good morning hug. That was nice Sofie."
	The mobile infant displays sadness and anxiety when separated from a caregiver.	<ul style="list-style-type: none"> ● Make transitions easier by being consistent with routine good-bye hugs, waving, and holding special item from home.
	The mobile infant may exhibit negative behaviors brought on by frustration caused by the inability to communicate or complete task.	<ul style="list-style-type: none"> ● Be near to the child to help facilitate activities. Listen and watch closely to understand verbal and non-verbal communications. "Ravi, I see you are having trouble with that puzzle piece. Try turning it a little."
Continues to master regulation of moods and emotions.	The mobile infant may move away from distracting noise in order to calm self.	<ul style="list-style-type: none"> ● Be aware that some children are very sensitive to loud activities and may become over-stimulated. Offer the child a quiet area to compose himself. Arrange play area so that noisy activities are separated from quiet ones.

Foundation: Emotions, Mobile Infants continued

Building Blocks	What You Might See	What You Might Do
	<p>The mobile infant looks for and finds favorite stuffed animal to hold and comfort self.</p>	<ul style="list-style-type: none"> ● Provide commentary as you see the child completing a task. "Jack, you're heading to the block center to get Max. Max will help you feel all better." By using descriptive words, you affirm the child's actions and aid language development.
	<p>The mobile infant responds to the word "no".</p>	<ul style="list-style-type: none"> ● Comment appropriately when child looks to you for approval or disapproval. The child may show understanding by stopping action, making eye contact with provider, or moving to another activity. Strive to keep environment safe and age appropriate in order to limit the number of "no's" necessary to guide the child.
	<p>The mobile infant uses gestures and some words to communicate wants and needs.</p>	<ul style="list-style-type: none"> ● Be "in tune"* with the child to recognize the child's needs. Know that when children are not feeling their best, or are tired or hungry, they may become frustrated and revert back to behaviors from earlier infancy.
	<p>The mobile infant looks forward to routine activities.</p>	<ul style="list-style-type: none"> ● Talk about what will be happening next in the child's day. "After lunch Jonathan, we are going to take a rest." Keep schedule of routines predictable so that the child learns to anticipate what is coming.

Foundation: Emotions

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Expresses comfort and discomfort.	The older infant displays pleasure in completing tasks by clapping for self or looking at the caregiver with a smile.	<ul style="list-style-type: none"> ● Share in the child's success. "Wow, look at you!" or "Zachary buttoned his coat all by himself."
	The older infant exhibits many emotions such as joy, fear, anger, sympathy, or modesty during play and routines.	<ul style="list-style-type: none"> ● Let the child know that you see her emotions and accept them. Use your words to describe and name the emotions. "I see you are happy that Valerie is here." Or, "It makes you mad that Janie took your toy away."
	The older infant gives a hug to a friend who is sad.	<ul style="list-style-type: none"> ● Point out positive social interactions to children and other adults present. Say, "Look at Kevin, he's giving Julio a hug to make him feel better."
	The older infant shows jealousy by throwing toys when attention is given to others.	<ul style="list-style-type: none"> ● Be prepared if a new sibling arrives at home for the older infant to "act out". Show patience and point out ways the child is being a great older sister. Look for books about bringing home a new brother or sister to share with the child.
	The older infant talks about how he feels using increased vocabulary.	<ul style="list-style-type: none"> ● Be with the child and provide one-on-one time to "chat" with the child. Express understanding of the child's feelings and extend the conversation with more words and questions.
	The older infant demonstrates feelings as she plays in the block center acting out emotions with play people.	<ul style="list-style-type: none"> ● Provide appropriate accessories, such as puppets, play people, dolls, stuffed animals and phones in all learning centers for dramatic play. Allow the child time to work through the situation, intervening when appropriate.
	The older infant may be fearful one minute and joyful the next, without reasonable explanation.	<ul style="list-style-type: none"> ● Be tolerant of the child's developmental stage. Know the children in your care.
	The older infant becomes increasingly assertive knowing and communicating wants and desires.	<ul style="list-style-type: none"> ● Allow for independence within bounds of safety.

Foundation: Emotions, Older Infants continued

Building Block	What You Might See	What You Might Do
<p>Continues to master regulation of moods and emotions.</p>	The older infant follows simple directions such as, "Bring me the red ball."	<ul style="list-style-type: none"> ● Be mindful when giving directions to use clear, descriptive words so that the child can best understand what is expected. State expectations in a positive manner indicating what she is to do. For example, "Use your walking feet" instead of "Don't run."
	The older infant tests limits and begins to respond to verbal redirection.	
	The older infant understands what behavior is expected and follows through with increased regularity.	<ul style="list-style-type: none"> ● Keep rules and daily routines simple and steady to allow the child the opportunity to succeed.
	The older infant says "no" with meaning.	<ul style="list-style-type: none"> ● Understand that this is the older infant's way of asserting himself. Remember not to ask a question that you can't live with the answer. For example, if it is time to go outside and you want the child to put her shoes on, don't ask if she wants to put them on. Rather, say, "Shaylee do you want to put the left shoe on first or the right one?" This lets her be in control.
	The older infant continues to gain competency with self help skills such as putting on clothing or brushing teeth without assistance and shows pride in accomplishments.	<ul style="list-style-type: none"> ● Allow the child time needed to complete tasks and encourage his efforts. Arrange the environment to promote self-help skill. Place step stools near sinks; provide low, open shelves for sorting toys; and make cubbies easily accessible for coats.
	The older infant shows control by anticipating and following routines such as clean up time and getting ready to go outside.	<ul style="list-style-type: none"> ● Keep daily activity schedule consistent so that children can be secure in knowing what activities come next. Make transitions smooth by giving time updates, such as "clean up time will be in 5 minutes."
	The older infant may become frustrated easily while attempting to navigate rules.	<ul style="list-style-type: none"> ● Be patient when working with this age group. Acknowledge the child's feelings. Let the child know that you are there to help as she needs assistance.

Creative Expression

Early childhood is a time to grow and explore. Each infant and toddler needs to have the opportunity to discover, enjoy, and create in ways that are safe and healthy, and that lead to learning experiences that are the infrastructure to future growth.

As with all domains, two factors play important roles in the development of creativity in a young child. Those two factors are caring adults providing stable relationships and the availability of a safe environment with access to a variety of materials and activities. Children develop a sense of security built on strong attachments to the adults in their lives. This provides the child with the confidence to explore, experiment, and initiate the give and take of learning. When provided with developmentally appropriate materials in an environment that is clean and free of safety hazards, the child builds the self assurance needed to be self-expressive.

The youngest infants show signs of enjoying looking at contrasting colored objects and hearing a familiar voice sing a lullaby. As the child becomes older, he or she may find it liberating to move to the sound of the music, dancing with scarves or singing and clapping to a favorite nursery song. The land of make believe entices little ones to dream the biggest dreams imaginable. Caring adults, added props, and a safe setting makes these activities meaningful.



Domain 3: Creative Expression

Foundation: Visual arts

Infants and toddlers enjoy looking at, talking about, and creating pictures, mobiles, and other colorful objects.

Young Infant: 0-8 Months		
Building Block	What You Might See	What You Might Do
Notices bright and/or contrasting colors.	The young infant looks intently at patterns or pictures.	<ul style="list-style-type: none"> ● Provide age appropriate books and pictures. ● Provide pictures that are simple and bright. Black and white books and pictures with some red are good choices. Position pictures at the child's eye level. ● Hang mobiles in bright colors or black and white contrasting colors above the crib.
Notices facial expressions.	The young infant copies or reacts to the face that he or she sees.	<ul style="list-style-type: none"> ● Make eye contact with the baby. ● Talk to the young infant while changing his diaper or feeding him. "You were hungry, Carl." ● Smile frequently at the child. ● Show pictures of faces from many cultures, ages, and both genders.
Looks at pictures, photographs, and mirror images.	The young infant looks at self in a mirror.	<ul style="list-style-type: none"> ● Place safe, non-breakable mirrors at the infant's eye level. Point to the image. "There is Jessica's pretty baby face!"
	The young infant looks at pictures of own family and reacts.	<ul style="list-style-type: none"> ● Provide photos of the infant's family to enjoy. "Look, there's Carly's momma."
	The young infant looks at pictures in books and reacts.	<ul style="list-style-type: none"> ● Rotate weekly appropriate books for the child to view. Books should be vinyl, cloth, or hard back and in good repair. Include a wide variety of books such as realistic and fantasy selections.
Notices differences in textures.	The young infant explores small pieces of corduroy, satin, and fake fur.	<ul style="list-style-type: none"> ● Provide access to many different textures in books, on the wall, or in baskets. "That feels silky smooth Andy."

Foundation: Visual arts

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Shows a preference for favorite colors.	The mobile infant chooses a crayon of a particular color.	<ul style="list-style-type: none"> ● Provide a variety of colored objects for the mobile infant to choose from. ● Talk to the child about the color of an item she has chosen. "Melanie, you really like the green crayon. Is that your favorite?"
Uses various materials in exploring and creating visual art.	The mobile infant delights in exploring new art materials and remains focused for longer periods of time.	<ul style="list-style-type: none"> ● Provide varied safe, non-toxic materials for the mobile infant to explore such as fingerpaints, chunky crayons, and easel painting with stubby handled brushes. ● Make activities available outdoors as well, such as jumbo chalk on the sidewalk or water painting trees or rocks. ● Provide open-ended art activities that invite exploration and experimentation. Encourage the effort, not the final product.

Foundation: Visual arts

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
<p>Likes various materials in exploring and creating visual art.</p>	<p>The older infant uses drawing materials with greater control.</p>	<ul style="list-style-type: none"> ● Give daily access to many types of paper, paints, crayons, water-based felt markers, and chalk. ● Add more tools to paint with such as feathers, eyedroppers, toothbrushes, sponges, or small plastic cars with supervision. ● Tape paper to table to keep it in place and use Velcro on gloves and on the art tool in order to allow for painting or drawing. ● Vary the texture and smell of paint by adding materials such as flour or Epson salts. ● Allow opportunities for the older infant to explore using various body parts to express self by using feet or whole body to paint.
	<p>The older infant creates forms that begin to take shape and are identified by the child.</p>	<ul style="list-style-type: none"> ● Let the older infant tell you about his creation as you label forms or record his story. Be sure to add the date and photocopy to add to the child's portfolio*.
	<p>The older infant uses play dough to create three-dimensional work.</p>	<ul style="list-style-type: none"> ● Offer older infants basic tools such as wooden mallets, tongue depressors, and rolling pins to use with play dough.
	<p>The older infant explores torn paper or textured fabric to create a collage.</p>	<ul style="list-style-type: none"> ● Provide sandpaper, netting, velvet, burlap, or other richly textured fabrics for collage work. ● Provide old magazines for children to cut or tear pictures to add to collage.
	<p>The older infant begins to use scissors, with assistance, and then with increasing control.</p>	<ul style="list-style-type: none"> ● Set up the environment to promote participation, engagement, and learning by all wishing to participate. Show children who are interested how to use scissors properly. Have both right handed and left handed scissors available. Make sure seating is comfortable and supportive. Set clear rules for safety, stating "scissors stay at the table."

Foundation: Visual arts, Older Infant continued

Building Block	What You Might See	What You Might Do
Observes and describes visual art.	The older infant discusses artwork with the caregiver.	<ul style="list-style-type: none"> ● Display children's artwork at child's eye level. ● Point out and talk about individual works with the child, parents, or other adults in the room to emphasize the specialness of the piece. "Ricky worked on this collage today. He added feathers and cotton balls to it."
	The older infant points out and talks about a poster displayed on the wall.	<ul style="list-style-type: none"> ● Make child friendly charts and posters available for children to view. Talk about them with the child.
	The older infant names and gives actions to art she has made.	<ul style="list-style-type: none"> ● Show genuine interest in the older infant's art work. Ask about what is going on in the picture and who is involved. "Ashley, can you tell me about your picture?" Make a note on the back of the picture, recounting the story, as well as the child's name and date. Take a digital picture to add to the child's portfolio*.

Foundation: Music and Movement

Infants and toddlers respond to sounds, learn to manipulate bodies and instruments to the sounds heard, and enjoy repetitive rhymes.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Responds to sounds, tones, and voices.	The young infant calms self at the sound of a familiar voice such as caregiver or parent.	<ul style="list-style-type: none"> ● Speak to the young infant in a quiet, reassuring voice continuously throughout the day. ● Give play-by-play descriptions of activities with and around the baby. "Ted, I hear the birds singing outside. I'll get your blanket and we'll have some tummy time in the fresh air."
	The young infant may startle at loud, sudden noises.	<ul style="list-style-type: none"> ● Use reassuring voice to comfort child. "Oh my Jacob, that was a loud bang. Did it scare you? It's ok. I'm right here with you." ● Sing a familiar song to calm the child.
Responds to music.	The young infant turns her head toward vocal singing or a pleasant sounding musical toy or mobile.	<ul style="list-style-type: none"> ● Sing or play recorded music at appropriate times. Vary volume and style according to child's moods and needs. ● Provide toys with pleasant sounding music options. ● Securely hang musical mobiles in cribs for young infant to view while falling asleep.

Foundation: Music and Movement

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Enjoys creating rhythm and other sounds.	The mobile infant attempts and becomes successful at clapping hands together.	<ul style="list-style-type: none"> ● Gently hold the mobile infant's hands, clapping them together and sing "Pat A Cake." ● Clap enthusiastically as the child accomplishes tasks.
	The mobile infant bangs objects together to create sounds.	<ul style="list-style-type: none"> ● Provide wooden spoons, measuring cups, pots, lids, and pans for the child to "make music." ● Make available different musical instruments such as drums, xylophones, large bells, clackers, rattles, cymbals, and wooden blocks for the child to use.
Responds to music.	The mobile infant moves to the sound of music.	<ul style="list-style-type: none"> ● Provide a variety of musical experiences, along with informal singing such as recorded music from a variety of musical styles including classical, jazz, and folk music. ● Use your own voice to sing to the baby throughout the day. ● Incorporate a mixture of cultures and languages. ● Arrange for the child to have space to move and interpret sound with the whole body.
	The mobile infant recognizes sound as an auditory cue to begin activity.	<ul style="list-style-type: none"> ● Provide different sounds and songs to signify transition such as a song for clean-up time, a bell for meal time, or a special song for nap time.

Foundation: Music and Movement

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Shows excitement when exposed to music.	The older infant moves to the music of varying rhythms, tempos, and types.	<ul style="list-style-type: none"> ● Use actions such as clapping, dancing, or marching to go with songs. ● Demonstrate motions in an exaggerated manner to encourage participation. ● Have accessible many soundmaking toys and instruments. ● Provide scarves or streamers for the child to use as he moves to the music.
Recalls lyrics and melodies.	The older infant begins to sing songs that are recognizable.	<ul style="list-style-type: none"> ● Develop a catalog of songs used during the day to provide some familiarity, but also allow for the addition of new songs. ● Allow children to select and initiate songs. ● Recognize the older infant for his performance, regardless of abilities.
Demonstrates increased hand and body coordination.	The older infant sings and performs movements to familiar songs.	<ul style="list-style-type: none"> ● Provide opportunities for the child to duplicate movement and order. ● Add selections with increased difficulty in movements. ● Use American Sign Language with songs.

Foundation: Dramatic play

Infants and toddlers learn to imitate others, recreate experiences, and interact with dolls and other pretend props.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Uses facial expressions and gestures to express feelings and needs.	The young infant moves her face away when the caregiver tries to wipe face.	<ul style="list-style-type: none"> ● Follow the baby's cues to meet the communicated need. Reassure child. "I know you don't like to have your face wiped but we have to get those slobbers cleaned up, Olivia."
Imitates facial expressions and gestures of others.	The young infant sticks out tongue in imitation of the caregiver.	<ul style="list-style-type: none"> ● Make playful faces for the baby to imitate.

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Understands the meaning of objects during play.	The mobile infant puts a telephone to his ear as if having a conversation.	<ul style="list-style-type: none"> ● Provide access to realistic toys such as dolls, play dishes, cars, hats, and baby blankets. ● Participate in play with the mobile infant by answering phone or saying "It's for you, Matthew."
Plays games with adults to explore concepts.	The mobile infant pulls blanket over head and pretends to sleep, then giggles to let you know she is pretending.	<ul style="list-style-type: none"> ● Be available to play with the mobile infant. ● Allow the child to explore his environment, while you talk to him about what he discovers.
Relates to dolls and stuffed animals in realistic ways.	The mobile infant gives a doll a bottle.	<ul style="list-style-type: none"> ● Talk with the mobile infants about what they are doing. "I see you're giving your baby a bottle just like I give to little Ian." "Does your baby like to rock?" Dramatic play is an excellent time to bathe the mobile infant in language.

Foundation: Dramatic play

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Engages in play that represents real life experiences.	The older infant sets the table with dishes and silverware.	<ul style="list-style-type: none"> ● Create a dramatic play area with various items that represent real life, such as many types of play food, child-sized kitchen, and furniture. ● Add dolls of various races and abilities. ● Provide play clothes for dress-up for both boys and girls. ● Initiate play. Put on a chef's hat and begin cooking chili. "Jeffrey, what do we need to make chili?"
Brings other children into play.	The older infant invites other children into household to play different roles.	<ul style="list-style-type: none"> ● Encourage child to request another to join in play. "Carrie, let's ask Theresa to come over and eat with us." ● Provide ample space and many materials for the child to express ideas.
Plans dramatic activities.	The older infant gathers props and gives others directions for how to participate.	<ul style="list-style-type: none"> ● Read or tell a story that will encourage the child to role play. ● Provide puppets for the older infant to re-enact a story.
Relies increasingly on the use of communication as an important component of play activities.	The older infant engages in discussions as to how the dramatic scene will play out.	<ul style="list-style-type: none"> ● Be a role model for conversations and including children in play. ● Provide varied props for the older infant's imagination. ● Rotate props. Add items according to the child's interest.

Motor Development

At the time of conception, a single cell joins with another and begins an extraordinary journey that in just a short 280 days will produce a baby. It is a complicated process with many internal and external variables that can alter the path of development. The need for pre-natal care is an undisputable fact.

Once the child arrives, development continues at a very fast pace for the next three years. Many environmental and biological factors will persist to affect the growth and development of the child. Optimal health of the child is a critical element that supports all realms of development.

Motor development refers to muscle activity and the resulting movement of the body. Movements in the very young infant are uncontrolled and reflexive in nature. As the infant explores, many connections in the brain are made that allow the child to gain control over movements. A progression of control can be seen. Control is gained from head to toe, from midline* to arms and legs. Control is gained over gross or large muscles, such as arms and legs, before control is gained over fine muscles, such as fingers and toes. Infants move mostly with the entire body, slowly but surely controlling their movements across the midline* until, as an older infant, they are able to use their left and right sides independently to walk or make marks on paper.

Delays in motor development may be easier to see even when the cause may not be simply defined. Careful observation with written documentation of these early building blocks is necessary to catch possible problems. When concern arises, contact West Virginia Birth to Three for intervention services. Because babies are busy doing the growing, access to a medical home* to carefully follow the child's progress is vital. This includes visual and auditory screenings, immunizations, adequate oral and dental care, as well as education on proper hygiene routines and balanced nutritional health.

As the toddler emerges, newly developed motor skills will enable the child



to more actively participate in his or her own care and well-being. Many self-help skills appear that need to be cultivated and reinforced by the adults in the child's life. These habits, formed early in life, will lead to a healthier, happier lifestyle in later years.

Caregivers must work with families to ensure that the needs of the child are met in a way that honors the family's beliefs and values. Concerns need to be addressed openly and with compassion. Partnerships that hold the child's wellness in high regard promote positive development.

Domain 4: Motor Development

Foundation: Fine Motor

Infants and toddlers gain control over small muscle movements such as gumming, sucking, facial expressions, and grasping.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Coordinates sucking, swallowing, and breathing.	The young infant sucks on a bottle or breast without choking or gagging.	<ul style="list-style-type: none"> ● Hold young infant when feeding and provide a quiet area without distractions so the infant can concentrate on feeding. Never prop bottle.
Gums and swallows.	The young infant eats mashed baby foods without choking and gagging.	<ul style="list-style-type: none"> ● Provide comfortable, supportive seating when able to sit. ● Offer small amounts of food in a non-rushed manner. ● Work closely with family to identify eating patterns from home.
Reflexive movements of arms, hands, and eyes.	The young infant squirms, and stretches, moving body parts without control.	<ul style="list-style-type: none"> ● Provide plenty of tummy time on the floor. ● Limit the amount of time spent in confined space such as swings, bouncy seats, and exersaucers.
Progresses from hands being tightly fistled to being open.	The young infant's hands become more open and the baby will explore hands by putting them in mouth.	<ul style="list-style-type: none"> ● Offer rattles or teethers for the baby to grasp making sure that items are sanitized and baby's hands are washed frequently.
	The young infant looks closely at fingers and hands and experiments with movement.	<ul style="list-style-type: none"> ● Play Peek-A-Boo, Pat-A-Cake, and other finger games with baby. ● Describe what the baby is doing. "Sarah, did you find your fingers?"
Reaches for and swipes at dangling objects.	The young infant sees mobile in crib and makes attempt to grasp the toy.	<ul style="list-style-type: none"> ● Hang mobiles from cribs with strings no longer than 12 inches until the baby is able to pull up. ● Place interesting items near diaper changing area for the young infant to grasp. ● Hold items in front of the baby while encouraging the child to swipe and grasp item.

Foundation: Fine Motor, Young Infants continued

Building Blocks	What You Might See	What You Might Do
Eyes follow to midline*.	The young infant can visually track a toy that is placed right in front of the child and remains near the middle of his body.	<ul style="list-style-type: none"> ● Play tracking games with the young infant by holding up a small, brightly colored toy or rattle and slowly moving the object across the child's midline*. "Here is your green rattle, Brian."
Eyes follow past midline* up to 180 degrees.	The young infant progresses from visually tracking a colorful toy across the middle of the body, to demonstrating peripheral* vision.	<ul style="list-style-type: none"> ● Continue tracking games with the baby, increasing distance from midline*. ● Offer a variety of items for the child to observe.
	The young infant begins to watch caregiver as she moves around the room.	<ul style="list-style-type: none"> ● Reassure the baby verbally when you are out of sight. "I'm right here, Joseph. I hear you."
Begins to gain control over hands, eyes, arms, and legs.	The young infant reaches for rattle.	<ul style="list-style-type: none"> ● Provide varied, safe toys for the child to reach for and explore. ● Provide plenty of tummy time on the floor.
	The young infant begins to grasp objects with both hands.	<ul style="list-style-type: none"> ● Provide manipulatives that require child to use both hands such as a large rattle or ball.
	The young infant reaches for and grasps a teether in one hand and a rattle in the other hand. Banging two rattles together becomes a favored activity of the young infant.	<ul style="list-style-type: none"> ● Rotate items on a regular basis so that the baby has new objects to manipulate. ● Be sure that items are not a choking hazard and are clean. ● Play imitative games and sing songs that encourage bringing the hands together.
	The young infant explores feet and toes by bringing them to the mouth and sucking on them.	<ul style="list-style-type: none"> ● Allow the child to explore new skills. Delight with the baby as he gains more control over his body.
Uses a full hand grasp.	The young infant attempts to pick up small object with a whole hand movement, rather than using fingers.	<ul style="list-style-type: none"> ● Be vigilant of small objects that the baby may pick up with her new found skills.
Emerging pincer grasp*.	The young infant attempts to pick up a toy with fingers alone.	<ul style="list-style-type: none"> ● Select small snacks such as Cheerio's for the child to practice this skill. ● Make sure hands are washed before/after snack.
Shakes and plays with toys in grasp.	The young infant not only grasps and gums toys but shakes and looks at object.	<ul style="list-style-type: none"> ● Add new and different toys to the child's day as he is now interested in what the toy does.

Foundation: Fine Motor

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Uses a defined pincer grasp*.	The mobile infant picks up small objects with skill.	<ul style="list-style-type: none"> ● Provide a variety of fine motor toys such as shape sorters, nesting cups, rattles, grasping toys, teething toys, containers, bead mazes, finger paints, markers, and puzzles with knobs. ● Rotate materials.
Self feeding skills emerge.	The mobile infant picks up small bits of food and feeds himself.	<ul style="list-style-type: none"> ● Talk with families about mealtimes at home and ask the parents how they feel about increasing skills.
	The mobile infant begins to hold the handle of the spoon and attempts to use it correctly.	<ul style="list-style-type: none"> ● Assist child with developmental or physical delays by offering assistive self-feeding utensils and bowls.
	The mobile infant holds a bottle without assistance.	<ul style="list-style-type: none"> ● Continue to hold child during feedings but allow him to hold the bottle. Never leave a mobile infant unattended with a bottle.
	The mobile infant holds and drinks from a sippy cup.	<ul style="list-style-type: none"> ● Provide sippy cups that have large, easy to hold handles.
Turns pages of a book.	The mobile infant turns pages of a stiff, cardboard book without help. This may be accomplished by missing or skipping a page but is still done with success.	<ul style="list-style-type: none"> ● Provide a variety of appropriate sturdy board books to explore throughout the day. Be sure to include realistic pictures as well as fantasy pictures. ● Offer books that depict people of all races, ages, gender, and abilities. ● Introduce books that showcase a variety of familiar objects and routines.
Manipulates and turns objects with control.	The mobile infant is interested in squeezing and poking materials such as play dough and finger paint.	<ul style="list-style-type: none"> ● Provide opportunities for the child to explore non-toxic art materials several times a week. Close supervision is needed. The process of using the materials is more important than the product.

Foundation: Fine Motor, Mobile Infants continued

Building Blocks	What You Might See	What You Might Do
	The mobile infant begins to release objects from his grasp with less or no assistance.	<ul style="list-style-type: none"> ● Practice “putting away” toys by having the child drop toys into baskets or bins. ● Encourage the mobile infant to hand you his sippy cup when empty. “Stephen, are you all done? (use sign language to demonstrate “all done”). Would you please hand me your cup?” ● Model good manners by saying “please and thank you”.
Increased control of hands.	The mobile infant begins to wave bye-bye when caregiver is leaving.	<ul style="list-style-type: none"> ● Imitate these motions in a somewhat exaggerated fashion such as “Bye, bye Mama!” as the mobile infant learns this skill.
	The mobile infant claps hands, imitating caregiver.	<ul style="list-style-type: none"> ● Provide fingerplays that involve clapping and singing songs such as “If You’re Happy and You Know It”. Encourage the child by clapping.
Stacks blocks.	The mobile infant, with increasing skill, stacks blocks two to four blocks high.	<ul style="list-style-type: none"> ● Provide a variety of sturdy unit blocks or other smooth blocks for the children to maneuver. ● Join the child on the floor to make towers.
Uses full hand grasp.	The mobile infant wraps all fingers around a crayon or writing utensil when marking.	<ul style="list-style-type: none"> ● Provide access to fat crayons and stubby brushes that are easy to grasp. Provide daily experiences using these materials. ● Tape pieces of paper to the table or other easel surface to make it easier for the child to use.
Scribbles.	The mobile infant uses a fluid motion to make marks with crayons.	<ul style="list-style-type: none"> ● Display art work in prominent place at the child’s eye level and marvel at her work. ● Be sure to put date, child’s name, and any “story” that the mobile infant might share on the paper, creating a memory for the family.
Visually follows dropped object.	The mobile infant delights in watching clothespins dropped into a bucket.	<ul style="list-style-type: none"> ● Provide buckets, bowls, purses, paper sacks, or other containers for the child to dump and fill.
Uses index finger to point.	The mobile infant will point to familiar objects in books as they are read. May also point to body parts upon request.	<ul style="list-style-type: none"> ● Read informally to the child, allowing him to point at pictures and to turn pages at will. ● Play games that encourage the child to point to different objects or directions.

Foundation: Fine Motor

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Self care skills increase.	The older infants repeatedly removes shoes and socks.	<ul style="list-style-type: none"> ● Be patient with the child as she tries out this new skill. ● Provide dolls with socks for practice.
	The older infant attempts to put on clothes, brush teeth, and hair.	<ul style="list-style-type: none"> ● Encourage the child as he increases these skills. ● Provide “dressing bear” or other materials that promote the practicing of zipping, tying, snapping, and buttoning. ● Provide time twice daily for the child to practice brushing teeth.
	The older infant washes hands with less assistance from adult.	<ul style="list-style-type: none"> ● Provide step stools to help child stand at the sink to wash hands. Supervision is necessary. ● Check water temperature on a regular basis.
	The older infant unbuttons large, easy buttons.	<ul style="list-style-type: none"> ● Allow for time as the child increases skill with each activity. ● Provide adult size clothing for the child to practice skills.
	The older infant uses both a spoon and a fork with greater ease.	<ul style="list-style-type: none"> ● Provide child sized utensils for the child to use. Be prepared with extras to replace ones falling on the floor.
	The older infant shows development of fine motor skills by peeling half a banana.	<ul style="list-style-type: none"> ● Offer a variety of snacks the older infant can manipulate, encouraging independence.
	The older infant exercises increased bowel and bladder control, staying dry for two hours at a time.	<ul style="list-style-type: none"> ● Discuss potty training plan with the family. ● Encourage family to provide several changes of easy to remove clothing. Positively reinforce any attempts at using the potty. “Good job” or “What a big boy!” ● Make certain that hands are washed after each attempt at pottying.

Foundation: Fine Motor, Older Infants continued

Building Blocks	What You Might See	What You Might Do
Uses fingers, wrists, and hands with greater agility.	The older infant holds crayon, marker, or pencil with thumb and finger in an "adult like" grasp.	<ul style="list-style-type: none"> ● Provide many opportunities for the child to experiment with washable markers and paper. ● Place small tablets with pencil in dramatic play area for restaurant play. Or create an office environment with paper and markers.
	The older infant begins to hold scissors, snipping and cutting paper.	<ul style="list-style-type: none"> ● Keep handy a supply of child friendly magazines for children to practice cutting with safety scissors when interested. Provide left and right handed scissors. Closely supervise activity.
	The older infant stacks blocks up to six or eight high.	<ul style="list-style-type: none"> ● Have a variety of sizes, shapes, and colors of blocks in the block area. ● Take pictures of creations to share with family and for documentation of experience. Verbalize appreciation for work done. "Alessandra, that's a big tower!"
	The older infant attempts to make circular marks with writing utensil and copy horizontal lines.	<ul style="list-style-type: none"> ● Share with parent the importance of these pre-writing skills. Save examples of the child's work for a portfolio* documentation.
	The older infant enjoys threading large beads on a string or lacing shoes.	<ul style="list-style-type: none"> ● Make lacing cards using a picture of the child's favorite animal or shape, by laminating the picture and punching several holes around the perimeter of the object. Provide a colorful shoe string for the child to lace object.
Exhibits turning motion with wrists.	The older infant turns doorknobs and takes lids off of jars.	<ul style="list-style-type: none"> ● Provide a variety of plastic containers with lids for the child to work these developing fine muscles. From the hardware store, you can find many unusual items such as threaded PVC fittings that can be used for this activity.
Uses hands separately.	The older infant holds a container with one hand and places shapes in the container with the other hand.	<ul style="list-style-type: none"> ● Provide a variety of materials for the child to fill, dip, pour, and dump. Rotate materials to maintain interest on a weekly basis.
Shows favoritism of hand use.	The older infant more consistently uses one hand or the other when holding objects.	<ul style="list-style-type: none"> ● Allow the child to use dominant hand. The brain is wired to work in just that way.

Foundation: Gross Motor

Infants and toddlers gain control over large muscle movements such as reaching, kicking, crawling, and walking.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Progresses to holding up head.	The very young infant is unable to support head or neck.	<ul style="list-style-type: none"> ● Always support the young infant's head and neck while holding or carrying. ● Discuss this developing skill with family. ● Provide tummy time for the infant.
Controls head.	The young infant lifts his head while on stomach, and looks from side to side.	<ul style="list-style-type: none"> ● Make careful observations about any delays you may suspect. ● Have conversations often with the family on all stages of development.
Demonstrates startle reflex.	The young infant stretches out the arms and legs in response to loud noises.	<ul style="list-style-type: none"> ● Swaddle the baby and comfort when startled. Use a soft voice to reassure the baby. ● Be sensitive to this reaction and seek to have a peaceful environment.
Swats at and kicks.	The young infant repeatedly kicks at a musical toy that produces noise when struck.	<ul style="list-style-type: none"> ● Provide materials and toys the infant can manipulate using large leg and arm movements.
Rolls over.	The young infant attempts to rock from side to side in an effort to roll over. The baby rolls from stomach to back and later from back to stomach.	<ul style="list-style-type: none"> ● Monitor closely. ● Record accomplishments in a portfolio*. ● Share your observations with the family or ask if they see these skills at home. ● Discuss safety issues as the child becomes more mobile.
Sits with support.	The young infant sits with supportive materials such as pillows or boppies*.	<ul style="list-style-type: none"> ● Be sure the child has cushioned material nearby when learning to sit. ● Watch closely for frustration or exhaustion. ● Provide a rattle or toy to engage the child.
Attempts to crawl.	The young infant gets up on hands and knees, rocking back and forth. With practice, the baby begins to slowly creep backward and/or forward.	<ul style="list-style-type: none"> ● Encourage the baby's attempts at crawling. ● Place toys just out of the child's reach as an incentive to move toward it. ● Provide plenty of play time and space.

Foundation: Gross Motor

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Sits without support.	The mobile infant progresses from moving into sitting position to sitting by self without supports.	<ul style="list-style-type: none"> ● Be aware that the child is still unbalanced and needs cushioning for safety. ● Provide toys for the child to play with in a sitting position such as rattles and nesting cups.
Crawls.	The mobile infant moves about in one of many modes of crawling, going longer distances at quicker paces.	<ul style="list-style-type: none"> ● Provide a safe environment. Be thorough in checking for dangerous situations that might cause harm to the mobile infant.
Pulls to stand.	The mobile infant uses chairs, shelves, or larger toys to assist him in standing.	<ul style="list-style-type: none"> ● Provide stable furniture and other solid equipment for the child to pull up. ● Look for hanging items that may be in reach.
Cruises holding on to furniture.	The mobile infant stands by pulling self up, using the couch, and then moving from one end to the other holding onto the couch.	<ul style="list-style-type: none"> ● Encourage the child in her endeavors. "Tricia, you're really moving!" ● Share with the family all new skills, documenting them with pictures or notes. ● Keep the area free of clutter for easy mobility.
Walks independently.	The mobile infant moves from cruising to walking with a trusted adult until the skill is mastered and she can walk alone.	<ul style="list-style-type: none"> ● Provide the child toys to walk with or push. ● Continue to keep one area clear to allow for space to move. ● Be sure that time is allowed for movement experiences outdoors, weather permitting.
Moves from sitting to standing.	The mobile infant develops control to move from a sitting position to a standing position with ease.	<ul style="list-style-type: none"> ● Provide assistance as the child needs until he can accomplish alone.
Begins to run.	The mobile infant begins walking quickly and progresses to running.	<ul style="list-style-type: none"> ● Be prepared for bumps and bruises as the child becomes more skilled at moving. ● Play "I'm coming to get you, Nathan" activities with the child, encouraging him to use his new skill.

Foundation: Gross Motor, Mobile Infants continued

Building Blocks	What You Might See	What You Might Do
Carries objects while walking.	The mobile infant balances self to walk and hold toys at the same time.	<ul style="list-style-type: none"> ● Provide purses and buckets with handles for the child to carry.
Kicks a ball.	The mobile infant kicks ball back and forth with the caregiver.	<ul style="list-style-type: none"> ● Offer plenty of space and a variety of balls to practice kicking skills. Be sure to try outside.
Climbs steps.	The mobile infant climbs up and down steps or climbs on and off a sofa.	<ul style="list-style-type: none"> ● Provide appropriate equipment for mobile infant to practice going up and down steps. Be aware if a child has no appropriate objects to climb, as she is more likely to hurt herself by climbing onto whatever is available.
Straddles a riding toy.	The mobile infant attempts to climb onto a riding toy.	<ul style="list-style-type: none"> ● Provide a variety of age appropriate riding equipment.

Foundation: Gross Motor

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Walks forward and backward.	The older infant walks with balance and control both forward and backward without falling down.	<ul style="list-style-type: none"> ● Work with the physical therapist of a child with special needs to learn ways you can include the child in movement activities as well as help her with gross motor skills. ● Provide opportunities for vigorous active play throughout the day to maintain a healthy lifestyle. "Johnny, take two steps backward." ● Provide at least one hour per day of outdoor time, weather permitting.
Jumps.	The older infant is able to jump with both feet.	<ul style="list-style-type: none"> ● Play games that encourage jumping such as having the children pretend to be animals that jump like rabbits or kangaroos. ● Be sure to practice these skills both indoors and out.
Climbs.	The older infant climbs higher levels and with better control than before.	<ul style="list-style-type: none"> ● Make available more complex climbing equipment with appropriate fall zones* and cushioning.
Stands on one foot.	The older infant maintains balance while standing on one foot while playing games.	<ul style="list-style-type: none"> ● Play other games challenging each child at different skill levels. This is a good opportunity during music and movement times. ● Always acknowledge efforts.
Attempts to ride a tricycle.	The older infant moves from riding toys to an interest in pedal bikes.	<ul style="list-style-type: none"> ● Provide a smooth surface for this activity. Helmets are needed for any pedal bike with a height of 18" or more.

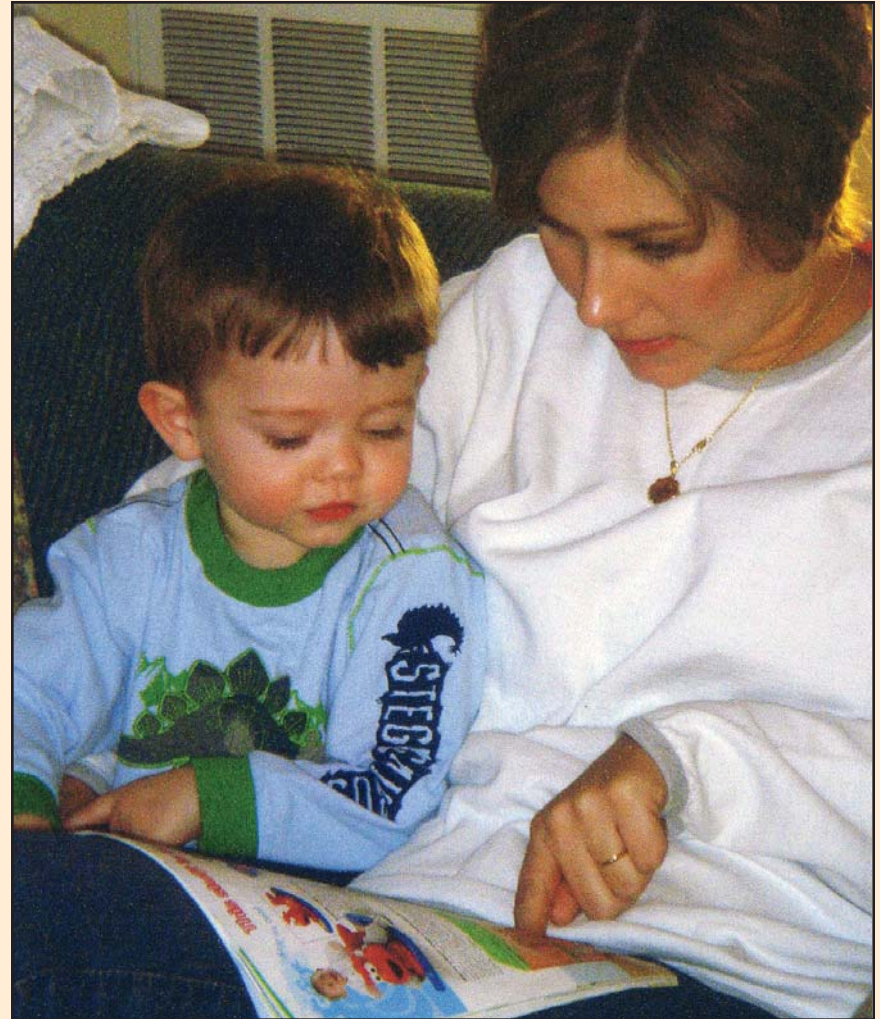
Language and Literacy

Babies come into this world ready to build relationships and to communicate. From those earliest attachments, the baby communicates his or her wants and needs through sounds and gestures. It begins with a cry that alerts the “in tune”* adult as to what the child wants, whether it be feeding, diapering, or just a need to be held. Communication begins at birth.

The young infant learns to respond to familiar voices and sounds in the environment and later learns to follow verbal directions. This is an indication of receptive language skills. The cooing and babbling of early infancy continues into recognizable words, and later, two and three word sentences. These expressive language skills allow the child to communicate with others. And finally, emergent literacy skills develop in which the child shows interest in stories, books, fingerplays, and other printed materials.

Some children may have the experience of growing up in a home where English is the second language. This is an opportunity for the provider and family to work together so that the child may benefit from this unique experience.

Many factors, as with all domains, can affect the child’s language skills. It is important for adults to know the sequence of language development and the red flags of possible delays. Partnering with the family to gauge progress, openly expressing concerns, and sharing referrals when needed are key to assisting children with language skills.



West Virginia Birth to Three offers specific identification of developmental needs in all areas and is available to assist families upon request. Other services can be found through the use of the resource and referral agencies located in West Virginia.

Domain 5: Language and Literacy

Foundation: Listening and Understanding

Infants and toddlers learn the sounds of words and ways to use the words of their family's and caregiver's language(s) when adults talk, read, and sing to them.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Shows interest in listening to sounds and verbal communication of others.	The young infant turns head in direction of voices and sounds.	<ul style="list-style-type: none"> ● Describe your actions and activities to the child. "Deanna, I'm getting things ready for your bottle. Then you'll be ready for a nap."
	The young infant quiets down to a familiar voice and sound.	<ul style="list-style-type: none"> ● Move close and talk with the child, allowing time for the child to respond. "I'm right here."
	The young infant responds to tone of voice, such as becoming excited or soothed when engaged in conversation.	<ul style="list-style-type: none"> ● Greet child by name and tell the child what you are going to do before doing it. "Michael, it's time for a diaper change. Let's get some wipes and a clean diaper ready to go."
	The young infant startles to sound.	<ul style="list-style-type: none"> ● Be aware of sounds that startle individual children and offer physical and verbal comfort. Harsh tones can startle a baby.
Responds to nonverbal communication of others.	The young infant smiles when greeted with a smiling face.	<ul style="list-style-type: none"> ● Smile at child while making eye contact and saying name. Do this regularly.
	The young infant lifts arms when caregiver gestures or says "Up" while picking up the child.	<ul style="list-style-type: none"> ● Use the same words for the same actions daily, especially in routine tasks. Wave hand and say "Bye-bye, Mommy" when mother leaves the room.
Begins to understand gestures, words, questions, or routines.	The young infant watches the caregiver's face and hands when they are talking or gesturing.	<ul style="list-style-type: none"> ● Use animated voices, exaggerated facial expressions, and gestures that are close to your body to avoid startling the child. When child indicates it's time to eat, smile and ask the child "Are you ready to eat?" Use the sign for hungry.

Foundation: Listening and Understanding

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Shows interest in listening to sounds and verbal communication of others.	The mobile infant quiets down or gets excited when she hears a familiar voice.	<ul style="list-style-type: none"> ● Talk often to the child. Observe the child slow his breathing and turn his head to the voice. Describe the child's physical responses as he is soothed. "That makes Timothy happy!"
	The mobile infant looks at caregiver who calls her name or speaks to her.	<ul style="list-style-type: none"> ● Provide opportunities for conversations with others who have varied voices or interaction styles. ● Use the mobile infant's name frequently and kindly, stating what the child is doing. "Annabelle, it looks like you are busy with the blocks."
	The mobile infant cries in response to sudden loud noises, angry faces, or voices.	<ul style="list-style-type: none"> ● View crying as communication of the child's present need for comfort. ● Respond with gentle words and physical soothing. "It's ok, I'm right here." ● Be mindful of your tone of voice.
	The mobile infant listens to conversations.	<ul style="list-style-type: none"> ● Role model conversation techniques. Use manners. Speak only about child-friendly and appropriate experiences. "Hi Sue, how are you today?" (while shaking hands with the child). ● Use meal times and other routines to practice taking turns in conversation.
Begins to understand gestures, words, questions, or routines.	The mobile infant responds with gestures or words when asked if he wants to eat or play.	<ul style="list-style-type: none"> ● Recognize that a child has individual wants, needs, and desires, as well as individual ways of communicating. Pay attention to their non-verbal and verbal cues and respond promptly. For example, the child may point at a book and say "ba" showing you that she would like you to read with her. ● Show that you recognize the child's needs by making eye contact and moving closer as you respond verbally about the specific need.

Foundation: Listening and Understanding, Mobile Infants continued

Building Block	What You Might See	What You Might Do
	The mobile infant carries out one-step directions.	<ul style="list-style-type: none">● Give simple, clear, one-step directions. "Abbey, bring the ball to me." You may have to repeat the direction several times. Give the child time to respond.
	The mobile infant understands the names of familiar objects in his home language.	<ul style="list-style-type: none">● Use clear pronunciation. Provide the actual word for an object. Use familiar words in child's home language as you point to items. For example, the word "cup" in Spanish is "vaso".

Foundation: Listening and Understanding

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Shows interest in listening to sounds and verbal communication of others.	The older infant imitates sound of barking dog or meowing cat.	<ul style="list-style-type: none"> ● Sing, "Old McDonald". Play dress-up, take children to the zoo, provide puzzles that make animal sounds, and visit pets in other classrooms. ● Ask, "What sound does a cow make, Ian?"
	The older infant begins to participate more by listening to books for a short period of time.	<ul style="list-style-type: none"> ● Sit on the floor and encourage the child to sit with you. Allow the child to handle the book and turn the pages. Allow time for the child to talk about or point to the items.
	The older infant laughs when told a silly story.	<ul style="list-style-type: none"> ● Read/recite rhymes. Sing throughout the day.
	The older infant shares conversations with caregiver.	<ul style="list-style-type: none"> ● Make eye contact with the child at the child's eye level. Offer time for the child to respond, elaborate on what the child says, ask more questions, and be present. ● Carry on conversations with the children daily.
Responds to nonverbal communication of others.	The older infant comforts others who are crying or looking sad with a touch or hug.	<ul style="list-style-type: none"> ● Model comforting of a child during dramatic play by holding a baby doll. "It's ok baby." ● Provide a child comfort when he is crying or sad by making eye contact, hugging/holding him, labeling his emotions verbally. ● Acknowledge a child for comforting another. "Ah, Derek gave Shawn a big hug."
	The older infant responds to caregiver's facial expressions.	<ul style="list-style-type: none"> ● Respond to a child's facial expressions of curiosity and sadness. "You look sad." ● Smile and call attention to your face. "I am happy."

Foundation: Listening and Understanding, Older Infants continued

Building Blocks	What You Might See	What You Might Do
Begins to understand gestures, words, questions, or routines.	The older infant demonstrates understanding of “no” by stopping what he is doing some of the time.	<ul style="list-style-type: none"> ● Use “no” when safety is a concern. ● Demonstrate redirection to the child by telling him what he can do. “We can climb over here on the climber.”
	The older infant points to body parts.	<ul style="list-style-type: none"> ● Sing “Head, Shoulders, Knees, and Toes” at routine times such as diapering and bath time.
	The older infant understands simple questions.	<ul style="list-style-type: none"> ● Ask the child simple questions such as, “What color is the ball?” ● Ask open-ended questions such as, “Camille, how do we make soup?”
	The older infant points to pictures and enjoys looking at books.	<ul style="list-style-type: none"> ● Provide durable board books and spend time with the child in your arms or lap reading and pointing to and labeling items seen in the book. ● Provide a cozy, quiet area that is protected from intrusion.
	The older infant touches and identifies familiar items when asked.	<ul style="list-style-type: none"> ● Hand an item to a child and give it a verbal label. If the child hands you an item, label it by saying “Thank you, Evan, for the green ball.”
	The older infant follows simple two-step directions and instructions.	<ul style="list-style-type: none"> ● State a two step directive and offer the child time to respond. “Yolanda, go to the basket and pick out a ball.” Then offer the first directive, “Go to the basket.” Then offer the second directive, “Pick out a ball”, allowing the child time to respond to each directive.
	The older infant understands the use of familiar objects.	<ul style="list-style-type: none"> ● Talk about tasks as completed. Say what the children are doing and what they are playing with. “Oh, I see Bartholemew is putting the truck on the shelf. Jasmine, would you like to help by putting the play people in the bucket?”

Foundation: Communicating and Speaking

Infants and toddlers begin to express their wants, needs, and feelings in many ways including speech, gestures, sign language, and using communication devices.

Young Infant: 0-8 Months		
Building Block	What You Might See	What You Might Do
Uses sounds, gestures, and actions to express wants and needs.	The young infant uses different types of cries for expressing hunger, discomfort, fear, and other emotions.	<ul style="list-style-type: none"> ● Acknowledge the child's cries as a successful communication of her need and her trust that you will care for her. "Lucy, I hear you crying. It must be time to eat." ● Meet immediate need for comfort by hugging, changing the diaper, and using a soothing tone of voice as you speak to the child.
	The young infant makes sounds of pleasure and discomfort.	<ul style="list-style-type: none"> ● Recognize the child's cues of pleasure and discomfort and provide verbal/facial responses to these cues. "You seem so happy, Janelle!"
Imitates or recognizes sounds, gestures, or words.	The young infant makes cooing sounds and other sounds of home language.	<ul style="list-style-type: none"> ● Work with the family to become familiar with basic phrases of the child's home language. ● Talk to the young infant in the child's home language regularly. ● Repeat sounds the child makes.
	The young infant imitates vowel sounds, such as "ah" or "oh" or "oo".	<ul style="list-style-type: none"> ● Expand on the child's cooing and babbling, initiate verbal play, sing songs, and stress vowel sounds such as ba-be-bi-bo-bu.
Takes turns speaking and listening in simple conversations.	The young infant smiles or vocalizes to initiate social contact with familiar caregiver.	<ul style="list-style-type: none"> ● Respond verbally and move closer to the child when she smiles at you. "I see you."
	The young infant takes turns by making sounds in response to caregiver talking with child.	<ul style="list-style-type: none"> ● Talk to the child and wait for the child to show a facial expression in response to your words. Give the child time to respond verbally.
	The young infant vocalizes to self.	<ul style="list-style-type: none"> ● Lay the child in front of a non-breakable mirror or hold a non-breakable mirror up to the child as you hold her.

Foundation: Communicating and Speaking

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Uses sounds, gestures, and actions to express wants and needs.	The mobile infant uses familiar gestures such as waving goodbye.	<ul style="list-style-type: none"> ● Model waving goodbye to child and adult as they leave. Say “goodbye” as you wave.
	The mobile infant uses some words or signs for “bottle”, “up”, or “more”.	<ul style="list-style-type: none"> ● Use hand gestures or sign language as you say the words. For example, say “more” as you use the left and right hand, pinching the thumb and forefingers together, bringing the pinched hands together and apart.
	The mobile infant knows the name or sign for familiar objects, animals, or people.	<ul style="list-style-type: none"> ● Laminate pictures of family pets or family members and place at child's eye level around the environment. “Where's your puppy?” ● Point to picture of father while signing the word.
	The mobile infant points to out-of-reach objects.	<ul style="list-style-type: none"> ● Hang objects or mobiles in frequented areas. Point to and talk about these objects. ● Expand on child's attempts at naming objects. “Yes Noland, that is a blue bird. He likes to eat worms.”
	The mobile infant uses words such as “mama” or “dada”.	<ul style="list-style-type: none"> ● Acknowledge the child each time he says “mama” and “dada”. Expand on the words by telling the child where mama and dada are or point to pictures in the environment of mama and dada.
	The mobile infant selects a book and takes it to a caregiver to read.	<ul style="list-style-type: none"> ● Provide books that are in good shape and down on the child's level in an inviting area. When a child brings you a book, sit down in the quiet area and read to the child as you encourage him to point to pictures, turn the pages, and handle the book. Act out the story and use dramatic tones as the events of the story unfold.
	The mobile infant shows body parts, clothing items, or toys on request.	<ul style="list-style-type: none"> ● Ask the child where individual body parts are. “Where is your nose?”

Foundation: Communicating and Speaking, Mobile Infants continued

Building Blocks	What You Might See	What You Might Do
Imitates or recognizes sounds, gestures, or words.	The mobile infant produces own sounds or babbles either by self or in response to others.	<ul style="list-style-type: none"> ● Incorporate child's home language whenever possible. As the child makes the beginning sound of "ba", rhythmically repeat the sound by saying "ba-ba-ba-ba." ● Play sound games. For example, open up your mouth, place your hand over your mouth, covering and uncovering as you vocalize, "ah-ah, ah-ah."
	The mobile infant responds with gestures or vocal signals to familiar words.	<ul style="list-style-type: none"> ● Respond to the child when the child says "ba-ba" as he points to his bottle, pick up the bottle and the child, say "bottle" and provide the bottle to the child.
	The mobile infant imitates sounds or familiar words of home language.	<ul style="list-style-type: none"> ● Say the correct word for objects such as baby. "Baby, ba...ba...baby."
	The mobile infant reacts to facial expressions of adults.	<ul style="list-style-type: none"> ● Respond to the child's facial expressions of curiosity and sadness. "What do you see there?" ● Smile and call attention to your face. Identify to the child, "I am happy."
Takes turns speaking and listening in simple conversations.	The mobile infant responds to questions or simple requests with either a non-verbal or verbal answer.	<ul style="list-style-type: none"> ● Provide simple answers to the child's questions. Make simple requests. "Maranda, will you bring me the block? Thank you." ● Model correct grammar.

Foundation: Communicating and Speaking

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
<p>Uses sounds, gestures, and actions to express wants and needs.</p>	<p>The older infant uses the same words consistently to express wants, needs, and thoughts.</p>	<ul style="list-style-type: none"> ● Give the child time to express desires. Repeat what they requested back to them, inserting corrected language into your speech. It is not necessary to correct pronunciation at this time, but do model correct pronunciation in repeating back to child.
	<p>The older infant uses home language with a vocabulary of 50 or more words or signs and uses two or three word sentences.</p>	<ul style="list-style-type: none"> ● Give time to respond. Repeat what the child says, inserting details. When the child says "ball" respond by saying, "Would you like the red ball?"
	<p>The older infant shows body parts, clothing items, or toys on request.</p>	<ul style="list-style-type: none"> ● Play games such as "Head, Shoulders, Knees, and Toes." Play naming games such as "Where is Thumbkins?"
	<p>The older infant labels objects.</p>	<ul style="list-style-type: none"> ● Name objects as the child observes them. "Ben, that is a flower. Can you say flower?"
	<p>The older infant follows simple two step directions.</p>	<ul style="list-style-type: none"> ● State directions in simple terms. "Arielle, please pick up the green ball and put it in the basket." Repeat if necessary.
	<p>The older infant shows frustration when not understood.</p>	<ul style="list-style-type: none"> ● Help the child express her emotions. Label feelings. "Johanna, are you frustrated that the pieces aren't fitting together?" Try to voice the child's needs.
	<p>The older infant makes up stories while turning pages of a book.</p>	<ul style="list-style-type: none"> ● Allow for storytelling. Expand on older infant's ideas. "What happened when it rained?"
<p>Imitates or recognizes sounds, gestures, or words.</p>	<p>The older infant names pictures in a book.</p>	<ul style="list-style-type: none"> ● Point to objects in books. "What is this?"

Foundation: Communicating and Speaking, Older Infants continued

Building Blocks	What You Might See	What You Might Do
	The older infant uses facial expressions to show excitement or distress.	<ul style="list-style-type: none"> ● Use a non-breakable mirror to practice facial expressions. ● Describe the child's emotions and the face she made.
	The older infant creates sounds that start to resemble real words.	<ul style="list-style-type: none"> ● Allow the child time to attempt to say new words. Repeat words clearly.
Takes turns speaking and listening in simple conversations.	The older infant repeats simple rhymes or songs.	<ul style="list-style-type: none"> ● Sing songs and rhymes. Encourage the child to sing. Use motions. Have fun. Do so throughout the day in both routines and play time.
	The older infant begins using personal pronouns such as I, me, and you.	<ul style="list-style-type: none"> ● Insert proper grammar when repeating the child's statement back to her, without drawing attention to mistakes.
	The older infant answers questions and tells about what happened over the weekend.	<ul style="list-style-type: none"> ● Ask simple, open-ended questions about her weekend. "What happened at the park?" Ask for more details. Expand on her thoughts.
	The older infant talks to other children while playing together.	<ul style="list-style-type: none"> ● Encourage activities for small groups or parallel play*.
	The older infant initiates conversations, asks questions, and answers questions with two or three word responses.	<ul style="list-style-type: none"> ● Take part in conversation. Allow time for child to respond. Elaborate and ask more questions.

Foundation: Emergent Literacy

Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their early literacy skills.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Shows interest in pictures, books, and environmental print.	The young infant looks with interest at pictures of other children or faces.	<ul style="list-style-type: none"> ● Show the infant real pictures of children and faces from various cultures.
Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and fingerplays.	The young infant demonstrates physical response such as kicking feet or quieting movement in reaction to rhythm of music.	<ul style="list-style-type: none"> ● Play music at planned times during the day. Vary the tempo and style of music. Encourage movement using musical toys. ● Vary volume and tone of voice when reading a story to encourage interest.
Demonstrates beginning book handling skills.	The young infant listens and shows interest in repetition of familiar words, songs, or rhymes.	<ul style="list-style-type: none"> ● Speak and sing frequently to the infant. Make eye contact, vary pitch of your voice. ● Recite rhymes such as "This Little Piggy" to the infant.
	The young infant looks at books, pats pictures, or brings book to mouth.	<ul style="list-style-type: none"> ● Offer and read different types of age appropriate books. Allow the young infant to hold the book. Use books such as cloth, soft plastic, touch and feel books, or board books that are easy to clean.

Foundation: Emergent Literacy

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Shows interest in pictures, books, and environmental print.	The mobile infant points at or names objects, animals, or people in photos, pictures, and drawings.	<ul style="list-style-type: none"> ● Have books available for the child to look at. Read to the child and talk to the child using different sounds and voices. ● Display family photos that are protected and not keepsakes. Display at child's eye level.
	The mobile infant looks at pictures in a book and vocalizes sounds or words.	<ul style="list-style-type: none"> ● Read books with predictable story line and sequence of events. Point to pictures as you are reading. "Roger, can you find the cat?"
Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	The mobile infant makes motions for familiar games such as "Pat-a-Cake" or other rhymes and fingerplays.	<ul style="list-style-type: none"> ● Use familiar fingerplays and rhymes, "Row, Row, Row Your Boat," "The Wheels on the Bus," and "I'm a Little Teapot" throughout the day during routines and play.
	The mobile infant will repeat sounds or words, mimicking tones made by the caregiver.	<ul style="list-style-type: none"> ● Reassure the mobile infant that you are listening to and valuing attempts to communicate by repeating sounds and words back to the child.
Experiments with drawing and writing.	The mobile infant pays particular attention to writing and drawing tools held by a caregiver.	<ul style="list-style-type: none"> ● Model uses of writing with the mobile infant. Draw and label pictures while talking with the child about an activity or an idea. "I'm writing your name."
	The mobile infant will pick up and manipulate writing and drawing tools.	<ul style="list-style-type: none"> ● Provide writing tools (thick crayons, paint brushes) and writing surfaces (large paper, easel) for the child to imitate and experiment with writing.
Demonstrates beginning book handling skills.	The mobile infant handles books by turning pages from left to right, grasping pages, and holding a book.	<ul style="list-style-type: none"> ● Provide a variety of books representing real pictures, as well as fantasy pictures, that are cloth, soft plastic, touch and feel books, or board books.

Foundation: Emergent Literacy

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Shows interest in pictures, books, and environmental print.	The older infant returns to same picture in a favorite book over and over again.	<ul style="list-style-type: none"> ● Allow the older infant the opportunity to enjoy selection, respecting his need to stay focused on a particular page. Ask questions about the page such as, "What animal is that, Micah?"
	The older infant begins to attach real life experiences and stories with those in books.	<ul style="list-style-type: none"> ● Provide props such as flannel boards and puppets for stories. Add books and props to block area, dramatic play, and other areas that relate to books currently available.
	The older infant recognizes common logos, brand names, and signs.	<ul style="list-style-type: none"> ● Label rest rooms with appropriate universal signs and print. Allow older infants to choose between types of cereal by identifying the box.
	The older infant understands that pictures tell a story.	<ul style="list-style-type: none"> ● Point to the pictures and talk about what is happening as you read books. Describe the details and actions drawn in the pictures to the older infant. Ask the child what characters and items in the pictures are doing before you read the words.
	The older infant actively seeks book reading as part of the daily routine with the caregiver.	<ul style="list-style-type: none"> ● Protect a daily time, place, and method of reading to the older infant. Ensure the place for reading is quiet and uninterrupted. Make the environment cozy with soft items such as a blanket and pillow.
Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	The older infant recognizes familiar letters in the environment.	<ul style="list-style-type: none"> ● Label the items in the environment with written word and picture. Label the older infant's cubby with name. Point to each letter in the child's name.
	The older infant attempts to sing familiar songs.	<ul style="list-style-type: none"> ● Allow and encourage the older infant to sing. Join in the song with the child. Provide pretend microphones and stage in dramatic play or block area.

Foundation: Emergent Literacy, Older Infants continued

Building Blocks	What You Might See	What You Might Do
	The older infant mimics caregivers' storytelling tone and gestures.	<ul style="list-style-type: none"> ● Make books available on child's level in the book center as well as in other areas such as dramatic play. The books should be age appropriate, in good condition, and not scary.
	The older infant retells favorite story without book.	<ul style="list-style-type: none"> ● Make eye contact as the older infant tells her story. Encourage the child to act out the story by providing props. "Angela, how does the bear walk through the forest?"
	The older infant may act out some of the actions of a story.	<ul style="list-style-type: none"> ● Role play with the older infant after reading a story by using props and dress-up clothes. Make props available in different locations both inside and outside.
	The older infant attempts to sing the alphabet song.	<ul style="list-style-type: none"> ● Sing the alphabet song with the older infant throughout the day. Slow the song down by clapping between each letter to ensure clarity. Point to letters in a book, on a puzzle, or on the wall as you sing them.
	The older infant identifies with a character's feelings by talking, frowning, or smiling.	<ul style="list-style-type: none"> ● Model feelings on a story character's face and label the emotion. Show the child pictures of people that are happy, sad, or angry and ask the child to tell you how the people are feeling.
Experiments with drawing and writing.	The older infant scribbles on paper to represent ideas and can tell a story based on scribbles.	<ul style="list-style-type: none"> ● Ensure that multiple types of paper and writing utensils are in a place that an older infant can access them. ● Provide child-sized tables with child-sized chairs. ● As the child tells the story, document it. Laminate and place the story in an album the child can keep and look at from time to time. ● Keep copies of the child's work for portfolio*.
Demonstrates beginning book handling skills.	The older infant recognizes familiar story sequence.	<ul style="list-style-type: none"> ● Read the same story to the child each time the child asks.
	The older infant recognizes left to right, top to bottom concept in books.	<ul style="list-style-type: none"> ● Place a finger on each word as you read from left to right, top to bottom.

Cognitive Development

The Discoveries of Infancy, as presented in the Program for Infant/Toddler Caregivers (PITC), is a clustering of learning activities that occur during infancy as described by Jean Piaget. Caregivers must be intentional in observing children as they learn and become competent in their skills. These discoveries become more and more complex as the child grows and are intricately woven together through all domains of learning.

The PITC research tells us that 95 percent of intellectual development in the first two years occurs using these six discoveries of infancy. These six discoveries are learning schemes*, cause and effect, use of tools, object permanence, space, and imitation. This becomes the background for later learning in school subjects such as math, science, and social studies.

Providing a safe, nurturing environment in which infants and toddlers can explore and grow provides them with a sense of mastery of their world. Children gain confidence in their own ability to solve problems and to think creatively. Careful observation and adjustments to individualized curriculum will best support infants and toddlers as they grow. When concerns arise, contact West Virginia Birth to Three services.



Domain 6: Cognitive Development

Foundation: Learning Schemes*

Infants and toddlers develop a system to categorize objects and actions of the adults and children in their world.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Begins to discover characteristics of items and categorize them (simple schemes).	The young infant bangs, mouths, and touches objects.	<ul style="list-style-type: none"> ● Provide many safe rattles, teethingers, and other grasping toys for the infant to explore. Verbally describe the objects as the child investigates them. Allow the infant time to examine items. Wash and sanitize items frequently.
Develops understanding of actions of people (social schemes).	The young infant becomes excited and turns her head when she hears a familiar voice or sounds.	<ul style="list-style-type: none"> ● Keep routines consistent, using transitional songs or fingerplays. The young child will begin to understand that when he hears the lullaby song, that it will be naptime soon.

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Puts together and modifies learned theories (combining schemes).	The mobile infant no longer mouths new objects but begins to shake or bang as appropriate to properly manipulate the toy.	<ul style="list-style-type: none"> ● Encourage the child as she discovers new concepts. "You did it. You put the circle shape in the hole shaped like a circle." ● Provide many safe, appropriate toys and objects to play with and explore.
Increases understanding of correlation between people and actions (social schemes).	The mobile infant begins dancing at the sound of music or waves goodbye when someone is leaving.	<ul style="list-style-type: none"> ● Keep activities simple and include all children. Remember to use straightforward words and phrases to describe actions and activities. "Wave bye-bye to daddy, Jeremy."

Foundation: Learning Schemes*

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
<p>Demonstrates greater awareness of use of objects (social schemes).</p>	<p>The older infant successfully uses a toothbrush to brush her teeth.</p>	<ul style="list-style-type: none"> ● Encourage older infants to use utensils for eating, brushing teeth, and other everyday items needed for self-help skills. "I like the way you are eating your cereal with a spoon."

Foundation: Cause and Effect

Infants and toddlers discover how one action will produce a desired result.

Young Infant: 0-8 Months		
Building Block	What You Might See	What You Might Do
Begins to explore.	The young infant examines objects and self by feeling, banging, mouthing, or shaking.	<ul style="list-style-type: none"> ● Provide many safe, appropriate toys and materials for the child to explore. Ask questions as she plays. "Is the ball round?" ● Give verbal descriptions of actions as she plays. ● Be near the child to offer support and comfort.
	The young infant bites arm and squeals at the discomfort.	<ul style="list-style-type: none"> ● Verbalize action and reaction. "Ouch. That hurts when you bite yourself. Maybe you would like to bite on the teether instead, Anita."
Begins to repeat actions.	The young infant continues swatting at a rattle on exersaucer to make noise.	<ul style="list-style-type: none"> ● Acknowledge the child's accomplishments. "I see you learned how to make noise with the rattle, Katherine." ● Provide many colorful, safe toys for the child to explore.

Foundation: Cause and Effect

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Continues exploration and repeating actions.	The mobile infant uses different objects to bang together to create different sounds.	<ul style="list-style-type: none"> ● Affirm child's efforts. "Listen to that sound." ● Engage in noise making activity with the child. Provide "instruments" for each child to allow everyone to participate.
	The mobile infant enlists the help of the caregiver to make music box produce noise.	<ul style="list-style-type: none"> ● Be responsive to the child's cues as he asks for help. "Do you need help turning the knob?" ● Recognize the child is learning how to make things work. Speak softly and show the child how the music box works as many times as he asks. "See Jeremy, you wind it up like this." ● Rotate toys to provide new adventures, while having some favorites on hand. ● Provide duplicates of favorite toys.

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Begins to have understanding of cause and effect.	The older infant searches for and finds button that makes door pop open.	<ul style="list-style-type: none"> ● Rotate inventory of materials that give older infants the opportunity to move parts to make them work. ● Acknowledge accomplishments. "Yeah Joey! You pushed the red button and the animal popped up."

Foundation: Use of Tools

Infants and toddlers discover how to use self, others, or objects as a means to achieve what they want.

Young Infant: 0-8 Months		
Building Block	What You Might See	What You Might Do
Uses body as a tool.	The young infant cries when diaper needs changing.	<ul style="list-style-type: none"> ● Listen intently to distinguish the baby's cry. Learn to recognize the "hungry" cry from the "wet diaper" cry.
	The young infant mouths objects to begin the learning process.	<ul style="list-style-type: none"> ● Provide rattles, teething rings, and other age appropriate toys for the baby to explore. ● Maintain sanitation procedures to make sure mouthed toys are cleaned before shared.
	The young infant rolls over in response to the sound of a familiar voice.	<ul style="list-style-type: none"> ● Speak deliberately and clearly so that the young infant becomes familiar with your voice and tone.
Uses adults as a tool.	The young infant giggles in response to the caregiver's funny face.	<ul style="list-style-type: none"> ● Be mindful of baby's attempt to capture your attention by responding to the infant's communication attempts. ● Continue the verbal give and take until the infant lets you know that he is finished.
	The young infant cries when she drops rattle.	<ul style="list-style-type: none"> ● Offer the rattle to the child. "Here, Roberta, did you drop your rattle?"
Uses objects as a tool.	The young infant chews on objects to soothe irritated gums.	<ul style="list-style-type: none"> ● Make available teething rings and other soft toys for the baby to chew on when discomfort arises.

Foundation: Use of Tools

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Uses body as a tool.	The mobile infant crawls to reach a desired toy.	<ul style="list-style-type: none"> ● Provide ample space for tummy time with a suitable selection of interesting objects for the mobile infant to explore.
	The mobile infant uses mouth to carry a toy to a desired location.	<ul style="list-style-type: none"> ● Be prepared to remove and sanitize mouthed toys once a child has finished with that particular object.
Uses adults as a tool.	The mobile infant takes the caregiver's hand to direct them to a particular toy.	<ul style="list-style-type: none"> ● Be available to the child by being "in tune"* with his actions. Let him know that you will be right with him if you are otherwise occupied. "Let me finish changing Juan's diaper and then I'll come look at your blocks."
	The mobile infant gives the caregiver a toy that does not perform as the child wishes.	<ul style="list-style-type: none"> ● Provide needed assistance with the toy by demonstrating how to push the knob to make the animal pop-up. ● Be on the floor with the child during tummy time to help with these requests.
Uses objects as a tool.	The mobile infant uses the xylophone mallet to reach under a chair to retrieve a toy.	<ul style="list-style-type: none"> ● Use words to describe what the child has done, providing encouragement and language development. "Wow, Shannon. You used the mallet to reach the ball you wanted."

Foundation: Use of Tools

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Uses body as a tool.	The older infant claps hands or jumps up and down to respond to music.	<ul style="list-style-type: none"> ● Provide informal opportunities for older infants to experience music from different cultures and styles. The child will enjoy using different parts of their body to react to music.
	The older infant carries an armful of dolls and puts one more under her chin.	<ul style="list-style-type: none"> ● Affirm child's efforts. "Look at Sally carry all of those dolls at once."
	The older infant uses more vocabulary words to get a response from the caregiver.	<ul style="list-style-type: none"> ● Repeat child's words in your response to them. ● Be attentive to child's activities.
Uses adults as a tool.	The older infant frequently engages the caregiver to aid in completing tasks.	<ul style="list-style-type: none"> ● Be responsive and available to the child to participate in play.
Uses objects as a tool.	The older infant stacks up books to stand on in order to reach a toy.	<ul style="list-style-type: none"> ● Watch for safety concerns during the day. ● Offer assistance without getting in the way of the child's efforts. "Henry, let's see if we can move the car to the lower shelf."
	The older infant, with increasing skills, works out many approaches to solving problems with the objects around them.	<ul style="list-style-type: none"> ● Provide a safe, rich environment for the child to explore, create, and grow.

Foundation: Object Permanence

Infants and toddlers first begin to identify objects and people, hold them in their memory, and then persist in finding them when out of sight.

Young Infant: 0-8 Months

Building Block	What You Might See	What You Might Do
Identifies and tracks objects.	The young infant calms self at the sound of the caregiver's voice.	<ul style="list-style-type: none"> ● Speak frequently to the child to reassure him that you are there to meet his needs. ● Provide a verbal description of your activities when you are near the infant to comfort him.
	The young infant follows a rattle with eyes.	<ul style="list-style-type: none"> ● Provide opportunities for the baby to track items. Use brightly colored toys, shakers, and squeakers to move back and forth in the child's line of sight. Watch for cues alerting you to when she is done with the activity.

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Holds objects in memory.	The mobile infant becomes upset when a caregiver leaves.	<ul style="list-style-type: none"> ● Comfort and reassure the child that the person will return. Provide a special place to wave bye-bye. Provide activity to gain child's attention.
	The mobile infant shows excitement when a hidden object is found.	<ul style="list-style-type: none"> ● Play a game of "Peek-A-Boo" with the child. ● Cover a favorite toy with colorful scarf, making it disappear and reappear.

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Holds object in memory and persists in search.	The older infant goes straight to the book shelf to find a favorite book.	<ul style="list-style-type: none"> ● Keep toys, books, and materials in a neat and orderly fashion within reach of the child. Label low, open shelves with pictures.
	The older infant continues to look for a hidden car during play.	<ul style="list-style-type: none"> ● Play "detective" games with children, searching for hidden toys.

Foundation: Understanding Space

Infants and toddlers develop an understanding of distance, gain abilities in movement, and experience perception of space through exploration.

Young Infant: 0-8 Months		
Building Block	What You Might See	What You Might Do
Discovers distance.	The young infant reaches for a rattle, closing the grasp of the hand, but missing the intended object.	<ul style="list-style-type: none"> ● Place objects for the child to reach for at varying distances to ensure success of obtaining toy. ● Place non-mobile infant on tummy with toys just slightly in front to practice reaching.
	The young infant delights in seeing a butterfly mobile hanging from the ceiling.	<ul style="list-style-type: none"> ● Place hanging objects around the room for interest. Talk to the baby while carrying him closer to object, describe colors saying, "Here comes the yellow butterfly." ● Encourage the baby to reach for the object.
Discovers movement.	The young infant kicks off her blanket.	<ul style="list-style-type: none"> ● Provide floor time for the child to freely experience movement of arms and legs. ● Encourage movement by offering various floor gyms with hanging objects to reach for, swat at, and kick.
	The young infant rolls from back to front.	<ul style="list-style-type: none"> ● Show your excitement over the child's accomplishment. "Look at you go Jack!" ● Make sure dangerous objects are not placed in a location where the baby may roll over on them.

Foundation: Understanding Space

Mobile Infant: 6-18 Months

Building Block	What You Might See	What You Might Do
Discovers distance.	The mobile infant crawls over the ball and then sits up and looks back at it.	<ul style="list-style-type: none"> ● Provide nonbreakable mirrors on the wall for the child to experience space and depth. ● Provide verbal commentary on the child's activities. "You crawled over the ball. Now the ball is behind you." ● Observe the environment for safety hazards that may harm the child as he or she explores.
Discovers movement.	The mobile infant rocks back and forth on hands and knees, followed by crawling motion.	<ul style="list-style-type: none"> ● Make sure ample space is available to child to explore and discover new motoring abilities.
	The mobile infant begins to take first steps.	<ul style="list-style-type: none"> ● Assist the child as he is ready, providing verbal encouragement and physical assistance. ● Provide safe space, free of hazards.
Discovers perspective.	The mobile infant releases grasp on a spoon and it falls to the floor instead of the table.	<ul style="list-style-type: none"> ● Enjoy the ensuing game of "dropsy" that is sure to follow.

Foundation: Understanding Space

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Discovers distance.	The older infant makes several attempts kicking the ball to his playmate.	<ul style="list-style-type: none"> ● Provide verbal encouragement as the older infant attempts new skills. "Keep trying Glen, You almost kicked the ball."
Discovers movement.	The older infant watches as pouring water spins a wheel.	<ul style="list-style-type: none"> ● Provide for safe sand and water play after 18 months, at least weekly. Use shallow trays and plastic scoops.
	The older infant bends knees and reaches up at the command of jump.	<ul style="list-style-type: none"> ● Facilitate opportunities for children to safely explore gross motor activities both indoors and outdoors.
Discovers perspective.	The older infant attempts to squish a large ball into a small basket.	<ul style="list-style-type: none"> ● Offer a variety of objects both large and small for the child to experiment placing in the basket.

Foundation: Imitation

Infants and toddlers, through observation, learn to repeat their own actions and those of the people around them.

Young Infant: 0-8 Months		
Building Block	What You Might See	What You Might Do
Imitates self.	The young infant repeats sounds made earlier that elicited a response from adult.	<ul style="list-style-type: none"> ● Responds to the child, listening to verbal cues and watching for non-verbal gestures.
Imitates others.	The young infant makes faces in response to the caregiver.	<ul style="list-style-type: none"> ● Be playful and animated with facial appearances.

Mobile Infant: 6-18 Months		
Building Block	What You Might See	What You Might Do
Imitates others.	The mobile infant repeats body movements.	<ul style="list-style-type: none"> ● Provide many fingerplays and rhythmic songs to encourage the child to clap hands during songs. Do motions slowly and deliberately so that the child can follow. ● Act out movements and sounds of animals that are familiar to the child.

Foundation: Imitation

Older Infant: 16-36 Months

Building Block	What You Might See	What You Might Do
Imitates sequences of behavior.	The older infant pretends to drink coffee from cup after stirring in creamer.	<ul style="list-style-type: none"> ● Remember, the older infant is always watching. Pattern your behavior accordingly, using manners and polite conversation with co-workers and other adults. ● Join in pretend play with the child.
	The older infant pretends to answer and talk on the telephone.	
	The older infant pretends to pick up and sweep floor.	

Glossary

Adult/Caregiver/Provider

These terms are used interchangeably to describe the adults who might be involved in the child's life. They could include teachers, home visitors, parents, or early intervention specialists.

Anecdotal Notes

Written observations of a child's daily activities that reflect a wide range of behaviors such as how children move, how they express themselves, what materials interest them, what causes them frustration, and how they attempt to solve problems. The most useful anecdotes paint a picture that is clear to people who did not witness the original event and have the following characteristics: context, including the date, time of day, each child's name and location; actions and words describing what the child did and said; and, facts including objective details rather than general or subjective statements.

Boppie

An assistive device to support infant while sitting.

Fall Zone

Area around play equipment needing to be free of other objects or equipment and cushioned to prevent injuries.

"In Tune"

Refers to the caregiver's ability to read the child's cues and appropriately respond to a child. Being "in tune" with a child helps them to develop a sense of security and positive self-esteem.

Learning Schemes

Considered to be the building blocks for all other discovery during early development. Learning schemes help children discover how objects are best used and how to use objects in new and interesting ways.

Medical Home

The American Academy of Pediatrics describes the medical home as a model of delivering primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate, and culturally effective care.

Midline

An imaginary line that divides the body into right and left halves.

Open Ended Materials

Objects or playthings whose use is not predetermined or narrowly limited in action or purpose. Children can use them in many different ways.

Portfolio

A system to track the development of an individual child. This may include anecdotal notes*, samples of work, photographs, parent notes and other information to give a snapshot of the child at a particular time.

Parallel Play

When children share materials or play near each other without attempting to coordinate or connect their play. There is no real acknowledgement of the play of others.

Peripheral

This refers to something at the edge as opposed to the center.

Pincer Grasp

Picking up small objects between thumb and forefinger.

Primary Caregiver

In a primary caregiving system, each child is assigned to one caregiver who is principally, but not exclusively, responsible for care and sharing of information with the child's family.

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West Virginia Infant/Toddler Professional Development Program Curriculum

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