

Louisiana's Early Learning Guidelines: Birth to Three



This section revised in September 2011

Table of Contents

Introduction	Goals of This Document	3
	What Early Learning Guidelines (ELG) Are; What They Are Not	3
	A Discussion of Domains and Content Areas	3
	The Link to School Readiness	5
	Approaches to Learning	5
	Inclusion of All	6
	Alignments	7
	Core Knowledge and Competencies for the Early Childhood Workforce	9
	Acknowledgements	10
	Early Learning Guidelines: Birth to Three	Goal 1. to learn social and emotional competencies
Goal 2. to learn about communication		35
Goal 3. to learn about the world		61
Goal 4. to learn about moving and doing		82
Appendix	Relevant Head Start Performance Standards	109

Welcome to the 2011 revision of Louisiana’s Early Learning Guidelines: Birth to Three. This document is a revision to one part of the original document developed in 2005. The remaining sections of the 2005 document will be revised in the near future.

Goals of This Document

- To share a vision of high-quality infant and toddler early learning experiences
- To provide a framework for infant and toddler professional development activities throughout Louisiana
- To collaboratively develop a user-friendly guide to infant and toddler early care and education for a wide variety of stakeholders and constituents including policy makers and parents

What Early Learning Guidelines (ELG) Are; What They Are Not

Early Learning Guidelines are a framework for high-quality practices for all who care for infants and toddlers. The guidelines are indicators of what children at certain ages should be “working on.” They contain ideas for caregivers about arranging the environment and suggest interactions and communications that best support this development. **Think of these strategies and activities as a way to care for infants and toddlers, not what to teach infants and toddlers.**

The ELGs are not a checklist to determine how a child measures up to other children his age. Truly developmentally appropriate practices take into account a wide variety of skill development within a certain age group and also reflect a thorough understanding of individual temperament, family values, and culture. (Please refer to “What Are Temperaments?” in the Resource Section of the 2005 document.) These guidelines provide indicators that help us see a child’s development, but every child may show these indicators at different times—some earlier and some later than others. Caregivers should use caution in interpreting indicators and realize that children may exhibit these behaviors at different times within any developmental age range.

A Discussion of Domains and Content Areas

Though we have divided the ELGs into four basic developmental domains (social/emotional development, communication development, cognitive development, and motor development), children do not develop in these areas independently of each other but do so in a holistic manner, with connections in the brain supporting each of these areas at the same time. Adults divide development into sections to make it easier to study. In academic settings, domains may represent content areas, such as math and science, as well as developmental areas. The following chart will help to explain how the different terminology is connected and sometimes the same.

Introduction

Domains of Child Development	Social / Emotional Development	Communication Development	Cognitive Development	Motor Development
Goals in these B to 3 ELGs	G1. to learn social and emotional competence	G2. to learn about communication	G3. to learn about the world	G4. to learn about moving and doing
Objectives	1.1 to learn about self	2.1 to express needs and thoughts without using words	3.1 to gain an understanding of basic concepts and relationships	4.1 to develop gross motor skills
	1.2 to learn about others	2.2 to identify with a home language	3.2 to apply knowledge to new situations	4.2 to develop fine motor skills
	1.3 to learn about feelings	2.3 to respond to verbal and nonverbal communication	3.3 to develop strategies for solving problems	4.3 to coordinate eye and hand movements
		2.4 to communicate through language		4.4 to develop self-help skills
		2.5 to show enjoyment of books and stories		
Content Areas in the Standards for Programs Serving 4-year-olds	Social and Emotional Development	Language and Literacy Development	Cognitive: Math, Science & Social Studies	Health and Physical Development
	Approaches to Learning			
	Creative Arts Development			
Essential Domains of School Readiness*	Social and emotional development	Language and literacy development	Cognition and general knowledge (including early math and early science)	Physical well-being and motor development (including adaptive skills)
Head Start Child Development and Early Learning Framework	Social and Emotional Development	Language Development	Knowledge and Skills in Mathematics Science Social Studies	Physical Development and Health
		Literacy Knowledge and Skills		
		English Language Development	Logic and Reasoning	
Approaches to Learning				
Creative Arts Expression				

* as defined by the US Department of Education's Race to the Top—Early Learning Challenge grant

In later years, children will learn specific concepts within a content area, such as math. However, at this young age, “early math-knowledge” is acquired in all areas of development. Little pieces of information and ideas will one day be the foundation for what we might think of as math concepts. For example, understanding that my toes are part of my body is an early component of quantity, part/whole, and position concepts. Understanding that Daddy still exists even when I can’t see him is a foundation for abstract mathematical concepts.

The Link to School Readiness

The link between school readiness and high-quality care for infants and toddlers is evident in every developmental domain and in every content area. Caregiver practices and center policies determine whether or not children will leave their program with the proper foundation or already dreading the advent of “big school.” “Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success” (former State Superintendent of Education, Cecil J. Picard, 2003). The key is quality. These Early Learning Guidelines provide teachers/caregivers with strategies that reflect that high quality and offer connections to true school readiness.

School readiness is often defined within only a few dimensions of development. True readiness for school should include a foundation of social and emotional competence and a curiosity to continually seek out “what, why, and how.” True readiness is not a measurable set of criteria but a foundation for later learning built on rich experiences.

High-quality, relationship-based programs avoid “early-learner-burnout” by providing opportunities for child-directed play and exploration as opposed to teacher-directed lessons and projects. Expectations for behavior are based on relationships, modeling, caregiver knowledge, and the arrangement of the physical environment. Knowledge of individual temperaments and the richness of learning through doing together make acceptance of children who need a high level of activity an easier task than requiring a child to sit so she can be taught a lesson or skill.

Approaches to Learning

How children approach learning depends on their individual temperament traits and their learned behaviors and attitudes. They may approach new situations easily or need to withdraw and assess the situation. They may have a great deal of persistence or tend to give up easily. They may be easily distracted or have keen concentration. Children may learn through their parents or through early care and education experiences that learning is fun or a chore. The experiences we provide for children in our care will help to shape their behaviors and attitudes.

Children vary in learning styles and types of intelligence, as well. Children may prefer visual approaches, auditory approaches, and/or tactile approaches to learning. They may respond better to music or to physical movement. They may need to see the big picture first and fill in the details later. They may need details first and build upon those.

Our tasks as educators of young children, as we think about approaches to learning, are to

1. help identify their individual and innate temperament traits and adjust our approaches accordingly,
2. help identify their learning styles and preferences and provide opportunities that meet the needs of each and every child,
3. establish close relationships that result in social and emotional competence and a sense of security that makes the learning environment comfortable and inviting as opposed to punitive and frustrating,
4. model positive attitudes and behaviors about learning that foster a curiosity to continually seek out “what, why, and how.”

Inclusion of All

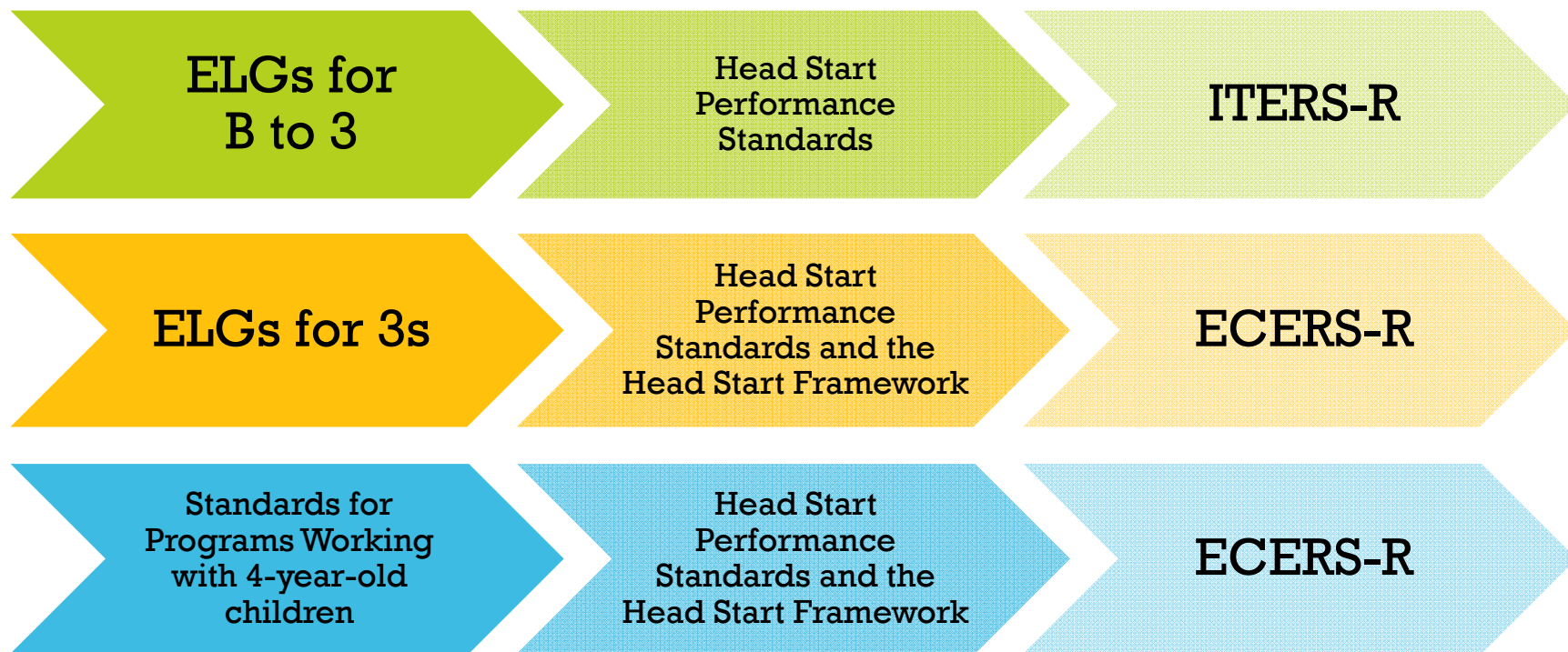
Including children with special needs in programs with their typically developing peers is a manageable and best-practice goal. All federally and state-funded programs must include children with special needs; private programs should include children with special needs to show a higher level of quality. The guidelines and standards in this document reflect relationship-based practice that is individualized to meet the specific needs of every child. Caregivers can easily modify these approaches to include children of all abilities. Assistance in identifying and implementing specific strategies for children with special needs is available to all programs in Louisiana. For more information on how the Early Intervention system works and whom to contact, please refer to the Resource Section in the 2005 ELG document for information on Early Steps.



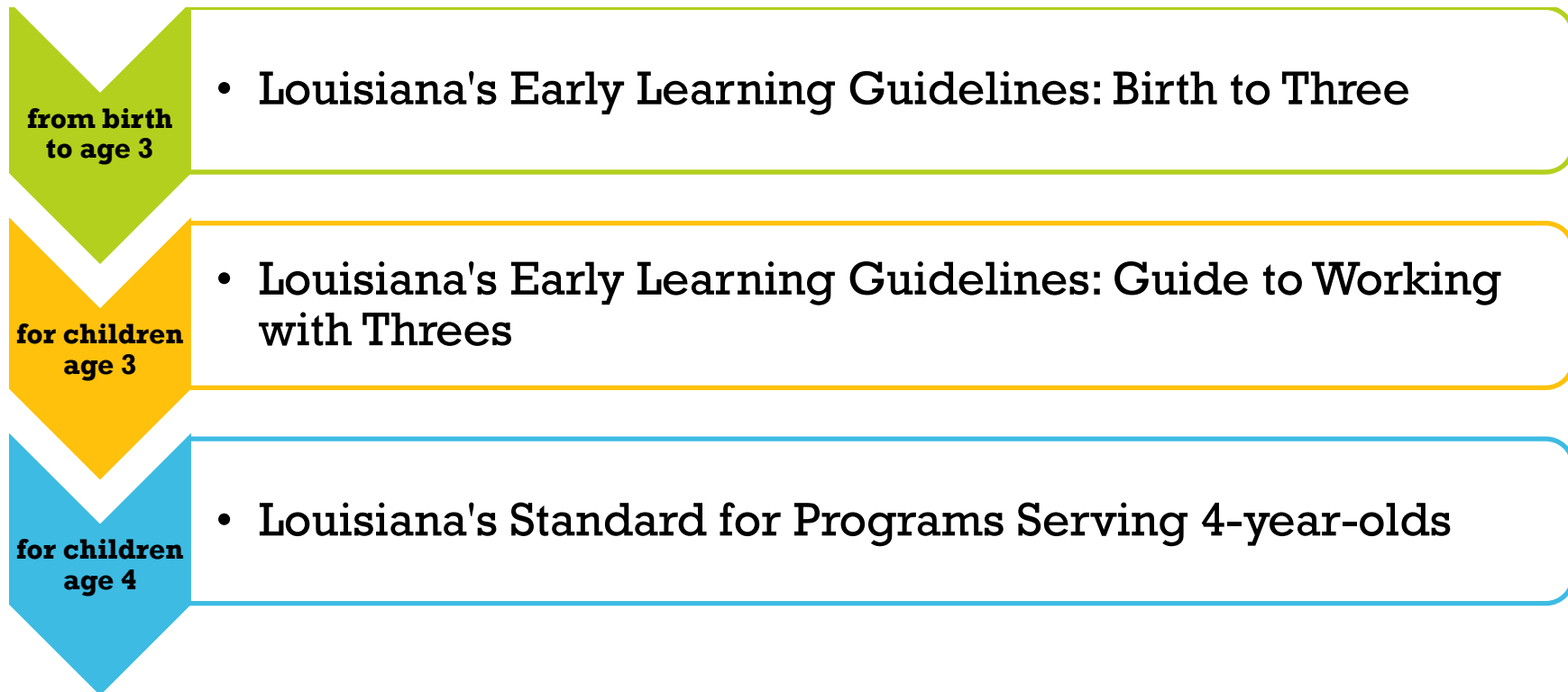
Alignments

Caregivers are often overwhelmed by the multitude of guidelines, requirements and recommendations and so forth that are part of the tools and information available to the Early Childhood Community. In our Early Childhood Community in Louisiana, we have developed materials and programs to assist you in improving the quality of care for all children in all settings and that are aligned with other quality indicators. The kinds of practices that are considered “best practice” in one setting should also be used in another setting. Of course, programs and settings that have specific funding sources may require different policies, but all programs should be working toward improving quality.

The following graphic shows how our early learning standards align with standards from Head Start and with nationally recognized quality rating scales – the Infant Toddler Environment Rating Scale-Revised and the Early Childhood Environment Rating Scale-Revised. The practices and recommended strategies in one document support the practices and recommended strategies in another document; sometimes they are even the same but may be explained differently. This kind of alignment is called horizontal alignment.



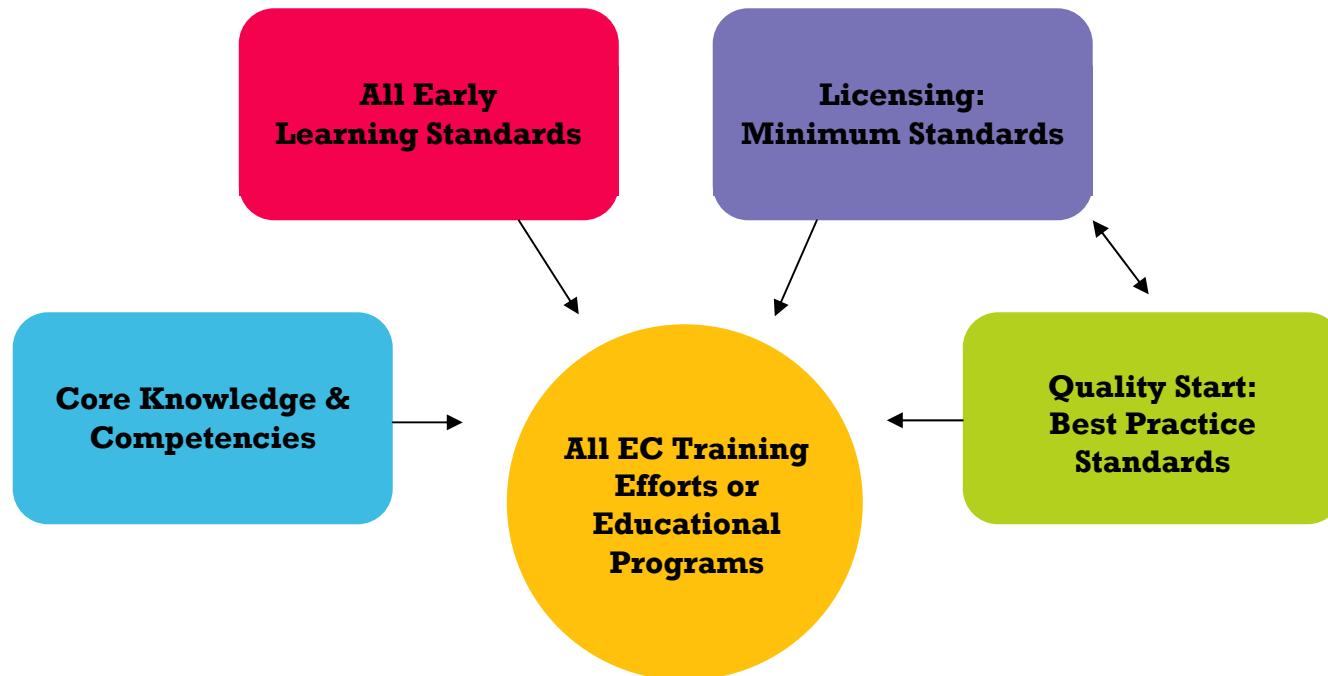
Another way to look at alignment is called vertical alignment. This kind of alignment ensures that all the documents or programs in Louisiana are aligned with one another. Louisiana's early learning standards are aligned with one another in that the essential domains (areas of development or content) are the same in each set of guidelines, but are structured and labeled differently so that they are each appropriate for different age groups. The content and recommended practices in each document lay the foundation for the content and practices in the next. For more on alignment, refer back to the section on Domains and Content Areas beginning on page 3 and the chart on page 4.



Core Knowledge and Competencies for the Early Childhood Workforce

As this ELG revision is taking place (September 2011), a related but separate effort addresses Core Knowledge and Competencies (CKCs) for the Early Childhood Workforce. Early Learning Guidelines tell us what children are working on at certain ages and what strategies we can use to promote these areas of development. Core Knowledge and Competencies tell us what teachers should know and be able to do. While these two elements of an Early Childhood system are distinct, they are closely related. The developmental indicators of our ELGs must be a part of what the Early Childhood Workforce must know, and the strategies in our ELGs must be a part of what the Early Childhood Workforce must be able to do.

Each element and each program of our Early Childhood system, must inform and be supported by every other element of the system.



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Goal 1. To learn social and emotional competence

Babies are born “wired” for learning. Each experience adds to the “wiring” in their brains. They develop social and emotional skills through their relationships with others and the attachments that they form with parents and caregivers.

The first goal in our Early Learning Guidelines is to learn to become socially and emotionally competent. We must help children learn about others, learn about self, and learn about expressing feelings.

Others

Every interaction with another human helps babies form ideas and responses to others. Without strong, positive relationships, all other development is delayed.

As children learn about others, they develop ideas that center on “how people act and react to them.” These ideas will become the base for “how they will react to others.” Young children will be looking for how others respond to their cues and cries for help. They will be looking for how others respond to their unique temperaments. They will begin to model the way they see others act.

As a caregiver or parent, you need to (More strategies and information are on the pages that follow.)

- Respond quickly to infants and toddlers' cries or other signs of distress so they will begin learning that the world is a safe place and they can trust others.
- Comment on and encourage positive social encounters. Model positive and respectful communication between adults.
- Spend time on the floor with young children so you can provide support and encouragement by making eye contact with them, talking with them, and gesturing to them.
- Be there to share their joy in their accomplishments as you notice and say, "You did it!" Recognize and acknowledge their delight when you understand what they are trying to communicate to you.

The Link to School Readiness

Social-emotional competencies, such as respect for others, interpersonal skills, and positive social behavior as a part of a group, begin to form very early in life as a result of a child’s relationships with and understanding of others. Even “social studies” skills, such as self-awareness and the relationship to family and community, have a foundation in an understanding of relationships to others. The way we respond to children, the way we interact with others, and the way we support children’s growing understanding of their relationships with others sets the tone for future growth in social-emotional competencies.

Goal 1. To learn social and emotional competence

Self

Children spend a great deal of their social-emotional energy learning who they are and what they have power over. This kind of power is a very good thing. Think about the wonderful characteristics that we want children—and adults—to possess: self-confidence, self-control, self-reliance, and so forth. These traits begin when children learn about themselves within the context of positive relationships.

Self-regulation is the ability to soothe or calm one's self. Babies who can develop self-regulation will have an easier time controlling their behaviors as they get older.

Self-assertion is another element of this goal. Toddlers will say “no,” “me do it,” and “mine!” This is an important part of their development and of their understanding of who they are. Adults need to respect this behavior and be patient. Allow them to assert themselves as long as it poses no danger to themselves or others.

As a caregiver or parent, you need to (More strategies and information are on the pages that follow.)

- Help young infants learn self-regulation by soothing and calming them; try different techniques until you have success.
- Have a dependable schedule of routines so that children know what to expect. Prepare them for transitions, which are times of change or moving children from one activity to another.
- Offer only choices that are acceptable. For example, if you say, "Are you ready to take your nap now?" this implies a choice when there probably is not one. If it is time to nap, offer a choice such as, "Would you like your bear or your cat or both to lie down with you?"
- Avoid taking resistance by toddlers and twos personally. Respect self-assertion and be patient when children say "no."
- Arrange the environment so that toddlers can be in control and be successful. For example, have child-height sinks and paper towels that they can reach without assistance.

The Link to School Readiness

Self-regulation, self-confidence, self-reliance, self-identity, being engaged in learning, and an eagerness to learn are all elements of Louisiana's Kindergarten Readiness Definition, and all have their beginnings in infancy as a young child forms his or her sense of self. Parents and caregivers play a crucial role in this area of social-emotional development by respecting and guiding infants' and toddler's sense of self while allowing those powerful aspects of self to emerge.



Goal 1. To learn social and emotional competence

Feelings

Learning to express one's feelings in positive ways is an important aspect of social and emotional competency. A child can not control his or her feelings, but he or she can learn to express those feelings in positive ways and to control the actions that follow those feelings. When a young child is denied the opportunity to have his feelings acknowledged or to express those feelings without the fear of punishment, he has trouble gaining a sense of security and a good sense of self.

Young children will experience "yes" feelings such as joy, pleasure, excitement, delight, contentment, satisfaction, and power. They will also experience "no" feelings such as fear, anger, and frustration. They need adults to support both kinds of feelings by teaching labels for these feelings, acknowledging these feelings, and helping them learn to express these feelings in appropriate manners.

Caregivers and parents support children's efforts to learn about feelings by first helping to identify what they child is feeling, supplying language for the feeling long before children are capable of using language on their own. A caregiver might say, "You are happy to see your Mom, aren't you? I see that big smile!"

As a caregiver or parent, you need to (More strategies and information are on the pages that follow.)

- Talk with infants about the feelings they seem to be expressing, especially during caregiving times of feeding, bathing, dressing, and diapering.
- Create a personal relationship with each infant. Know the kind of cuddling, stroking, talking, and playing that bring good feelings to each individual infant.
- Know each mobile infant in your care so you can make a decision about the type of support to provide when he or she is in a stressful situation. Is an encouraging nod enough? Does the child need verbal encouragement? Or do you need to step in and help the child work through the frustration?
- Help twos resolve their differences by using words to express what is happening and what they are feeling. For example, say, "You want to play with the doll Sean has. Let's see if we can find another doll."

The Link to School Readiness

Expression of feelings is closely tied to all the "self" characteristics discussed in the previous section and in Louisiana's Kindergarten Readiness Definition. Learning to express feelings is also a foundation of later communication skills needed for success in school. Expressing those feelings in positive ways lays a foundation for success in groups, such as a classroom or school community.

Goal 1. To learn social and emotional competence

Infants		0–12 months
Objective 1.1 - To learn about others		
Developmental indicators for this objective		
0–6 Month Indicators: <ul style="list-style-type: none">• prefer human face and human sound• look at human face, make eye contact• prefer sight, smell, and sound of primary caregiver (usually within first 2 weeks)• show social interaction with smile and mutual gazing• can both initiate and terminate these interactions• respond to and are comforted by being held, rocked, and/or talked to• smile and show pleasure when talked to	6–12 Month Indicators: <ul style="list-style-type: none">• anticipate being lifted or fed and move body towards caregiver when she approaches• see adults as objects of interest and novelty• enjoy games with others like “Where Is Your Nose?”• seek out adults• stretch arms to be picked up• depend on caregivers to meet needs (very young infant)• express needs through sound, facial expressions, and movements• exhibit anxious behavior around unfamiliar adults (fear of strangers)• enjoy exploring objects with another as the basis for establishing relationships• get others to do things for his pleasure	

Goal 1. To learn social and emotional competence

Toddlers		12–30 months
Objective 1.1 - To learn about others		
Developmental indicators for this objective		
<p>12–18 Month Indicators:</p> <ul style="list-style-type: none"> • show considerable interest in peers • demonstrate intense attention to adult language • check in with familiar adults while playing; for example, go over to touch them • cling to leg of primary caregiver • try to follow departing parent (separation fears) • imitate parent(s) and caregiver(s) • point to pictures of family • begin to explore environment independently, at first in close contact with, then venturing farther away from, caregiver 	<p>18–24 Month Indicators:</p> <ul style="list-style-type: none"> • show increased awareness of being seen and watched over by others • see others as a barrier to immediate gratification • begin to realize others have rights and privileges • gain greater enjoyment from peer play and joint exploration • begin to see benefits of cooperation • identify self with children of same age and sex • show some awareness of the feelings of others • point out family picture in a scrapbook • after seeing who is present, react to absence of another child • look to caregivers for comfort and at times may comfort caregiver • begin to realize that parent(s) will return • actively seek out parents, caregivers, and teachers • seek help from parents, caregivers, and teachers • show empathy for familiar others, especially those perceived to be hurt or sad 	<p>24–30 Month Indicators:</p> <ul style="list-style-type: none"> • are more aware of feelings and their impact on others • exhibit more impulse control and self-regulation in relation to others • enjoy small group activities • seek support from parents, caregivers, and teachers to address conflict with peers

Goal 1. To learn social and emotional competence

Older Toddlers

30–36 months

Objective 1.1 - To learn about others

Developmental indicators for this objective

30–36 Month Indicators:

- show understanding that parents will return
- engage in positive social play alongside other children and, on occasion, with other children
- begin to understand social cause and effect
- influence and are influenced by the group

Strategies to promote learning about others for all ages

1. Allow only a small number of people to be regularly involved in the care of each young infant to allow the child to form relationships.
2. Keep group size for young infants as small as possible to allow for intimate relationships.
3. Provide warm, responsive, and predictable care.
4. If your work with infants is in a group setting where there is more than one caregiver in the infant room, be a primary caregiver for specific infants in the group. Assume primary responsibility for their daily caregiving routines such as feeding and diapering. This allows you to get to know each infant well, and in turn each infant can come to know you. Make sure there is always a familiar adult present even if the primary caregiver is absent.
5. Keep promises to infants. To Jack who wakes from his nap and begins to cry, use caring words and tone to let him know you hear him. Say, “Jack, I can’t pick you up right now. But I’ll get to you just as soon as I finish changing Mary’s diaper.” Then follow up on your promise to Jack. He did not understand your words, but he heard your reassuring tone and was comforted when you came to him. Jack is learning that you are someone he can trust. (Our thanks to Arkansas for this example.)
6. Consider caregiving routines of diapering, dressing, and eating as unique opportunities for one-to-one interactions with each infant.
7. Plan so that your time for preparation, such as getting needed supplies and washing hands, can be handled efficiently, leaving more time for relaxed interactions with the baby.
8. In addition to daily caregiving routines, ensure periods of time each day for the infant to be alone with you and truly engaged with you.
9. Interact with all children in the group, not just your special charges.
10. Be concerned if you perceive that an infant shows signs of inability to form relationships, such as becoming passive and noncomplaining, or shows changes in rate of development.
11. Carefully observe the infants you work with. Learn their cues, their strengths, and their needs.
12. Add realistic daily life props to the environment: dolls, simple doll clothing, blankets, telephones, and simple dress-up clothes, for example.
13. Include family photos in a variety of ways. Compile a scrapbook or photo album of family members and of family celebrations, for example. Share books with toddlers that support attachment to family. Examples include *Ten, Nine, Eight* by Molly Bang and *Runaway Bunny* by Margaret Wise Brown.

Goal 1. To learn social and emotional competence

Strategies to promote learning about others for all ages

14. Encourage parents to enter their child in a group setting before or after the peak of separation fears.
15. Realize that parents may fear that the attachment to other caregivers (secondary attachment) will replace the child's attachment to them (primary attachment). Let them know that the secondary attachments are in addition to the primary ones, not replacements for them
16. Recognize that both fear of strangers and separation fears in mobile infants are normal stages of secure relationships. Help parents understand this.
17. Encourage parents to say good-bye to their mobile infant so that the child comes to understand that the departure is predictable, and, consequently, the child will gradually learn that coming back is also predictable.
18. Continue to limit the number of people to be regularly involved in the care of mobile infants. Continue to be a primary caregiver for specific mobile infants in your group as discussed for young infants.
19. Remain nearby as a safe base for mobile infants as they move about the room and play independently.
20. Spend time on the floor with mobile infants so you can provide support and encouragement by making eye contact with them, talking with them, and gesturing to them.
21. Read books with mobile infants that talk about special relationships (for example, *Just Like Daddy* by Frank Asch), but be sensitive to the child's individual situation.
22. Provide a secure base of support and encouragement for the exploring mobile infant. Be there to provide reassurance with a smile or a glance that says to a child, "You can do it."
23. Be there to share their joy in their accomplishments as you notice and say, "You did it!"
24. Support children's attachment to family while they are in your care. Greet both child and family members as they arrive. Become familiar with members of each child's family: their work, their hobbies and interests, their culture. Include this information in conversation with toddlers and in the daily program of activities.
25. Allow children to bring special attachment objects such as a blanket or a stuffed animal from home (Dr. T. Berry Brazelton calls these objects "loveys").
26. Bid each child good-bye at the end of the day and let her know you look forward to his return. "See you tomorrow, Julio."
27. Encourage child and parent to develop rituals for arrival and departure times for smoother transitions.
28. Respond quickly to toddlers' cries or other signs of distress because they may have limited language with which to communicate their needs.
29. Comfort toddlers and let them know they are cared for and appreciated. Give pats on back or hugs and hold toddlers in your lap. Be sensitive to ensuring that your touches are welcomed by individual children.
30. Continue to be a primary caregiver for a small group of toddlers, especially if their language is not yet easily understood.
31. Include opportunities for children to know they are valued members of the total group in your care. For example, sing songs and play games that include each child's name. Sing "Where is Adam? Where is Adam?" to the tune of "Where Is Thumbkin?"
32. Keep small group activities less structured with room for individual exploration and ample materials to minimize conflicts.
33. Include a comment about their return in your good-byes to parents as they leave their child (for example, "We'll see you this afternoon after snack.>").
34. Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.
35. Comment on and encourage positive social encounters. Model positive and respectful communication between adults.
36. Talk about feelings. Specifically comment on the child's feelings as well as the feelings of others. "You are dancing as if you are very

Goal 1. To learn social and emotional competence

Strategies to promote learning about others for all ages

happy, but I don't think Matthew feels like dancing now. He is still very sad that his Mommy went to work.”

37. Continue to have a primary caregiver for a small group of twos, and talk about sharing your attention with them all: “I'm reading this book with Dylan and you can listen, too! Then, it will be your turn to pick a book.”

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(A); 1304.21(a)(3)(i)(D); 1304.21(a)(3)(ii); 1304.21(b)(1)(i); and 1304.21(b)(1)(ii).

Goal 1. To learn social and emotional competence

Infants	0–12 months
Objective 1.2 - To learn about self	
Developmental indicators for this objective	
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • suck fingers or hand by chance • observe own hands • look to place on body where being touched • reach for and grasp toys • clasp hands together and explore fingers • try to cause things to happen (kick a mobile and smile) • begin to distinguish friends from strangers • show preference for being held by familiar people • push away bottle • pull at diaper when being changed • grab for spoon when being fed • squeeze a rubber toy and show pleasure at its squeak • drop a ball and laugh as it bounces • have own biological rhythm and way of using senses • developing a sense of safety and security • do not distinguish between self and others (very young infant) • begin to look and smile at mirror image 	<p>6–12 month Indicator:</p> <ul style="list-style-type: none"> • begin to discover that he/she is a separate human being • know own name • smile or play with self in mirror • use large and small muscles to explore confidently when a sense of security is offered by presence of caregiver • frequently check for caregiver's presence • have a heightened awareness of opportunities to make things happen • have limited awareness of responsibility for own actions • indicate strong sense of self through assertiveness (directs actions of others) • recognize that he/she is a separate person from caregiver • begin to identify parts of body

Strategies to promote learning about self for infants (0-12 months)
<ol style="list-style-type: none"> 1. Provide a safe environment with interesting things for mobile infants to see and do. For example, as mobile infants begin to crawl and pull up, make sure furniture won't tip over from the child's weight or roll away. Cover outlets and hide electrical wires. 2. Provide toys that will encourage exploration: clutch balls and balls with chimes or visible objects rolling inside, activity toys such as nesting cups and busy boxes, push and pull toys such as plastic lawn mowers or carpet sweepers, and transportation toys for grasping and pushing. 3. Arrange the room so that the beginning walker has sufficient space to safely practice this newfound skill. As mobile infants begin walking, provide carpeted surfaces and remove objects that can cause the child to trip. 4. Provide low open shelves so mobile infants can have access to toys 5. Place unbreakable mirrors securely on wall at children's height

Goal 1. To learn social and emotional competence

Strategies to promote learning about self for infants (0-12 months)

6. Help infants feel competent by responding to the needs they communicate. Respond in a soothing, calm manner. Encourage and show pleasure in their emerging skills. Verbalize what is happening: "You want to hold that bottle all by yourself, don't you?"
7. Notice and comment on the infant's emerging independence. As infant pulls away bottle, say "You're letting me know your tummy is getting full."
8. Allow the infant to hold the spoon.
9. Provide cause and effect toys that can rattle, squeak, roll, or be pushed.
10. Emphasize what infants can do rather than concentrating on what they can't do. For infants with physical disabilities, pay special attention to their abilities.
11. Be a keen observer of the infants in your care. Learn all you can about the uniqueness of each one (for example, individual sleeping and eating rhythms; how the infant prefers to be held for feeding, sleeping, or comforting; her responses to different kinds of stimuli such as noise or light). Identify and reflect on your own temperament, hot spots, and blind spots.
12. Give infants an opportunity to see themselves by positioning stable, unbreakable mirrors on the sides of cribs, above changing tables and on bottom of walls in play spaces. Talk with them about whom they see: "That's Janet in the mirror."
13. Talk with infants as you observe them exploring their bodies. As you see Aaron lying on his back carefully examining his hands, say, "Look at your hands, Aaron. You're moving your fingers."
14. Keep brief anecdotal records on each child so that you are aware of each one's unique needs. Use this information for individualized lesson planning.
15. Call each child by name. Incorporate each child's name into finger plays, songs, and games.
16. Talk with children about parts of their bodies. To Jerena who has climbed to the platform of the low climber, "See what strong legs it takes to climb up those steps."
17. Use finger plays and songs with actions that include body parts.
18. Use the words "me," "you," and "I" correctly when you talk with children.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(B); 1304.21(a)(3)(i)(C); 1304.21(a)(3)(i)(E); 1304.21(b)(1)(i); 1304.21(b)(1)(i); and 1304.21(b)(2)(i).

Goal 1. To learn social and emotional competence

Toddlers	12–30 months	
Objective 1.2 - To learn about self		
Developmental indicators of this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • begin to use pronouns (I, you, and me) • acknowledge accomplishments (fit a triangle into a shape box and clap) • look to caregiver for acknowledgement of accomplishments (climb up the slide and proudly look around for caregiver) • begin to make own choices (choose slice of pear at snack-time and smile while taking a bite, insist on choosing what shirt to wear) • practice independence while staying connected to caregivers (eye contact, vocalizing, gestures) • move away the hand of an adult who is helping with a puzzle • say "me do" when adult offers help in dressing • shake head "No" • become upset if shamed or ridiculed 	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • show strong sense of self as an individual, as evidenced by saying “no” to adult requests • experience self as a powerful, potent, creative doer who explores everything • make an attempt at self-regulation • use names of self and others • point to self in photograph • show interest in own body and bodies of others • identify gender (boy or girl) • begin to have a notion about own concepts as a person (big/little) • feed self with spoon, with spilling gradually decreasing • pour own juice at snack time and say, "I did it!" • help another child find the crayons • stand on one foot and call, "Look at me!" • use fork • dress self with assistance/supervision • assist with picking up toys • insist on putting on own jacket • begin to use toilet with adult assistance • say "good-bye" cheerfully to parents and go to play • say "no" frequently • resist change; transitions are difficult • are both dependent and interdependent 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • show interest in own body and bodies of others • identify gender (boy or girl) • say “mine, mine” when another child picks up a toy • talk about family members • climb higher and higher on the playground structure even when parents, caregivers, and teachers ask them to stop • put together a four-piece puzzle and show how they did it

Goal 1. To learn social and emotional competence

Strategies to promote learning about self for toddlers (12-30 months)

1. Provide toys that will encourage exploration: clutch balls and balls with chimes and visible objects rolling inside, activity toys such as nesting cups and busy boxes, push and pull toys such as plastic lawn mowers or carpet sweepers, and transportation toys for grasping and pushing.
2. Arrange the room so that the beginning walker has sufficient space to practice this newfound skill in safety. As mobile infants begin walking, provide carpeted surfaces and remove objects that can cause the child to trip.
3. Help mobile infants become more independent. Allow them to do more for themselves and offer them appropriate choices. For example, place toys of similar types on low, open shelves that are within their reach and spaced so that mobile infants can make choices.
4. Know each child in your care and respond to his or her individual needs. Keep brief anecdotal records on children so you can provide the individual attention that each needs.
5. Avoid comparing toddlers to each other.
6. Focus on each child's positive qualities; her accomplishments and things she can do well (for example, "You buttoned those buttons on your coat all by yourself," or "That's a tall tower you built.>").
7. Avoid referring to children as "good" or "bad" or "messy" or "neat," and so forth.
8. Accept children's mistakes as natural. To the child who spilled milk, say, "Oh, the milk spilled. Let's get a paper towel and clean it up," rather than "You're so clumsy. You're always spilling things."
9. Use finger plays, songs, mirrors, and dress-up clothes to help children naturally learn about their bodies.
10. Share books about bodies with toddlers (for example, *From Head to Toe* by Eric Carle or *Here Are My Hands* by Bill Martin, Jr. and John Archambault).
11. Take and use photos of each child. Involve them in making a photo album to place in the library or home living area. Use photos on bulletin boards at child's eye level.
12. Refer to children as "boys" or "girls."
13. Be patient with issues of "mine" and ownership. Help toddlers identify feelings.
14. Arrange the environment so that toddlers can be in control and be successful (for example, have child-height sinks and paper towels they can reach without assistance).
15. Set up areas for certain kinds of activities with related materials for the activity such as "dress-up" props and purses near a mirror, blocks near an open space, or trucks on a rug.
16. Provide an environment that encourages toddlers to make independent choices.
17. Provide duplicates of the most popular toys to avoid struggles.
18. Allow enough time in the schedule for toddlers to do things for themselves, such as putting on jackets, putting away toys, and toileting.
19. Label each child's cubby with name and photo.
20. Set up areas or centers for a certain kind of activity with related equipment and materials for the activity in the area. For example, block center, manipulatives center, art center, dramatic play center, and language center.
21. Label shelves and containers with picture-word labels to help twos become more independent in selecting and putting away materials.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

Goal 1. To learn social and emotional competence

Strategies to promote learning about self for toddlers (12-30 months)

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(B); 1304.21(a)(3)(i)(C); 1304.21(a)(3)(i)(E); 1304.21(b)(1)(i); 1304.21(b)(1)(i); and 1304.21(b)(2)(i).

Goal 1. To learn social and emotional competence

Older Toddlers	30–36 months
Objective 1.2 - To learn about self	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• attempt to dress self without assistance• show increased interest in toileting• insist on putting on own jacket• begin to use toilet with adult assistance• say "good-bye" cheerfully to parents and go to play• say "me," "mine," "no"• begin to assist adult in daily routines, put manipulatives back into bucket, throw napkin into trash• become embarrassed about behavior	

Strategies to promote learning about self for older toddlers (30–36 months)
<ol style="list-style-type: none">1. Label each child's cubby with name and photo.2. Set up areas or centers for a certain kind of activity with related equipment and materials for the activity in the area (for example, block center, manipulatives center, art center, dramatic play center, and language center).3. Label shelves and containers with picture-word labels to help twos become more independent in selecting and putting away materials.4. Avoid comparing twos to each other.5. Focus on each child's positive qualities; his accomplishments and things he can do well.6. Accept children's mistakes as natural and elicit their help in cleanup of their own messes.7. Continue to use finger plays, songs, mirrors, and dress-up clothes to help children naturally learn about their bodies.8. Use each child's name as you communicate with and about him or her and in activities (for example, "Good morning, Chance. We're glad you're here today.").9. Read books about bodies and body parts, such as <i>Hand, Hand, Finger, Thumb</i> by Al Perkins, and extend book to other activities (such as finger painting after reading this book). <p>For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(B); 1304.21(a)(3)(i)(C); 1304.21(a)(3)(i)(E); 1304.21(b)(1)(i); 1304.21(b)(1)(i); and 1304.21(b)(2)(i).</p>

Goal 1. To learn social and emotional competence

Infants	0–12 months
Objective 1.3 - To learn about feelings	
Developmental indicators for this objective	
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none">• show only satisfaction or dissatisfaction (very young infant)• cry at sudden loud noises• express comfort and discomfort in different ways• smile in response to social stimulation• coo and smile when being rocked and sung to• discover ways to calm self• can usually be comforted by familiar adult when distressed• respond with more animation and pleasure to primary caregiver than to others (dramatically toward end of this period) <p>Many examples in these first 3 goals (Others, Self, and Feelings) are taken from the Developmental Milestone Chart in J. Ronald Lally, (1995), <i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i>, Arlington, VA: Zero to Three, and used with permission. For more information, please visit www.zerotothree.org</p>	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none">• show displeasure at loss of social contact• show displeasure at loss of toy• lift arms to indicate need to be picked up and comforted while crying• laugh aloud when playing peek-a-boo• react to strangers with caution or anxiety• look to familiar adult when a stranger approaches• express several different emotions such as pleasure, anger, anxiety or fear, sadness, joy, excitement, disappointment• show affection for familiar people through activities such as hugs, smiles, running toward familiar person show anxiety at separation from primary caregivers• express positive and negative feelings• show pleasure in new accomplishments• hug, smile at, crawl or toddle toward, or lean against a familiar person• look to adult for help when attempting a new skill (falling down when attempting to walk)• cling to parents as they say "good-bye"• cry when seeing someone in a Halloween mask• move near caregiver when a stranger enters the room

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (0–12 months)

1. Consider some ways to prevent distress in young infants, or keep it at a minimal level:
 - Place infants where they can be safe and secure and where needs can be easily met
 - Establish a primary caregiving system so that you are better able to interpret and respond to an infant's needs
 - Know each infant's schedule for eating and sleeping
 - Be alert to early signs of hunger, sleepiness, or irritability
 - Provide an environment that is neither overly stimulating nor overly restricting
 - Establish a routine to check-in with parents at drop-off
2. Provide for attachment needs by establishing a primary caregiver system.
3. Limit the number of people in the infant setting to primary caregivers and parents.
4. Respond in a trial-and-error method when an infant's reason for crying is not obvious, even with an infant you know well. Be gentle and soothing as you try to determine the cause of distress. Observe the infant, ask yourself what the infant may be feeling, and adapt your behavior to meet the infant's need.
5. Understand that your role in helping young infants manage their stress is one of balance, rescuing the baby from distress, and letting her work things out. Obviously, you will want to change her wet or soiled diaper, feed her when she is hungry, pick her up when she cries, alleviate her discomfort, and try to ease her pain.
6. Allow young infants to calm themselves by sucking thumbs, hands, or a pacifier.
7. Realize that young infants differ widely in their ability to quiet themselves when they are upset. The comfort you offer will need to be different for each child:
 - Dominique needs direct help by being picked up, carried, or rocked.
 - Ed is able to calm himself fairly easily with his favorite thumb.
 - For some infants, being nearby and checking in with a glance or calling to them helps them calm themselves.
 - Talk with parents to find out how they usually soothe their child.
8. Encourage young infants' expressions of pleasure by responding to them and following their lead in interactions. Be a partner in play with them.
9. Talk with infants about the feelings they seem to be expressing, especially during caregiving times of feeding, bathing, dressing, and diapering.
10. Create a personal relationship with each infant. Know the kind of cuddling, stroking, talking, and playing that bring good feelings to each individual infant.
11. Realize that very young infants have limited resources for expression; crying may be all they are capable of at this early stage in their emotional development.
12. Be aware of the most common reasons young infants cry:
 - Hunger
 - Tiredness
 - Wet or soiled diaper
 - Pain (gas, colic, teething)
 - Other discomforts (uncomfortable position, too hot or too cold)

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (0–12 months)

- Boredom
- Overstimulation
- Sudden change (loud noise, sudden loss of support, bright lights)

13. Respond to distress promptly and appropriately. By doing this, you are helping babies manage their own distress instead of crying excessively to get what they want. It is this responsiveness to a young infant's crying that builds a relationship and will aid in the development of later skills for self-quieting.

14. Respond to the young infant's displays of pleasure. Return their smiles and coos and talk with them about the feelings they are expressing.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 1. To learn social and emotional competence

Toddlers		12–30 months
Objective 1.3 - To learn about feelings		
Developmental indicators for this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • show anger or frustration with people and objects • scream "no" or "mine" when another child takes a toy • try to help caregiver comfort a crying child • cling to blanket from home during rest time • look to an adult for help when frustrated 	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys) • show early signs of wanting to please • exhibit contrasting states and mood shifts (stubborn versus compliant) • begin to show new fears (monsters, animals, the dark) • may say "no" even to things he/she wants • experience out-of-control behavior (temper tantrums) • show pleasure and excitement through vocalizations and facial expression • become aware of own feelings and those of others • begin to develop empathy • look confused when confronted with a problem • go to caregiver for comfort and security when stressed • request to be held through action or words 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys) • express emotions with increasing control (but will still tantrum) • exhibit contrasting emotional states and mood shifts • anger and tenderness • hostility and love • confidence and doubt • fear and power • pride and shame • independence and dependence • say "no" to a child who is trying to take a toy away • begin to develop empathy (pat a friends who is crying) • begin to show fears of new things (monsters, animals, the dark)

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (12-30 months)

1. Include plenty of materials in the environment to allow children to express and share feelings and to role-play. Some examples include
 - dramatic play props (dolls, dress-up clothes, small people/figures)
 - sand and water play (*for children over 18 months*)
 - art
 - music and songs
 - puppets
 - books
2. Provide a physical and social environment in which mobile infants can experience plenty of "yes" feelings and can safely explore by moving, seeing, hearing, and touching—an environment in which they have good choices. Support them as they master new skills, which give them a feeling of power and competence. Give them opportunities to do things successfully like carrying a loaf of bread to the table. Show them love, empathy, praise, and appreciation.
3. Help mobile infants deal with their fears by providing a safe environment and by offering them comfort when they are frightened.
4. Accommodate the *egocentric* nature of toddlers; plan an environment that provides for both *solitary* and *parallel play*. Provide several of the same popular toys for children to play with alone or near another child. Provide private spaces for no more than two children that can be easily supervised by adults.
5. Think of feelings in two categories: positive or "yes" feelings and negative or "no" feelings, rather than as good or bad feelings. Realize that expression of feelings, both positive and negative, is important for healthy emotional development in infants and toddlers. Children need to experience both types of feelings.
6. Consider the "yes" feelings of joy, pleasure, excitement, delight, contentment, satisfaction, and power. As you observe infants in your care, do you see them expressing these feelings?
7. Consider the "no" feelings of fear, anger, and frustration. Observe to see how these feelings are expressed.
8. Support the mobile infants as they experience the "no" feelings of anger and frustration. This may mean helping them in a frustrating situation or it may mean allowing them time to work through some of their feelings. Know the limitations of each child in your care so you can judge when to step in and help or redirect and when to sit back, observe, and wait to see if the mobile infant can handle the situation without help.
9. Develop a respectful relationship with each child, thereby providing the foundation for healthy emotional growth.
10. Provide words for the mobile infant's feelings.
 - To Noah who breaks into a big smile as his father enters the room, say, "Noah, I can see you're happy to see Dad."
11. Express and name your feelings.
 - After a rain, exclaim, "I am so happy that the sun is now shining so we can go outside."
 - "It really makes me feel sad to see that the book is torn."
12. Respect a child's right to have feelings and to express them. Avoid gushing sympathy such as "Oh, poor Jodi. Don't be afraid. I'll make it alright." Avoid trying to distract away from these emotions with a toy or an activity. For example, "Here's your favorite bear. I know you like to play with this bear." Avoid denying that the child's feelings are real by saying things like "Jodi, there's nothing to be afraid of." Instead, accept Jodi's feelings as real to her. Comfort her in a way that will lead her to comfort herself and know when to signal for help. For example, say, "I know you're afraid right now." Reassure Jodi that you are nearby if she needs you.

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (12-30 months)

13. Recognize when the mobile infant has difficulty separating from parents or is fearful of new adults. Talk with the child frequently about his/her family, where they are, when they will come back, and things they do together.
14. Stay close to or hold the mobile infant if she reacts negatively to the presence of a stranger. Let the stranger know about the child's concern. Be careful not to be overly protective of a child who is distressed by a stranger, for example by rushing over to hold the child each time a stranger comes into the room. Your action may send the message to the infant that new people are to be feared.
15. Know each mobile infant in your care so that you can make a decision about the type of support to provide when he or she is in a stressful situation. Is an encouraging nod enough? Does the child need verbal encouragement or do you need to step in and help the child work through the frustration?
16. Notice and communicate pleasure over such newfound skills as walking, climbing or adding new words. Communication can be verbal ("You did it!") or nonverbal (a smile, a nod, clapping of hands, or a hug).
17. Understand that although toddlers seem to be quite independent at times, they very much need a special caregiver and the secure base she offers.
18. Toddlers are *egocentric* and have a hard time putting themselves in someone else's place. This means that if they want something, they take it. If someone is in their way, they try to move them. Thus, life in groups, for and with toddlers, can be difficult.
19. Prepare toddlers for changes even though they may be a normal part of the daily routine. Plan for transition times so that toddlers have very limited "wait" time.
20. Be aware when toddlers are becoming tired and realize that they may not be able to recognize and control this. Help them transition to a calming activity.
21. Model the type of interactions with others you want children to develop: affection, empathy and gentleness. For example, tell a child if you are angry, but never react in anger by shaking or jerking.
22. Help twos resolve their differences by using words to express what is happening and what they are feeling. For example, say, "You want to play with the doll Sean has. Let's see if we can find another doll."
23. Assist and encourage twos to use language rather than aggressive actions in their interactions with others.
24. Recognize that constantly testing limits and saying "no" is part of a two-year-old's development of self as an autonomous individual. Limit your use of the word "no" to situations that relate to the safety of the children. State directions positively. For example, say, "walk" rather than "don't run." Explain the reasons for limits in simple words. Say, "When you run inside, you might fall and hurt yourself."
25. Accept that caring for twos with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt to their constantly changing behaviors and moods.
26. Understand that because of twos' growing ability to imagine things they cannot see, their fears increase to include imaginary creatures, or monsters, for example. Take their fears seriously, give them support, and show that they can find a way to cope. Prepare them for potentially frightening situations. Tell them what to expect. Be there as a secure base when the two-year-old does encounter a potentially frightening situation.
27. Realize that although twos are beginning to become aware of the feelings of others and to develop empathy, this is unpredictable and should not be expected on a regular basis.
28. To help twos feel secure in their environment, provide a predictable sequence in the day while maintaining a flexible time schedule. A predictable sequence helps toddlers know what to expect next and makes transitions somewhat easier. The flexibility is essential because they need to repeat tasks until they have mastered them. A flexible timeline allows them to go at their own pace.

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (12-30 months)

29. Help twos have accomplishments they can take pride in. Take steps to minimize the frustrations toddlers might encounter in their environment. For example, provide toys that are age-appropriate and in good repair.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 1. To learn social and emotional competence

Older Toddlers

30–36 months

Objective 1.3 - To learn about feelings

Developmental indicators for this objective

30–36 Month Items:

- use some language to express feelings (say "I did it!" after using potty successfully)
- express affection and preference for some peers (put arm around shoulder)
- recognize and react to feelings in others ("Becky is sad.")
- verbalize feelings more often
- express feelings in symbolic play
- have some understanding of choices, rights of self, and rights of others
- roar like a lion when angry instead of biting

Strategies to promote learning about expressing feelings for infants (30-36 months)

1. Model the type of interactions with others you want children to develop: affection, empathy and gentleness. For example, tell a child if you are angry but never react in anger by shaking or jerking.
2. Help twos resolve their differences by using words to express what is happening and what they are feeling. For example, say, "You want to play with the doll Sean has. Let's see if we can find another doll."
3. Assist and encourage twos to use language rather than aggressive actions in their interactions with others.
4. Recognize that constantly testing limits and saying "no" is part of a two-year-old's development of self as an autonomous individual. Limit your use of the word "no" to situations that relate to the safety of the children. State directions positively. For example, say, "walk" rather than "don't run." Explain the reasons for limits in simple words. Say, "When you run inside, you might fall and hurt yourself."
5. For older twos, consider using a calming down or cooling down time for when they are not capable of self-control and redirection. A word of caution: This is not punishment or time-out. Provide a soft, cozy spot, such as a corner with pillows, where a child can go to settle down and gain control with the support of a nurturing adult nearby.
6. Include plenty of materials in the environment to allow children to express and share feelings and to role-play. Some examples are:
 - dramatic play props (dolls, dress-up clothes, small people/figures)
 - sand and water play
 - art
 - music and songs
 - puppets
 - books
7. Accept that caring for twos with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (30-36 months)

to their constantly changing behaviors and moods.

8. Understand that because of twos' growing ability to imagine things they cannot see, their fears increase to include imaginary creatures or monsters, for example. Take their fears seriously, give them support, and show that they can find a way to cope. Prepare them for potentially frightening situations. Tell them what to expect. Be there as a secure base when the two-year-old does encounter a potentially frightening situation.
9. Realize that although twos are beginning to become aware of the feelings of others and to develop empathy, this is unpredictable and should not be expected on a regular basis.
10. To help twos feel secure in their environment, provide a predictable sequence in the day while maintaining a flexible time schedule. A predictable sequence helps toddlers know what to expect next and makes transitions somewhat easier. The flexibility is essential because they need to repeat tasks until they have mastered them. A flexible timeline allows them to go at their own pace.
11. Help twos have accomplishments they can take pride in. Take steps to minimize the frustrations toddlers might encounter in their environment. For example, provide toys that are age-appropriate and in good repair. For older twos, consider using a calming down or cooling down time for when they are not capable of self-control and redirection. A word of caution: This is not punishment or time-out. Provide a soft, cozy spot, such as a corner with pillows, where a child can go to settle down and gain control with the support of a nurturing adult nearby.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 1. To learn social and emotional competence

ITERS-R and ECERS-R Items that address Social and Emotional Competencies

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Personal Care Routines

- Item 6. Greeting/departing

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language

ITERS-R Activities

- Item 16. Active physical play
- Item 17. Art
- Item 18. Music and movement
- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 25. Supervision of play and learning
- Item 24. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 28. Discipline
- Item 29. Schedule
- Item 30. Free play

ECERS-R Space and Furnishings

- Item 1. Indoor space

ECERS-R Space and Furnishings

- Item 2. Furniture for routine care, play, and learning
- Item 3. Provisions for relaxation and comfort
- Item 5. Space for privacy

ECERS-R Personal Care Routines

- Item 12. Diapering /toileting

ECERS-R Language –Reasoning

- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

ECERS-R Activities

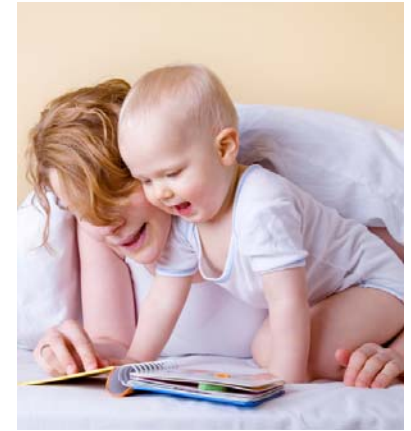
- Item 20. Art
- Item 21. Music/movement
- Item 24. Dramatic play
- Item 28. Promoting acceptance of diversity

ECERS-R Program Structure

- Item 31. Group play activities

Goal 2. To learn about communication

Babies enter the world trying to communicate with us. They try to tell us what they need with every cry. Very early they communicate their fascination with us as they respond in subtle ways to our voice and our face. Our earliest jobs in “teaching” communication are to respond to the baby’s sounds and cues and try to figure out what the baby is telling us. Is she hungry, wet, uncomfortable, cold, or does she just want to be picked up and snuggled? Our quick response sets the tone for baby to become an efficient communicator. When we don’t respond quickly or appropriately, the baby can become frustrated and begin to feel that she is not a very good communicator or even that “this adult can’t be trusted to help me when I need it.”



Babies connect in both verbal and nonverbal ways. Repeating their coos and babbles and learning their “body language” tells them that you value their efforts to communicate. Watch a 7-month-old hug a doll and then give it to you. Repeat his actions by holding the doll to your shoulder and rocking or patting it, then hand it back to him. If his intent was for you to play with the doll as he did, you will see his face light up as if to say, “She understood what I wanted!”

Infants and toddlers whose families speak a different language in the home provide another challenge as we try to help them learn about communication. Much of their emotional development centers on their family and familiar communication. Instead of trying to immerse a very young child in “our language,” it is imperative that we learn some of her language both to help her learn to be an effective communicator and assure her that the world is a secure place.

Most children learn to speak by being spoken to. Rich conversations about things that interest the children should dominate the day as opposed to directives like “sit here,” “stop that,” or “we are not playing with that, now.” Hearing and using words that describe the things they are playing with; opposites and positional words like “up,” “down,” “top,” “bottom,” “in,” and “out;” as well as books, stories, songs, and finger plays are important concepts for kindergarten and beyond.

The Link to School Readiness

It is difficult to separate communication from emerging literacy skills because they are so interdependent. An environment with many conversations, where books, stories, songs, rhymes, and finger plays are enjoyed many times during the day, lays the foundation for literacy skills and later school success. Children need to see reading and writing in action, too. When teachers read signs or write a list of the ingredients needed for an activity, or use the child’s name on their cubby and to identify their artwork, they learn concepts of print and begin to see that reading and writing are not only fun, but also functional. Hearing and repeating silly songs and sounds are the beginning of phonological awareness and the basis for understanding phonics.

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.1 - To express needs and thoughts without using words		
Developmental indicators for this objective		
0–6 Month Indicators: <ul style="list-style-type: none">• fidget or cry to signal sleepiness, hunger, anger, discomfort, or boredom• smile to invite an adult to interact• laugh aloud	6–12 Month Indicators: <ul style="list-style-type: none">• hold rattle up for adult to shake• produce different facial expressions, body movements• move body toward caregiver when she approaches• raise arms to familiar adult• experience pleasure when held and read to (coo, babble, smile, squeal, or attend)• shake head “no” when asked if hungry• catch eye of an adult to ask for help	

Strategies to promote expressing needs and thoughts without using words for infants (0-12 months)
<ol style="list-style-type: none">1. Have a primary caregiver who is responsible for each infant’s daily care. This will help that caregiver better understand each child’s unique way of communicating. (0–12 months)2. Know each infant in your care. Observe and determine what an infant’s different movements and cries mean and respond quickly and appropriately. Look, listen, and feel for the answer. Is he hungry, does he have a wet or soiled diaper, or is he just tired of being in the same position? Each of these needs requires a different response. (0–12 months)3. Always respond to infants' sounds. Answer as if she asked you a real question. It is important for the infant to get a response from you. (0–12 months)4. Think of crying as positive, as a sign that the infant is communicating his needs and that he trusts you to respond to them. (0–6 months)5. Use language with infants from the start. Talk with them long before they can talk to you. Use “parallel-talk” where you say what the infant is doing (for example, “you grabbed the rattle.”). Talk with families to learn and share all the ways infants communicate before they can talk. (0–12 months)6. It’s never too early to show books to an infant and talk about pictures. Cuddle him on your lap and look at books. Cloth and vinyl books can be washed if needed. (0–12 months)7. Talk with infants during care giving times. Tell them what is happening before and as it is happening and give them time to respond. Then, tell them what will happen next. This is called “self-talk.” (0–12 months)8. Comfort with language: “Yes, I know that you are hungry. Let’s go get some milk for you.” (0–12 months)9. Pay attention to the infants’ nonverbal expression and respond to them both verbally and nonverbally. Respond to a smile with a smile and say, “Look at Joseph’s big smile.” (0–12 months)10. Provide toys, such as rattles and squeaky toys, that infants can use to create sounds. (0–12 months)

Goal 2. To learn about communication

Strategies to promote expressing needs and thoughts without using words for infants (0-12 months)

11. Use simple, consistent sign language to convey frequent needs and thoughts (for example, “more,” “eat,” “drink,” “milk,” “cracker,” “finished,” etc.). Say the word as you show the infant the gesture. (6–12 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.1 - To express needs and thoughts without using words		
Developmental indicators for this objective		
12–18 Month Indicators: <ul style="list-style-type: none"> • point to ask for an out-of-reach toy • gesture to indicate wet or soiled clothing • crawl or walk to express self • use whole body gestures or movements (lean on closed door when moms leave) 	18–24 Month Indicators: <ul style="list-style-type: none"> • use facial expressions to show excitement or distress • catch adult’s eye for attention and reassurance when needed • show awareness of body functions 	24–30 Month Indicators: <ul style="list-style-type: none"> • use facial expression to show excitement or distress • use hand gestures to show recognition of a song

Strategies to promote expressing needs and thoughts without using words for infants (12-30 months)

1. Be tuned in to each child’s nonverbal communication strategies such as pointing or shaking head “yes” or “no” and respond by using words to help him express his ideas (12–30 months).
2. Continue to use simple consistent sign language and say the word each time you do (12-30 months).
3. Respond quickly to a toddler’s cries or other signs of distress because they may have limited language with which to communicate their needs. (12-30 months)
4. Form a relationship with each toddler so you can understand and respond to each child’s nonverbal communications. For example, to a child who watches you intently as you start to leave the classroom, say “André, I’ll be right back. I just have to take the lunch count to Ms. Carol’s office.” (12–30 months)
5. Say to a child who is attempting to jump up and down as the group prepares for outside play, “Kayla, I can tell you are excited because we’re going outside to play.” (12–30 months)
6. Attach words to the child’s gestures. Describe what the child is doing or what the toddler wants. (12–30 months)
7. Interpret a toddler’s communication attempts with peers. For example, you have observed that Louis enjoys being with Marianne. When it is time for snack, Louis sits at the table, looks at Marianne, and pats the chair next to his. Say to Marianne, “Marianne, I think Louis wants you to sit by him.” (12–30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 2. To learn about communication

Strategies to promote expressing needs and thoughts without using words for infants (12-30 months)

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 2. To learn about communication

Older Toddlers

30–36 months

Objective 2.1 - To express needs and thoughts without using words

Developmental indicators for this objective

30–36 Month Indicators:

- tug on pants to indicate need to go to bathroom
- use facial expression to show excitement or distress
- use hand gestures to show recognition of a song

Strategies to promote expressing needs and thoughts without using words for older toddlers (30-36 months)

1. Respond quickly to a two-year-olds' cries or other signs of distress because they may have limited language with which to communicate their needs. (30–36 months)
2. Provide frequent eye contact to “check in” with every child. (30–36 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Language and Reasoning

- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.2 - To identify with a home language		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • listen to conversations • recognize the voice of familiar adults 	<p>6–12 month Indicator:</p> <ul style="list-style-type: none"> • recognize and begin imitating sounds of home language • understand names of familiar people and objects in home language • look at a bottle on hearing the word “bottle” in the home language • use same sounds and intonations as parents do 	

Strategies to promote identifying with a home language for infants (0-12 months)

Determine the home language of each child in your care. If the home language is non-English or limited English, the following strategies and activities apply to your work setting for 0–12 month-olds:

1. Respect the language of the family. Do not insist that the family speak English to their infant at home. Families should speak the language they know best. Young children who hear two languages spoken well from birth can learn them both. (0–12 months)
2. Ask families to help you learn, in their language, the names of some objects that are part of the caregiving setting (for example, bottle, diaper, food items, and body parts, such as eyes, nose, and mouth). Use these words with the infant. Connect the words to the objects. (0–12 months)
3. Make sure you correctly pronounce the child’s name as well as the names of other family members. (0–12 months)
4. Reassure families that, as you care for their infants, you will make every effort to understand what the child is trying to communicate to you. (0–12 months)
5. Encourage family members to speak in their home language when they visit. (0–12 months)
6. Use tapes with songs and stories in the child’s home language. Invite parents to share records or tapes in their home language. (0–12 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); 1304.21(b)(2)(ii); and 1304.40(a)(2).

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language

Goal 2. To learn about communication

Strategies to promote identifying with a home language for infants (0-12 months)

- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff
- Item 33. Provisions for parents

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.2 - To identify with a home language		
Developmental indicators of this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> say several words in home language clearly 	18–24 Month Indicator: <ul style="list-style-type: none"> speak in home language with family members and others recognize tapes of stories and songs from home culture see that home language does not enable them to communicate and may stop speaking continue to use nonverbal communication like pointing use key words in social situations (“please,” “hi”) 	24–30 Month Indicator: <ul style="list-style-type: none"> Respond when spoken to in home language

Strategies to promote identifying with a home language for toddlers (12-30 months)

1. Encourage family members to speak in their home language when they visit. (12–30 months)
2. Use tapes with songs and stories in the child’s home language. (12–30 months)
3. Invite parents to share records or tapes in their home language. (12–30 months)
4. Ask parents to teach you some commonly used words, such as “Mom,” “bottle,” “eat,” “spoon.” Use the words when speaking with the child. (12–30 months)
5. Ask parents what words their toddler uses so you can learn what their child is saying when speaking in a home language you do not understand. Ask about words for food items, family members, clothing and toys. Become familiar with those words or expressions and use them in communicating with the toddler. (12–30 months)
6. Be aware of child’s attempts to communicate and support any efforts even if the child is not talking. (12–30 months)
7. Ask families to make tapes of stories and music their children know from home. Incorporate them into your plan of activities. Invite families to tell a story or read a book in their home language. (12–30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 2. To learn about communication

Strategies to promote identifying with a home language for toddlers (12-30 months)

1304.21(b)(2)(ii); and 1304.40(a)(2).

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff
- Item 33. Provisions for parents

Goal 2. To learn about communication

Older Toddlers	30–36 months
Objective 2.2 - To identify with a home language	
Developmental indicators for this objective	
30–36 Month Indicators: <ul style="list-style-type: none">increasingly use both home language and English (Code mixing: using both languages in one sentence)	

Strategies to promote identifying with a home language for older toddlers (30-36 months)
<ol style="list-style-type: none">Take pictures of things in the classroom and make a book using both English and the child’s home language. Learn the name of common objects in both languages. Have parents translate a favorite book into the home language. (30–36 months)Make yourself interesting to listen to and provide information that the child can learn from. Make adjustments and adaptations so that the child can understand you. (30–36 months)Use music to help them learn the second language (for example, “Where is Thumbkin?”) (30–36 months)Be accepting of the child’s attempts with language. (30–36 months)Provide a classroom that is accepting of and values other cultures. (30–36 months)
<p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p>
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<p>ECERS-R Language and Reasoning</p> <ul style="list-style-type: none">- Item 15. Books and pictures- Item 16. Encouraging children to communicate- Item 17. Using language to develop reasoning skills- Item 18. Informal use of language
<p>ECERS-R Activities</p> <ul style="list-style-type: none">- Item 26. Promoting diversity
<p>ECERS-R Parents and Staff</p> <ul style="list-style-type: none">- Item 38. Provisions for parents

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.3 - To respond to verbal and nonverbal communication		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none"> • quiet to caregiver’s voice • listen to and gaze at face of person who is talking 	6–12 month Indicator: <ul style="list-style-type: none"> • listen attentively • coo when spoken to • respond when called by name (look up or turn head) • touch mirror when adult asks, “Where is the baby?” • understand names of familiar people and objects • react to facial expressions of adults • look toward named objects 	

Strategies to promote responding to verbal and nonverbal communication for infants (0-12 months)
<ol style="list-style-type: none"> 1. Know and use the name that parents want their infant to be known by, in play and during dressing, diapering, and feeding. 2. Encourage infants to respond to your verbal and nonverbal interaction with them. Say, “Feel the rabbit’s soft fur” as you stroke the stuffed animal, or “Listen to the bells,” as the infant hits the chiming ball and watches it rock back and forth. (0–12 months) 3. Hold out your arms to the infant as a signal that you will pick him up out of his crib. As he reaches out his arms toward you, say, “There you go, Elliot. I am taking you out of your crib.” (0–12 months) 4. Put words to their actions. For example, say, “You are reaching for the ball.” (0–12 months) 5. Use names of people and objects as you communicate with young infants. (0–12 months) 6. Use motions to songs while singing with infants. (0–12 months) 7. Sing songs over and over again. Singing is another way for infants to learn the words and sounds of language. (0–12 months) 8. Learn and use sign language as a means of communicating with infants. (0–12 months) 9. Talk to parents about things they do at home and ways they can help their babies learn to communicate. (0–12 months) 10. Invite mobile infants to assist with a simple task (for example, “Adrienne, bring me the ball.”). (0–12 months) 11. Sing naming songs with infants to make connections between words and objects. (0–12 months) <p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p>

Goal 2. To learn about communication

Strategies to promote responding to verbal and nonverbal communication for infants (0-12 months)

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.3 - To respond to verbal and nonverbal communication		
Developmental indicators of this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • follow simple directions such as, “Will you carry these napkins to the table, please?” • push foot into boot as adult pulls it up 	18–24 Month Indicator: <ul style="list-style-type: none"> • follow directions such as, “Bring the book to me, please.” • go over to cot when lights are dimmed for naptime 	24–30 Month Indicator: <ul style="list-style-type: none"> • respond to adult’s facial expressions (stop throwing blocks after a stern look from adult)

Strategies to promote responding to verbal and nonverbal communication for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Provide nonverbal support and encouragement to mobile infants by making eye contact, smiling, nodding, or gesturing to them. (12–30 months) 2. Give clear and specific one-step directions, such as “Put the doll in the doll bed,” rather than “Put the doll where it belongs.” (12–30 months) 3. Match your body language, especially facial expression, to voice tone and spoken words, so children do not receive mixed messages. (12–30 months) 4. Be consistent with verbal and nonverbal signals for routines and for transitions from one activity to another. For example, include transition songs or finger plays when preparing to go outdoors. (12–30 months) 5. Sing chants and nursery rhymes that allow the children to anticipate what’s next (for example, “One, Two, Buckle My Shoe”). (12–30 months) <p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ITERS-R Listening and Talking</p> <ul style="list-style-type: none"> - Item 12. Helping children understand language - Item 13. Helping children use language - Item 14. Using books <p>ITERS-R Activities</p> <ul style="list-style-type: none"> - Item 24. Promoting acceptance of diversity

Goal 2. To learn about communication

Strategies to promote responding to verbal and nonverbal communication for toddlers (12-30 months)

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Older Toddlers	30–36 months
Objective 2.3 - To respond to verbal and nonverbal communication	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• understand a pause in the conversation is a signal for him to take a turn• respond to adult’s facial expressions (stop throwing blocks after a stern look from adult)	

Strategies to promote responding to verbal and nonverbal communication for older toddlers (30-36 months)
<ol style="list-style-type: none">1. Tell stories about feelings. Use words to describe how you and others feel. Ask, “Can you tell by Susie’s face how she is feeling?” (30–36 months)2. Ask open-ended questions (those that need more than a “yes” or “no” answer, such as “What did you have for breakfast at home this morning?”).3. Read favorite books, pausing to allow children to fill in the next phrase.4. Encourage twos to use language. Ask questions that expand and extend language. Say, “Tell me about
<p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p>
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<p>ECERS-R Language and Reasoning</p> <ul style="list-style-type: none">- Item 15. Books and pictures- Item 16. Encouraging children to communicate- Item 17. Using language to develop reasoning skills- Item 18. Informal use of language
<p>ECERS-R Activities</p> <ul style="list-style-type: none">- Item 26. Promoting diversity
<p>ECERS-R Parents and Staff</p> <ul style="list-style-type: none">- Item 38. Provisions for parents

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.4 - To communicate through language		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none">• coo• make “raspberry” noises	6–12 Month Indicator: <ul style="list-style-type: none">• vocalize to self and others• begin babbling• change pitch / loudness of voice• make vowel-like sounds or a variety of consonant and vowel sounds• imitate inflection• babble to others• recognize familiar person and vocalizes• create long babble sentences	

Strategies to promote communication through language for infants (0-12 months)
<ol style="list-style-type: none">1. Listen and respond to the infant’s babblings and vocalizations. Match his vocalizations and repeat them back to him. Appreciate these sounds as the beginning of communication that help develop language skills. (0–12 months)2. Exchange sound with infants. Let them take the lead. Imitate their vocalizations and remember that they will match your vocalizations, too. (0–12 months)3. Talk with infants in a pleasant, calm voice. Use “Motherese” rather than baby talk. Motherese is when you raise the pitch of your voice, soften the tone, and slow down the rate using simple, clear sentences. Baby talk is the mispronunciation of words. Keep eye contact when talking with infants. (0–12 months)4. Talk, sing, and read to infants. Talking to infants gives them language skills that will help them learn more easily when they get to school. (0–12 months)5. Playing games like peek-a-boo helps the infant learn to do things with others and learn that taking turns while playing is part of having fun and communicating. (0–12 months)6. Be aware of some warning signs that a young infant may have a communication disorder: displays lack of interest in social contact (for example, avoids eye contact, holds body rigidly), or does not respond to human voices or other sounds. (0–12 months)7. Be aware of some signs that a mobile infant may have a communication disorder: a mobile infant who has been babbling stops babbling; or does not show interest in objects, interacting with caregivers, or playing games such as pat-a-cake. (6–12 months)8. Document your observations of an infant’s behaviors that support your concern and discuss this with your supervisor and/or parents of the infant. (0–12 months)

Goal 2. To learn about communication

Strategies to promote communication through language for infants (0-12 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.4 – To communicate through language		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • repeat familiar words • call caregiver by name • use words such as “mama” and “dada” • understand many more words than they can say • use gestures and words to communicate needs (“yes,” “no,” “up,” “all gone”) • begin to use “me,” “you,” and “I” 	18–24 Month Indicator: <ul style="list-style-type: none"> • participate in sound and word play • request songs and finger plays • expand vocabulary • combine words • use words to indicate wants and needs (toys, food, ownership) • use name to refer to self • show frustration when not understood and may act accordingly • use single words combined with gestures and intonation to communicate 	24–30 Month Indicator: <ul style="list-style-type: none"> • participate in and sustain conversations

Strategies to promote communication through language for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Name and talk about things in the room or outdoors to help expand vocabulary. Encourage toddlers to say words by showing your pleasure and excitement when they say a word. Remember, they will say what you say! (12–30 months) 2. Expand on what they say to model complete sentences. For example, when a child says “milk” as you are pouring milk into cups for snack, say, “Yes, Monteil, we’re going to have milk for snack.” (12–30 months) 3. Add toys to the environment to promote language development. For example, add telephones, small vehicles, dolls, and doll blankets. (12–30 months) 4. When initiating a conversation with a toddler, allow child ample time to respond. Talk with toddlers at their eye level. (12–30 months) 5. Listen attentively as toddlers initiate a conversation with you and respond to their verbal initiations. Resist the temptation to rush toddlers or interrupt them as they talk with you. (12–30 months) 6. Name objects, describe events, and reflect feelings to help children learn new words (12–30 months). 7. Set up the learning environment to encourage children to communicate with each other. For example, in the home living area, include dishes, pots and pans, dolls, doll blankets, and at least two telephones. (12–30 months) 8. Help children listen to and communicate with each other. When necessary, talk for them or interpret what they are trying to communicate. For example, say, “Tell her you want some playdough” or “He’s telling you he doesn’t like it when you push him off the tricycle.” (12–30 months) 9. When necessary, ask parents to interpret for you what their toddler is saying. (12–30 months) 10. Talk with twos often and about lots of things. Sit with twos while they eat and discuss the foods they are eating. (18–30 months) 11. Remember that twos are always listening to your words! (18–30 months)

Goal 2. To learn about communication

Strategies to promote communication through language for toddlers (12-30 months)

12. Talk about colors and sizes of things you see. Use words that describe what the children are doing. (12–30 months)
13. Be aware of some signs that a two-year-old may have a communication disorder, especially an older toddler.. A child may have a communication disorder if he exhibits these signs:
 - has limited vocabulary
 - is often misunderstood by others
 - often misunderstands questions (18–30 months)
14. Observe the child closely and identify and document the behavior, or absence of behavior, and when it occurs. Discuss your concerns with your supervisor and/or the child's parents. (12–30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Older Toddlers

30–36 months

Objective 2.4 – To communicate through language

Developmental indicators for this objective

30–36 Month Items:

- ask “why” questions
- use phrases and/or simple sentences and questions that incorporate expanding vocabulary
- often mix up the tense or use of words to meet their needs (for example, “The plane is highering up!”)
- makes developmental errors in pronunciation of sounds and words

Strategies to promote communication through language for older toddlers (30-36 months)

1. Discuss what’s happening now and what will happen next. For example, say, “Your Mommy went to work. She’ll be back after nap.” or “After we have lunch it will be time for nap.” (30–36 months)
2. Ask questions that require the child to give more than a “yes” or “no” answer (open-ended questions). Include questions that require the child to think (for example, “What would happen if we moved this block?”).
3. Do not correct mistakes in word use, pronunciation or tense. Simply model the correct way to say it. For example, if the child says, “The plane is highering up!”, you say, “Yes, that plane is going higher!”
4. Continue to use many songs, finger plays, and stories throughout the day in routine times, transition times, and playtime.

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Language and Reasoning

- Item 15. Books and pictures
- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.5 – To enjoy books and stories		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none"> • enjoy the sound of language and steady rhythm of words • engage in brief moments of joint attention to books 	6–12 Month Indicator: <ul style="list-style-type: none"> • become an active reading partner through chewing, shaking, banging and observing a book • attempt to turn page of book being held by adult • look at picture books with interest, sometimes pointing at objects 	

Strategies to promote enjoyment of books and stories for infants (0-12 months)
<ol style="list-style-type: none"> 1. Read to an infant as you cradle her in your arms. Accompany the reading with lots of cuddles and snuggles (if infant enjoys cuddling) (0–12 months) 2. Select books with simple, bold illustrations. (0–12 months) 3. Prop board books up so nonmobile infants can see the pictures. (0–12 months) 4. Select books that focus on things familiar to the infants: bottle, clothes, toys, and people. (0–12 months) 5. Provide books that can be easily cleaned (for example, washable cloth books, soft vinyl or oilcloth books). (0–12 months) 6. Provide board books with thick, coated pages. (0–12 months) 7. Include books with pictures of objects, people, and activities infants can relate to: pets, vehicles, taking a bath, mommies, and daddies. (0–12 months) 8. Place sturdy board books in book pockets or sturdy book stands where mobile infants can look at books on their own. (0–12 months) 9. Use many songs, finger plays, and stories throughout the day in routine times, transition times, and playtime. <p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ITERS-R Listening and Talking</p> <ul style="list-style-type: none"> - Item 12. Helping children understand language - Item 13. Helping children use language - Item 14. Using books <p>ITERS-R Activities</p> <ul style="list-style-type: none"> - Item 24. Promoting acceptance of diversity

Goal 2. To learn about communication

Strategies to promote enjoyment of books and stories for infants (0-12 months)

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.5 – To enjoy books and stories		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> begin to follow simple stories and may listen for a brief time when read to select a book and takes it to an adult to read “play” with a book or carry it around 	18–24 Month Indicator: <ul style="list-style-type: none"> rotate book to get picture right side up point to pictures in book and ask “What’s that?” name some pictures in books enjoy looking at books on own make up stories while turning pages of book request favorite books to be read over and over again 	24–30 Month Indicator: <ul style="list-style-type: none"> imitate teachers reading a story recite whole phrases from familiar stories

Strategies to promote enjoyment of books and stories for toddlers (12-30 months)
<ol style="list-style-type: none"> Sit on the floor with one or two children, reading to them. Support children in their responses to book illustrations. “Yes, that’s a dog. His name is Spot,” as child points to dog in book. (12–30 months) Encourage children to follow the illustrations as you read the text. Ask, “Can you find the cat?” (12–30 months) Read to toddlers individually or in groups of two or three frequently during the day. Do not expect that they will all be sitting and listening at the same time. (12–30 months) Select books with simple plots about familiar things and people. Toddlers enjoy books that repeat the same words over and over again. Also include books that rhyme. (12–30 months) Set up a cozy and soft reading/library/book area for toddlers to use independently. Include some sturdy, familiar books. (12–30 months) Choose vinyl and board books; expect to replace books frequently. (12–30 months) Allow children to go to the library area and “read” independently. Join them in the area and read a requested book. (12–30 months) Recognize that repetition is important for toddlers. Therefore re-read favorite books. Add others which may become “new” favorites. As you read with toddlers, allow them to turn pages and point to pictures in the book. (12–30 months) Tell stories, sometimes using props, such as flannel or magnetic figures, story characters, and puppets. (12–30 months) Allow children to manipulate and place flannel or magnetic figures on the boards. (12–30 months) Have props or objects that relate to the story for the children to touch or hold. (12–30 months) Use inflection and emphasis. Exaggerate your voice and facial expressions to make the story entertaining for twos. (12–30 months) Try at least two or three short readings during the day. Allow twos to come and go while reading. Pick short books or poems. (12–30 months) Talk about reading and writing as you go through the tasks of the day, so children will begin to see that reading is not only fun, but also functional. “We need to write a note to Mom that you need more diapers.”

Goal 2. To learn about communication

Strategies to promote enjoyment of books and stories for toddlers (12-30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Older Toddlers

30–36 months

Objective 2.5 – To enjoy books and stories

Developmental indicators for this objective

30–36 Month Items:

- imitate teachers reading a story
- recognize that pictures may have different orientation (sloth hanging upside down from tree)
- begin to act out stories (“Jack and Jill,” “Humpty Dumpty,” “Three Billy Goats Gruff”)
- protest when a adult misreads a word in a familiar story and offers correction
- recite whole phrases from familiar stories

Strategies to promote enjoyment of books and stories for toddlers (12-30 months)

1. Read to children in small groups of two or three. (30–36 months)
2. Have props or objects that relate to the story for the children to touch or hold.
3. Use inflection and emphasis. Exaggerate your voice and facial expressions to make the story entertaining for twos.
4. Try two or three short readings during the day. Allow twos to come and go while reading. Pick short books or poems.

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Language and Reasoning

- Item 15. Books and pictures
- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

Goal 3. To learn about the world



Babies begin learning about the world the moment they enter the world. Connections in their brains that mostly govern basic body functions, such as a heart that beats and lungs that breathe, begin to multiply at the rate of 3 billion connections per second in response to every little piece of information that enters through all of the senses.

All the development of their thinking skills, or cognition, happens within the context of positive, secure relationships with others. Research has shown that certain chemicals flood the brain during times of ongoing stress and insecurity and can cause irregular “wiring” patterns of the connections in the brain. Without these secure relationships, babies’ brains are not “wired” for efficient thinking skills and are not ready to explore.

Their understanding of concepts and relationships, such as cause and effect, object permanence, using learning schemes, visual perception, understanding of space, imitation and the use of tools, are all discoveries made through exploration and play.

Young children learn about the world in a holistic manner. That just means that they learn all kinds of things all at once, not separately like we might in “big school.” Adults divide development into sections to make it easier to study. In later years, children will learn specific concepts within a content area, such as math. However, at this young age, “early math-knowledge” is acquired in all areas of development. Little pieces of information and ideas will one day be the foundation for what we might think of as math concepts. For example, understanding that my toes are part of my body is an early component of quantity, part/whole, and position concepts. Understanding that Daddy still exists even when I can’t see him is a foundation for abstract mathematical concepts.

The Link to School Readiness

Learning about the world is a big part of getting ready for kindergarten. Concepts and relationships (big/little, part/whole), vocabulary related to math and science (sorting, classifying, patterning, comparing), approaches to learning (persistence, reasoning, problem solving) all are based on the ideas and information formed early in life through play and exploration as young children learn about the world.

Goal 3. To learn about the world

Infants		0–12 months
Objective 3.1 – To gain an understanding of basic concepts and relationships		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none">• engage primarily in reflexive behavior• respond to sensory stimuli, such as touch, sounds, light, voices• gather information through senses: mouthing, grasping, reaching• look at face of person who is talking• turn head toward sound/voice• recognize familiar objects like bottles	6–12 Month Indicator: <ul style="list-style-type: none">• begin to look for dropped toy• differentiate between person attached to and others• come to realize ability to make things happen: hit or kick mobile and it moves• begin to realize that self, people, and objects in the world are each separate.• shake stuffed animal in same way as rattle to hear noise• kick new crib toy to see if it will move• squeeze and taste new finger food, reach for objects within view• use hands to steady self when sitting up• reach for a toy that has rolled away• raise bottle as level of milk drops	

Strategies to learning about basic concepts and relationships for infants (0-12 months)
<ol style="list-style-type: none">1. Provide stimulation to promote cognitive development. To avoid overstimulation of young infants, limit the number of adults and infants in the room.2. Give young infants faces to look at, especially yours. Infants attend to faces, either real or in picture form, longer than to any other images.3. Talk with young infants during caregiving times of feeding, bathing, diapering, and dressing. Explain what will happen, what is happening, and what will happen next. It is these day-to-day relationships and experiences, more than toys and equipment, that contribute to the young infant's cognitive development.4. Provide for very young infants a limited variety of soft, washable toys to be looked at and mouthed. Place varying sized objects within view and reach of infant.5. Vary the position of young infants so they can see more of their environment.6. Add interesting toys of different textures that are responsive to the action of the infant, such as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles.7. Talk with infants about what they are experiencing through their senses. Say, "I know that dry diaper feels good."8. Place infants in a safe area large enough for them to move freely. Place toys around the area to encourage them to move around and

Strategies to learning about basic concepts and relationships for infants (0-12 months)

reach for them.

9. Allow infants time to try to solve problems on their own. Know each infant's tolerance for frustration and his or her developing abilities and tailor your actions accordingly. Strive for balance between helping the young infant by making the situation easier to cope with and letting the child work things out. For example, for the nonmobile child who becomes upset because a toy is out of reach, you would move it nearer. For the child who is beginning to creep or crawl, you might offer words of encouragement such as "Keep trying, you've almost got it!"
10. Comment on their successes as they solve problems: "Jamal, you worked hard to pick up that rattle."

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Toddlers **12–30 months**

Objective 3.1 – To gain an understanding of basic concepts and relationships

Developmental indicators for this objective

<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • enjoy filling bucket with pop beads and dumping them out (spatial concept) • remember games and toys from previous day (hold ideas in memory) • pull cover off toy that has been hidden (object permanence) • ask for wooden spoon to bang on homemade drum • pretend to open door using a toy key • blow on noodles when adult explains they are hot • frequently generalize (say dog for a variety of four-legged animals) • use hammer instead of hand to flatten play dough • point to picture in a storybook and look to adult for name of that object • bring over a stool to help reach a toy • try various pieces in shape-sorting box until one fits • use a stick to gain an out-of-reach toy • pull string to get toy to roll <p>For more information on what toddlers learn from practicing learning schemes/sensorimotor exploration, please see the article titled “A Letter from a Toddler” in the Resource Section.</p>	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • get in and out of and sit in laundry baskets or boxes • connect language to more concepts (say, “More milk.”) • use wooden spoon as a drum stick • activates cause and effect toys • explores through sensorimotor manipulation such as <ul style="list-style-type: none"> - banging - twisting - throwing - pushing - opening/closing • see a picture of a zebra and call it a horse • paint on side of building after painting at easel (going beyond direct/immediate imitation) • complete new puzzle using familiar strategy of turning pieces until they fit • imitate others’ activities, emotions, and words • cooperate with others in implementing a plan (carry a pillow across the room for jumping game) • ask “why?” questions • dip a paintbrush in water to clean it • observe and experiment through trial and error 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • experiment with mixing colors when painting • tell another child, “Your mommy comes back after nap.” • run to tree and say, “I run fast.” • connect language to more concepts such as size and color • understand opposite meanings (go-stop, big-little, up-down, in-out) • have increased memory of past events
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Strategies to learning about basic concepts and relationships for toddlers (12-30 months)

1. Provide a physical and social environment that focuses on play as the main ingredient for cognitive development. The environment should
 - be safe
 - offer freedom to explore
 - give opportunities for choice and self-direction
 - be rich in sensory experiences.
2. Offer toys and materials, such as plastic or wooden cars and trucks, dolls, balls of different sizes and textures, nesting and stacking toys, play or real telephones.
3. Add toys that can be used in more sophisticated ways: large connecting blocks, small building cones, and wooden snap trains, for example.
4. Include real objects, or realistic replicas, for pretend play: cup and spoon, purses, doll and blanket, telephone, pots and pans, measuring cups, containers with lids.
5. Prepare the environment so that mobile infants are able to make choices. For example, display toys clearly on low shelves. Store collections of items, such as small wooden blocks, in a clear plastic container labeled with a picture of the items. Expect that the main play activity may be taking things off of shelves!
6. Maintain some familiar and favorite toys and materials in the environment while gradually adding new ones.
7. Remain nearby and available but non-directive while mobile infants play. Be a safe base for them by helping when needed but allow them the opportunity for independent exploration and discovery.
8. Provide a variety of unstructured materials that mobile infants can use creatively.
9. Encourage creativity rather than imposing limits on how mobile infants use materials.
10. Allow mobile infants to explore new materials and try to figure out what to do with them.
11. Expect challenges when two toddlers want the same materials and provide duplicates where possible.
12. Create simple interest areas for toddlers:
 - Home living with baby dolls, blankets, handbags, caps and shoes
 - Book area with sturdy books and space to sit
 - Art and expressive materials area with easel, thick paints, brushes, large pieces of paper, washable markers
 - Sensory area to include sand and water play with measuring cups, sieves and sifters
 - Toy area with puzzles and large pegs and pegboards, stringing area with thin rope and plastic pipe cut into 2" lengths
 - Block and construction area with large cardboard or milk carton blocks, large foam blocks, and vehicles
13. Allow children freedom to play with materials with a minimum of adult interaction. As toddlers interact with materials they will come to understand concepts and relationships. For example, as they play with props in the water, they will begin to understand that a cup holds water and a sieve does not.
14. Remember that learning is holistic (many different areas/concepts are developing at the same time) and that sometimes it looks like they are "just fooling around with stuff." Practicing these learning schemes is the foundation for all later learning!
15. Use language to interact and describe what the toddler is doing. "Yes, Olivia, the baby is going to sleep and you are patting her back."

Strategies to learning about basic concepts and relationships for toddlers (12-30 months)

16. Teach concepts, such as colors and shapes, to toddlers using everyday routines rather than using drill. For example, say, “Elliot, I see round circles on your shirt.”
17. Help toddlers understand number concepts in a natural context of play and daily routines. For example, point out the number of children who are swinging.
18. Use finger plays and songs to focus toddlers’ attention.
19. Read books with toddlers that present appropriate basic concepts and relationships (such as home, going to bed, farm animals, foods, families, and friends).
20. Avoid asking lots of questions as you read with toddlers. Listen to the toddlers’ comments and respond to their questions.
21. Understand that, as toddlers learn more about cause and effect, they will repeat actions even if adults respond negatively. For example, Darlene continues to climb on the stool to flick the lights on and off even though the teacher has tried to redirect this behavior.
22. Add materials to environment that are slightly more challenging to toddlers. For example, add puzzles with more pieces or smaller pegs and balls.
23. Provide additional props to home living area that build on children’s real life experiences (blenders, lawn mowers, tools).
24. Allow toddlers to figure out what to do with new play materials rather than directing their actions. Observe them as they build on their skills in discovering how to use new materials.
25. Talk to toddlers about how things are alike and different.
26. Provide equipment and materials in the outdoor environment that encourage problem-solving (for example, small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of).
27. Allow toddlers to work on a problem uninterrupted. Observe what toddlers do, so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is in danger or is getting too frustrated.
28. Begin to talk about solving problems. Have conversations with toddlers about problem solving. For example, it is raining and the group will not be able to go outside. Rather than having an adult conversation about alternatives, sit on the floor and talk to each other and the group of children about the problem, not being able to go outside, and possible solutions: playing in the multipurpose room, going on an inside walk, and so forth.
29. Provide more sophisticated materials and equipment to learning centers as needed:
 - Home living area with child-sized table and chairs and kitchen appliances, simple clothing, blankets, and beds for dolls, dishes, cooking utensils, handbags, and simple dress-up clothes.
 - Language and book area with sturdy books, pillows, couch, chairs, special picture books that may be used with adult supervision and props related to favorite books.
30. Give children some power to change sensory materials. For example, provide water and molds for twos to use in dry sand and see what happens.
31. Resist pressure to teach concepts such as colors and shapes to twos. Instead, include the names of colors and shapes in normal interactions with them. For example, say, “Danielle, please bring me the green ball.”

Strategies to learning about basic concepts and relationships for toddlers (12-30 months)

32. Help twos understand shapes in the natural context of play and daily routines. For snack, serve round and square crackers and verbally label them as you offer choices: “We have round and square crackers for snack. Which would you like?”
33. As twos play with blocks and in sand, help them by verbalizing comparisons of size and weight. “This pail is heavy. Is the green one even heavier?”
34. Include language in gross motor activities so that children can experience concepts with their bodies. For example, in “Ring around the Rosie,” model and encourage the children to act out “We all fall down.”
35. Provide simple props (cardboard blocks made into a simple bridge) and help children act out and retell simple stories.

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).

ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Older Toddlers	30–36 months
Objective 3.1 – To gain an understanding of basic concepts and relationships	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• substitute one object for another (use stick as spoon for feeding baby-doll)• put materials together in unexpected ways (experiment to see what sticks on contact paper collage)• repeat action to cause desired effect• group/sort objects by one feature• show growing ability to predict what will happen next• begin to think about things (finds solutions mentally)	

Strategies to learning about basic concepts and relationships for older toddlers (30-36 months)

1. Make materials available that can be sorted: big animals and baby animals, red blocks and yellow blocks.
2. Offer materials that are in the same category but are different in some way, such as size or texture, or that produce different results, such as painting with spatulas rather than brushes, or music shakers with different sound makers inside.
3. Let twos find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Appreciate this creative use of materials as a part of cognitive development.
4. Observe twos as they work with materials and comment on what you see them doing. Ask questions about concepts and relationships such as “Which pile do you think has more?”
5. Verbalize information about concepts and relationships in the things you do during the day. “I can’t find the one that matches this. Can you help me?”
6. Point out concepts and relationships as the children work with material during their play: “This is the biggest truck we have. Which one is the smallest?”

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Space and Furnishings

- Item 2 Furniture for routine care, play and learning

Strategies to learning about basic concepts and relationships for older toddlers (30-36 months)

- Item 4 Room arrangement for play

ECERS-R Language and Reasoning

- Item 17 Using language to develop reasoning skills

ECERS-R Activities

- Item 19 Fine motor
- Item 20 Art
- Item 21 Music/movement
- Item 22 Blocks
- Item 23 Sand/water
- Item 24 Dramatic play
- Item 25 Nature/science
- Item 26 Math/number

ECERS-R Interaction

- Item 33 Interactions among children

ECERS-R Program Structure

- Item 34 Schedule
- Item 35 Free play
- Item 36 Group time

Goal 3. To learn about the world

Infants		0–12 months
Objective 3.2 – To apply knowledge to new situations		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • shake stuffed animal in same way as rattle to hear noise • kick new crib toy to see if it will move • squeeze and taste new finger food 	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none"> • enjoy filling bucket with pop beads and dumping them out (spatial concept) • remember games and toys from previous day (memory) • look for toy that has been hidden (object permanence) • use wooden spoon to bang on homemade drum 	

Strategies to promote applying knowledge to new situations for infants (0-12 months)	
<ol style="list-style-type: none"> 1. Add interesting toys of different textures that are responsive to the action of the infant such as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles. 2. Talk with infants about what they are experiencing through their senses. Say, “That towel is wet. Remember when your shirt got wet.” 3. Provide a variety of unstructured materials that mobile infants can use creatively. 4. Encourage creativity rather than imposing limits on how mobile infants use materials. 5. Allow mobile infants to explore new materials and try to figure out what to do with them. 6. Notice and comment when children apply knowledge to new situations. For example, to Mischa, who puts small wooden blocks in a shoebox rather than in the intended container and places on storage shelf, say, “Mischa, you found a new container for the blocks,” rather than, “Those blocks go in this container,” as you put them in the proper container. 	
<p>For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p>	
<p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p>	
<p>ITERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 2. Furniture for routine care and play - Item 5. Display for children 	
<p>ITERS-R Listening and Talking</p> <ul style="list-style-type: none"> - Item 12. Helping children understand language - Item 13. Helping children use language - Item 14. Using books 	

Strategies to promote applying knowledge to new situations for infants (0-12 months)

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 3. To learn about the world

Toddlers		12–30 months
Objective 3.2 – To apply knowledge to new situations		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • blow on noodles when adult explains they are hot • frequently generalize (say dog for a variety of four-legged animals) • use hammer instead of hand to flatten playdough 	18–24 Month Indicator: <ul style="list-style-type: none"> • see a picture of a zebra and call it a horse • paint on side of building after painting at easel (going beyond direct/immediate imitation) • complete new puzzle using familiar strategy of turning pieces until they fit • imitate others' activities, emotions, and words 	24–30 Month Indicator: <ul style="list-style-type: none"> • substitute one object for another (uses stick as spoon for feeding baby-doll) • put materials together in unexpected ways (experiment to see what sticks on contact paper collage) • repeat action to cause desired effect • group/sort objects by one feature

Strategies to promote applying knowledge to new situations for toddlers (12-30 months)

1. Provide a variety of unstructured materials that mobile infants can use creatively.
2. Encourage creativity rather than imposing limits on how mobile infants use materials.
3. Allow mobile infants to explore new materials and try to figure out what to do with them.
4. Add materials to environment that are slightly more challenging to toddlers. For example, add puzzles with more pieces or smaller pegs and balls.
5. Provide additional props to home living area that build on children's real life experiences (blenders, lawn mowers, tools).
6. Allow toddlers to figure out what to do with new play materials rather than directing their actions. Observe them as they build on their skills in discovering how to use new materials.
7. Talk to toddlers about how things are alike and different.

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

Strategies to promote applying knowledge to new situations for toddlers (12-30 months)

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 3. To learn about the world

Older Toddlers

30–36 months

Objective 3.2 – To apply knowledge to new situations

Developmental indicators for this objective

30–36 Month Items:

- substitute one object for another (use stick as spoon for feeding baby-doll)
- put materials together in unexpected ways (experiment to see what sticks on contact paper collage)
- repeat action to cause desired effect
- group/sort objects by one feature

Strategies to promote applying knowledge to new situations for older toddlers (30-36 months)

1. Make materials available that can be sorted: big animals and baby animals, red blocks and yellow blocks.
2. Offer materials that are in the same category but are different in some way, such as size or texture. Allow older toddlers to manipulate, sort, and combine materials in different ways.
3. Offer materials and equipment that might produce different results, such as painting with spatulas rather than brushes, or music shakers with different sound makers inside.
4. Let twos find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Appreciate this creative use of materials as a part of cognitive development. Re-sorting materials as the children help you put things away is part of the learning.
5. Ask “what would happen if” questions.

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Space and Furnishings

- Item 2. Furniture for routine care, play and learning
- Item 4. Room arrangement for play

ECERS-R Language and Reasoning

- Item 17. Using language to develop reasoning skills

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art

Goal 3. To learn about the world

Strategies to promote applying knowledge to new situations for older toddlers (30-36 months)

- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time

Goal 3. To learn about the world

Infants		0–12 months
Objective 3.3 – To develop strategies for solving problems		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none">• reach for objects within view• use hands to steady self when sitting up• reach for a toy that has rolled away• raise bottle as level of milk drops	6–12 Month Indicator: <ul style="list-style-type: none">• point to picture in a storybook and look to adult for name of that object• bring over a stool to help reach a toy• try various pieces in shape-sorting box until one fits, sometimes by chance• still may try ineffective strategies like banging or shaking a piece to a shape-sorting box	

Strategies to promote developing strategies for solving problems for infants (0-12 months)

1. Place infants in a safe area large enough for them to move freely. Place toys around the area to encourage them to move around and reach for them.
2. Allow infants time to try to solve problems on their own. Know each infant's tolerance for frustration and his or her developing abilities and tailor your actions accordingly. Strive for balance between helping the young infant by making the situation easier to cope with and letting the child work things out. For example, for the nonmobile child who becomes upset because a toy is out of reach, you would move it nearer. For the child who is beginning to creep or crawl, you might offer words of encouragement, such as "Keep trying, you've almost got it!"
3. Comment on their successes as they solve problems: "Jamal, you worked hard to pick up that rattle."
4. Allow free choice of materials for play, so children will find problems to solve that are meaningful to them (problems they run into during the course of the day), such as how to get the ball that rolled under the table.
5. First, observe children in order to help in problem solving, taking your cues from them. Assist them only until they can work independently. If the child does not need or want help, allow the child to solve the problem by himself.
6. Intervene in the mobile infants' play only to prevent them from hurting each other or to keep them from becoming overly frustrated. For example, as you sit at a low table with a mobile infant who gets stuck putting puzzle pieces in a three-piece puzzle, give verbal hints about how to turn the pieces until they fit rather than showing the child how they fit.
7. Provide help when the mobile infant comes to you with a problem: "Yes, Andréa, we can get the shapes out so you can put them in again."
8. Remember that learning is holistic (many different areas/concepts are developing at the same time) and that sometimes it looks like they are "just fooling around with stuff." Practicing these learning schemes is the foundation for all later learning!

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford,

Strategies to promote developing strategies for solving problems for infants (0-12 months)

and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).

ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 3. To learn about the world

Toddlers		12–30 months
Objective 3.3 – To develop strategies for solving problems		
Developmental indicators for this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • use tools to get what they want <ul style="list-style-type: none"> - a stick to gain an out-of-reach toy - pull string to get toy to roll - a stool to reach something • try to fit puzzle piece or piece in a shape sorter with more intent 	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • cooperate with others in implementing a plan (carry a pillow across the room for jumping game) • ask “why?” questions • dip a paintbrush in water to clean it • observe and experiment through trial and error, but have eliminated some schemes such as banging and shaking 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • use simple verbalizations in problem solving such as “it don’t work.” • may use more sophisticated verbalization such as “it needs batteries.” • still try many trial and error strategies

Strategies to promote developing strategies for solving problems for toddlers (12-30 months)

1. Provide equipment and materials in both the indoor and outdoor environments that encourage problem solving. For example, small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of.
2. Provide a wide variety of materials to allow children to practice problem-solving skills.
3. Allow toddler to work on a problem uninterrupted. Observe what toddlers do so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is in danger or is getting too frustrated.
4. Begin to talk about solving problems. Have conversations with toddlers about problem solving. For example, it is raining and the group will not be able to go outside. Rather than having an adult conversation about alternatives, sit on the floor and talk to each other and the group of children about the problem, not being able to go outside, and possible solutions: playing in the multipurpose room, going on an inside walk, and so forth.

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language

Goal 3. To learn about the world

Strategies to promote developing strategies for solving problems for toddlers (12-30 months)

- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Older Toddlers	30–36 months
Objective 3.3 – To develop strategies for solving problems	
Developmental indicators for this objective	
<p>30–36 Month Items:</p> <ul style="list-style-type: none"> • show growing ability to predict what will happen next • begin to think about things (find solutions mentally) 	

Strategies to promote developing strategies for solving problems for older toddlers (30-36 months)
<ol style="list-style-type: none"> 1. Observe twos as they work to solve problems and comment on what you see them doing. To Juanita, who is dropping clothespins into a plastic bottle, say, “You are dropping all those clothes pins into the bottle. Just two more and they will all be in the bottle.” Ask her what she will do next. 2. Model problem solving by offering children opportunities to help you solve problems. Verbalize the activity by saying, “The playground gate is locked. Let’s ask Ms. Sue to get the key for us.” 3. Ask open-ended questions that encourage twos to predict what will happen. As you hand Lizzie the bottle of liquid soap, ask, “What do you think will happen if you squirt just a little bit of soap into the water?” Stand back and watch. Respond to her comments about what is happening. “Bubbles,” she says. “Yes, you made bubbles!” <p>For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ECERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 2. Furniture for routine care, play and learning - Item 4. Room arrangement for play <p>ECERS-R Language and Reasoning</p> <ul style="list-style-type: none"> - Item 17. Using language to develop reasoning skills <p>ECERS-R Activities</p> <ul style="list-style-type: none"> - Item 19. Fine motor - Item 20. Art - Item 21. Music/movement - Item 22. Blocks - Item 23. Sand/water

Goal 3. To learn about the world

Strategies to promote developing strategies for solving problems for older toddlers (30-36 months)

- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time

Goal 4. To learn about moving and doing



Moving and doing is a constant state of events with babies. Their reflexive movements become more controlled and have meaning in the first few months. A random kick that makes a toy make a noise is soon repeated with intent. The development of a baby's movements typically follows a predictable sequence. He gains control from his head to his toes, so that he first gains control of his head, then his upper body, then his trunk, then his legs. He also gains control from the center out, so that control of his trunk is first, followed by his arms and legs, and then, his fingers and toes.

Movement plays an important role in later school success. Children who have had ample opportunity to “move and do” typically do better academically as well. While we think of having five senses (sight, hearing, taste, touch, and smell), two additional sensory systems are all about movement. One is our sense of balance and movement through space. The second is the system that processes all the information received from our joints and muscles and sends that information to our brain as we move.

Both of these senses/systems develop early through experiencing movement. Climbing, running, riding wheeled toys, swinging, and moving in, under, and around obstacles are the kinds of movements that allow this development to become integrated into a child's entire sensory system. Children who spend a lot of time in front of television and computer screens often miss out on this aspect of development.

When these senses are not integrated so that they become “second nature” to a child, there may be problems with learning, because children rely on all seven senses to help them learn about the world. Problems with integration may mean that the child overregisters or underregisters movement. He may push too hard on something, step too far down a step, or miss a step. If children have to concentrate so hard to continue to control their movements, they have trouble focusing on learning in other areas of development.

The Link to School Readiness

The Louisiana Kindergarten Readiness Definition calls for children to demonstrate 1) participation in music and movement activities, and 2) abilities that show an awareness of health and hygiene skills, in addition to gross and fine motor skills. We must provide daily and frequent opportunities for young children to “move and do” in order to achieve this readiness goal. “Moving and doing” is not only necessary for physical development, but is a key component of later school success.

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.1 – To develop gross motor skills		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • gain ability to hold head up without support • move arms and legs at random • roll over from front to back • gradually sit with support and then sit alone 	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none"> • begin creeping and crawling • begin to gain control of body starting at head/neck and moving down to waist, then legs (pushing up on arms while on tummy comes after holding head up and before sitting) • have many motor responses that are reflexes (movements the infant has no control over) which protect the infant: searching for something to suck, holding on when falling, turning head to avoid obstruction of breathing, avoiding brightness and things that hurt 	

Strategies to develop gross motor skills for infants (0-12 months)	
<ol style="list-style-type: none"> 1. Place washable objects within reach at first and then slightly out of reach as infants gain more muscle control. When an infant loses interest in an item, pick it up so that it can be sanitized before another infant touches it or puts it in his mouth. 2. Hold infants with proper head support. 3. Avoid placing infants in restrictive devices (no swings, walkers, saucers, infant seats, or bouncy seats). Car seats in a vehicle are the only exception to this rule. Use cribs or playpens for napping and sleeping only. Place infants on mats or rugs in safe areas of the room where they have the freedom to move, explore and practice new skills. 4. You do not need to teach infants new skills, but provide opportunities for them to practice what they are learning. The practice of these skills should be the “activities of the day.” 5. Be sure to remember safety rules, even when you think the infant cannot reach something or move very much. Crib rails should be up and locked when infants are napping. Infants should never be left alone on changing tables. <p>For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).</p> <p>ITERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 1. Indoor space - Item 2. Furniture for routine care and play 	

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for infants (0-12 months)

- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.1 – To develop gross motor skills		
Developmental indicators for this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • pull self up to standing and cruise around furniture • stand alone, momentarily holding on to low support • walk with both hands held • walk with one hand held • walk without support • seat self in small chair • climb into adult-sized chair and turn to seat self • climb up and down stairs holding on to support • throw ball • walk into or over a ball in attempt to kick it <p>See the article “Sensory Integration and the Seven Senses” in the Resource Section for more information about how opportunities for movement can enhance the body’s development of proprioception and the vestibular system.</p>	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • may alternate feet going up stairs 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • jump with one foot up and one still on ground

Strategies to develop gross motor skills for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Provide open space both indoors and outdoors for mobile infants to move and practice their developing gross motor skills. Include low, sturdy objects such as furniture or railings for infants to hold onto while cruising. (12-18 months) 2. Provide items such as pillows and low platforms to the environment to provide a variety of levels for mobile infants to explore and to have safe climbing opportunities. Low inclines or ramps provide a different sense of movement, space, and balance. 3. Provide a safe environment and allow children to explore it with little adult interference. 4. Allow mobile infants to decide when they are finished with crawling and are ready to walk rather than trying to push them to begin walking. (12-18 months)

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for toddlers (12-30 months)

5. Be alert for children who stand up but cannot sit back down and help them when they indicate they need it. (12-18 months)
6. Add large- and medium-sized balls to indoor and outdoor environment.
7. Provide wheeled toys (3–4 wheels, with pedals and without) and places to ride them. Add social play to motor play by introducing simple rules like a stop sign along the tricycle path or a “gasoline pump” to fill-up vehicles. (18-30 months)
8. Small climbers and a variety of different sized boxes can also add a social play role as they represent forts, houses, etc. Incorporate storybook plots into motor/social play such as *The Three Bears* or *Caps for Sale*.
9. Provide a variety of different sized balls. Add hoops and baskets as targets.
10. Remember that safe physical space and long periods of time are important for practice.
11. A variety of levels and obstacles (things to go through, around, over, and under) increase the two-year-old’s skills and enjoyment. These can be very simple and moveable, but must be sturdy. Combine obstacles so that twos use many different skills in succession.
12. The object at this age is to move in many different ways, so organized games with rules are likely to be too restrictive!
13. Opportunities for movement should be both indoors and outdoors.
14. Involve yourself in gross motor activities with twos. For example, moving to music and tossing ball back and forth with them.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for toddlers (12-30 months)

- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.1 – To develop gross motor skills	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• run well but may gallop instead• climb well• may use pedals	

Strategies to develop gross motor skills for older toddlers (30-36 months)
<ol style="list-style-type: none">1. Provide wheeled toys (3-4 wheels, with pedals and without) and places to ride them. Add social play to motor play by introducing simple rules like a stop sign along the tricycle path or a “gasoline pump” to fill-up vehicles.2. Small climbers and a variety of different sized boxes can also add a social play role as they represent forts, houses, or tents.. Incorporate storybook plots into motor/social play such as <i>The Three Bears</i> or <i>Caps for Sale</i>.3. Provide a variety of different sized balls. Add hoops and baskets as targets.4. Remember that safe physical space and long periods of time are important for practice.5. A variety of levels and obstacles (things to go through, around, over, and under) increase the two-year-old’s skills and enjoyment. These can be very simple and moveable, but must be sturdy. Combine obstacles so that twos use many different skills in succession.6. The object at this age is to move in many different ways, so organized games with rules are likely to be too restrictive!7. Opportunities for movement should be both indoors and outdoors.8. Involve yourself in gross motor activities with twos. For example, move with them to music and toss ball back and forth with them.
<p>For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p>
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<p>ECERS-R Space and Furnishings</p> <ul style="list-style-type: none">- Item 1. Indoor space- Item 2. Furniture for routine care, play, and learning- Item 3. Furnishing for relaxation and comfort- Item 4. Room arrangement for play- Item 7. Space for gross motor play

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for older toddlers (30-36 months)

- Item 8. Gross motor equipment

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art
- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.2 – To develop fine motor skills		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none"> • fists remain closed at first and then open easily • begin to reach toward objects • tightly grasp object when placed in hand 	6–12 Month Indicator: <ul style="list-style-type: none"> • scoop up small pieces of finger foods and put in mouth • pull large peg out of pegboard • clasp hands together • reach for objects • transfer object from hand to hand 	

Strategies to develop fine motor skills for infants (0-12 months)

1. Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping, and manipulating objects.
2. Include toys such as rattles, plastic keys, squeeze toys, and soft, washable toys. Toys should be scaled to size so that young infants can grasp, chew, and manipulate them, yet must be large enough so that infants cannot choke on or swallow them.
3. The toys must also be washable so that they can be washed and disinfected after one infant has mouthed or manipulated them.
4. Remember that very young infants can't let go of object in their hands (grasp reflex) and may bang their own heads.
5. Avoid tying objects to infants' cribs because ribbons and strings can be both a strangulation hazard as well as a choking hazard when they get wet and wadded-up from chewing.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for infants (0-12 months)

- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.2 – To develop fine motor skills		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • dot or scribble with crayon, may progress to vertical lines • turn pages of book, often two or three at a time • stack several blocks, one on top of another • empty objects in container (out easier than in) 	18–24 Month Indicator: <ul style="list-style-type: none"> • thread large beads • pull apart and put together large pop beads • scribble with markers or crayons and begin to imitate marks 	24–30 Month Indicator: <ul style="list-style-type: none"> • paste papers together • turn pages of book • use paintbrush, gradually learning to control drip • attempt to snip paper with child safety scissors

Strategies to develop fine motor skills for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Provide opportunities and a variety of materials that encourage children to use manipulative skills: <ul style="list-style-type: none"> - nesting toys, soft blocks, containers for filling and emptying, and objects that are small enough to handle, yet large enough to avoid a choking hazard - fat crayons and markers, large sheets of plain paper, and playdough for poking and pounding - bowls, cups and spoons added to water play activities - a variety of books; board books are still appropriate, but paper pages should be introduced;. Consider books “consumable” and be prepared to disinfect books that are still mouthed. HSPS:1304.21 (a)(4) (iv) 2. Include plenty of sensory experiences such as water play and sand. Add props to sand and water play to develop fine motor skills: <ul style="list-style-type: none"> - containers (pans and buckets) - shovels and scoops - measuring cups and spoons - plastic tubing - egg beaters - turkey basting syringe 3. Provide a variety of art materials and experiences to offer manipulative opportunities: <ul style="list-style-type: none"> - finger painting - painting with brushes - playdough and utensils - large crayons, markers, pencils, and paper - child safety scissors (used with supervision) - collage materials for pasting

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for toddlers (12-30 months)

4. Allow children to use art materials freely. Avoid using coloring books or sheets or providing a model.
5. Establish a manipulatives center that includes
 - large stringing beads of different sizes and shapes
 - feltboard sets and magnetic shapes and pieces
 - Duplo sets, small blocks
6. Introduce new finger plays such as "Eensy Weensy Spider" and "Where Is Thumbkin?"

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for toddlers (12-30 months)

- Item 30. Free play
- Item 31. Group play activities

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.2 – To develop fine motor skills	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• scribble with intent• mimic marks made by adult or older child (approximations)	

Strategies to develop fine motor skills for older toddlers (30-36 months)

1. Continue providing for plenty of sensory experiences such as water play and sand. Add props listed in Toddler section to sand and water play that will require more manipulation (buttons, knobs, cause and effect toys, different types of spray bottles, droppers).
2. Provide a variety of art materials and experiences to offer manipulative opportunities. In addition to those listed in the Toddler section, allow children to use smaller items and a variety of mediums and textures in art opportunities. Connect fine motor play to other centers/areas in the room and make writing opportunities relevant and functional. For example, put list paper and crayons or fat pencils in the housekeeping corner to encourage grocery lists.
3. Continue to provide opportunities as in the Toddler section, adding more challenges or materials as appropriate for individual children.
4. Tell the child what you are doing as you write his name on his papers or as you use print in the environment to make lists, and so forth. This encourages imitation by showing the child the importance of writing.
5. Allow children to use art materials freely. Avoid using coloring books or sheets or providing a model.
6. Manipulative centers should include containers for objects to be put into. Good manipulative opportunities can occur in many daily routines and self-help skills. Zipping real zippers and fastening simple fasteners is much more fun when it is a functional process, and twos like to practice these skills over and over.
7. Continue finger plays and songs with hand movements.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care, play, and learning
- Item 3. Furnishing for relaxation and comfort

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for older toddlers (30-36 months)

- Item 4. Room arrangement for play
- Item 7. Space for gross motor play
- Item 8. Gross motor equipment

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art
- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.3 – To coordinate eye hand movements		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • mouth fist and all objects • focus very well at approximately 10” (distance between baby’s face and Momma’s face when held at mother’s breast) • follow toys with eyes as adult slowly moves it • have random movements at first, then hit or kick object to make pleasing sight or sound continue • look at hands • reach for and grasp a rattle • may look at edge of faces as contrast is interesting to them 	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none"> • place objects in container • attempt shape sorter • stir in container • begin to look for dropped object 	

Strategies to coordinate eye and hand movement for infants (0-12 months)

1. Provide additional opportunities to promote both fine motor skills and coordination of eye and hand movements by adding snap-lock beads or blocks, large pegs and pegboards, pounding bench, puzzles with three to five separate pieces with knobs, toys with buttons or switches to push, and shape sorters.
2. Allow to help add ingredients and stir in cooking activities.
3. Often, children are most interested in using the things you may use on a daily basis (plastic containers, pots and pans, kitchen utensils).

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press.

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ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement

Goal 4. To learn about moving and doing

Strategies to coordinate eye and hand movement for infants (0-12 months)

- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.3 – To coordinate eye hand movements		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • isolate index finger • remove peel from half of banana 	18–24 Month Indicator: <ul style="list-style-type: none"> • place pieces in a simple puzzle • close Velcro fasteners on shoes 	24–30 Month Indicator: <ul style="list-style-type: none"> • stir ingredients when helping to cook • complete tasks using both hands in coordination (hold container with one and place object inside with other)

Strategies to coordinate eye and hand movement for toddlers (12-30 months)

1. Provide opportunities to encourage development of fine motor skills and eye and hand coordination.
2. Include toys and materials such as
 - large, lightweight blocks
 - puzzles (wooden and textured)
 - pegboards and pegs of various sizes
 - shape sorters/boxes
 - large beads to string or snap together
3. Add more sophisticated material to dramatic play areas such as
 - things to put into pots and containers (be cautious if toddlers are young and still mouthing objects)
 - things to stir with (be cautious if toddlers are young and still mouthing objects)
 - lids to fit pots and containers
4. Provide a wide variety of accessible art materials and interesting ways to use them (be cautious if toddlers are young and still mouthing objects)

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press.

Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort

Goal 4. To learn about moving and doing

Strategies to coordinate eye and hand movement for toddlers (12-30 months)

- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science


ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.3 – To coordinate eye hand movements	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• get paintbrush in and out of containers with little spilling• painting becomes more controlled (squiggles on paper as opposed to covering whole page)• scribbles may take on the form of words • toss small, soft balls back and forth• stand in front of mirror in dramatic play area and take hat on and off• stir items in containers	

Strategies to coordinate eye and hand movement for older toddlers (30-36 months)

1. Continue to provide opportunities as in the Toddler section, adding more challenges or materials as appropriate for individual children.
2. Balls can be smaller, puzzles more complex, “Simple Simon” games can be introduced.
3. Add a writing center with a variety of pencils, crayons, washable markers, and a variety of paper (receipts, pads, notebooks, envelopes). Include a laminated page of the children’s names written in an appropriate print or font. The font Century Gothic provides a good model of print similar to that which will probably be used in kindergarten.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

ECERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care, play, and learning
- Item 3. Furnishing for relaxation and comfort
- Item 4. Room arrangement for play
- Item 7. Space for gross motor play
- Item 8. Gross motor equipment

ECERS-R Activities

- Item 19 Fine motor

Goal 4. To learn about moving and doing

Strategies to coordinate eye and hand movement for older toddlers (30-36 months)

- Item 20 Art
- Item 21 Music/movement
- Item 22 Blocks
- Item 23 Sand/water
- Item 24 Dramatic play
- Item 25 Nature/science
- Item 26 Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.4 – To develop self-help skills		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none"> • begin to hold own bottle • begin to feed self finger foods • suck thumb or pacifier to comfort self 	6–12 Month Indicator: <ul style="list-style-type: none"> • use spoon and cup but may spill • push arm through jacket sleeve • feed self with fingers 	

Strategies to promote self-help skills for infants (0-12 months)

1. Allow young infants to determine the pace of feeding. Respect individual preferences and eating differences. Do not try to rush the infant during feeding.
2. Hold infants with their bodies at an angle while feeding from a bottle. Infants who lie flat while drinking from a bottle are more prone to ear infections.
3. Allow infants to assist in holding a bottle. Work hand-in-hand with parents when it comes to introducing foods to infants.
4. Allow babies to suck their thumbs or use a pacifier to comfort themselves. Note that pacifiers should be allowed only if provided by parents. Do not use strings or ribbons on pacifiers.
5. Recognize that allowing mobile infants to engage in self-help skills may take longer and be messier, but it is an important part of development.
6. Provide time and needed tools and equipment for self-help skills for all children:
 - unbreakable cups with handles
 - small spoons and dull tipped forks (both with short handles)
 - bibs for mobile infants
 - paper towels for clean up
 - individual washcloths for cleaning hands and face
 - toys and tools that are designed or adapted for children with varying types and degrees of disabilities
7. Expect a mess in eating areas. Consider allowing mobile infants to eat at low tables as soon as they can climb into a small chair. Floors and tables where children eat should be easy to clean.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

Strategies to promote self-help skills for infants (0-12 months)

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Personal Care Routines

- Item 7. Meals/snacks
- Item 9. Diapering/toileting
- Item 10. Health practices

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.4 – To develop self-help skills		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • undress self if clothing is loose (hats, socks); taking off easier than putting on • cooperate with dressing and undressing • may indicate wet or soiled pants through gestures or vocalizations • may transition to cot or mat for napping 	18–24 Month Indicator: <ul style="list-style-type: none"> • help with diaper/toileting and wash hands • feed self with spoon (still spills some) • assist with pick-up time • express interest in what's going on in bathroom • unzip, unsnap • use fork with some spilling 	24–30 Month Indicator: <ul style="list-style-type: none"> • assist with pick-up time • express interest in what's going on in bathroom • unzip, unsnap • use fork with some spilling • wants to do everything by his or herself (“I do it!”)

Strategies to promote self-help skills for toddlers (12-30 months)

<ol style="list-style-type: none"> 1. Place mobile infants on low cots or mats for napping or resting when they become big enough to climb out of their cribs. Follow licensing requirements for this transition from crib to cot or mat. 2. Do not push toilet training even if the child indicates that he is soiled or wet. This indication is only the beginning of awareness. 3. Set up the environment and the daily schedule, including routines and transition times, to encourage self-help skills. For example, have coat hooks at toddler height, use small steps throughout the center, and have spoons/forks of appropriate size and shape to facilitate early self-feeding success. Remember to add specific items to meet the needs of children with special needs. 4. Allow sufficient time during transitions so children can do some things for themselves, such as retrieve their own coat/hat from cubby when going outside. 5. Model, demonstrate, and assist children to develop self-help skills. Wash your hands with the children, describing the steps. Be involved in picking up and putting away toys after play. <p>For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).</p> <p>ITERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 1. Indoor space - Item 2. Furniture for routine care and play

Strategies to promote self-help skills for toddlers (12-30 months)

- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Personal Care Routines

- Item 7. Meals/snacks
- Item 9. Diapering/toileting
- Item 10. Health practices

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.4 – To develop self-help skills	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• pour own milk and juice from small plastic pitcher• put on own jacket and hat when going outside• unbutton, untie• put on/take off own shoes and socks• gradually develop an interest in toilet training• interested in helping to clean up own mess	

Strategies to promote self-help skills for older toddlers (30-36 months)
<ol style="list-style-type: none">1. Encourage parents to dress their twos in loose, simple clothes so that they can remove items themselves (elastic waists rather than overalls, for example).2. Recognize that each child will have his or her own timetable for toilet training.3. Cooperate with parents in the area of toileting for their children. Be aware that cultural expectations in timing and styles for toileting may be different from yours and respect these differences.4. Set up the environment and the daily schedule, including routines and transition times, to encourage self-help skills. For example, have coat hooks at correct height and use small, unbreakable pitchers for pouring of milk and juice; have paper towels handy for cleaning up messes.5. Allow sufficient time during transitions so children can do things for themselves. When transitioning to outdoors, allow time for twos to put on jackets without being rushed.6. Make modifications for child with disabilities to develop self-help skills according to his own needs. Seek help from parents and service providers and/or information on the child's IFSP (Individualized Family Service Plan). <p>For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).</p>

Goal 4. To learn about moving and doing

Strategies to promote self-help skills for older toddlers (30-36 months)

ECERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care, play, and learning
- Item 3. Furnishing for relaxation and comfort
- Item 4. Room arrangement for play
- Item 7. Space for gross motor play
- Item 8. Gross motor equipment

ECERS-R Personal Care Routines

- Item 10. Meals/snacks
- Item 12. Toileting/diapering
- Item 13. Health practices

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art
- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Relevant Head Start and Early Head Start Performance Standards

Goal 1. To learn social and emotional competence

1304.21(a)(1)(iii)	Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition
1304.21(a)(3)(i)(A)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: building trust;
1304.21(a)(3)(i)(B)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: fostering independence;
1304.21(a)(3)(i)(C)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: encouraging self-control by setting clear, consistent limits, and having realistic expectations;
1304.21(a)(3)(i)(D)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: encouraging respect for the feelings and rights of others;
1304.21(a)(3)(i)(E)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being;
1304.21(a)(3)(ii)	Support social and emotional development for all children by: planning for routines and transitions so that they occur in a timely, predictable, and unrushed manner according to each child's needs.
1304.21(b)(1)(i)	Services for infants and toddlers must encourage the development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));
1304.21(b)(1)(ii)	Services for infants and toddlers must encourage trust and emotional security so that each child can explore the environment according to his or her developmental level;
1304.21(b)(2)(i)	Support the social and emotional development of infants and toddlers by promoting an environment that: encourages the development of self-awareness, autonomy, and self-expression;
1304.21(b)(2)(ii)	Support the social and emotional development of infants and toddlers by promoting an environment that: supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.

Goal 2. To learn about communication

1304.21(a)(1)(i)	Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;
1304.21(a)(1)(iii)	Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition;
1304.21(a)(3)(i)(E)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being;
1304.21(a)(4)(i)	Provide for the development of each child's cognitive and language skills by: supporting each child's learning, using various strategies, including experimentation, inquiry, observation, play, and exploration;
1304.21(a)(4)(ii)	Provide for the development of each child's cognitive and language skills by: ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
1304.21(a)(4)(iii)	Provide for the development of each child's cognitive and language skills by: promoting interaction and language use among children and between children and adults;
1304.21(a)(4)(iv)	Provide for the development of each child's cognitive and language skills by: supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.
1304.21(b)(1)(i)	Services for infants and toddlers must encourage the development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));
1304.21(b)(1)(iii)	Provide opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members;
1304.21(b)(2)(i)	Support the social and emotional development of infants and toddlers by promoting an environment that encourages the development of self-awareness, autonomy, and self-expression;
1304.21(b)(2)(ii)	Support the social and emotional development of infants and toddlers by promoting an environment that: supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.
1304.40(a)(2)	Offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables, and strategies for achieving these goals as well as progress in achieving them.

Goal 3. To learn about the world

1304.21(a)(1)(i)	Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;
1304.21(a)(1)(iii)	Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition;
1304.21(a)(3)(ii)	Support social and emotional development for all children by: planning for routines and transitions so that they occur in a timely, predictable, and unrushed manner according to each child's needs.
1304.21(a)(4)(i)	Provide for the development of each child's cognitive and language skills by: supporting each child's learning, using various strategies, including experimentation, inquiry, observation, play, and exploration;
1304.21(a)(4)(ii)	Provide for the development of each child's cognitive and language skills by: ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
1304.21(a)(4)(iii)	Provide for the development of each child's cognitive and language skills by: promoting interaction and language use among children and between children and adults;
1304.21(a)(4)(iv)	Provide for the development of each child's cognitive and language skills by: supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child
1304.21(b)(1)(i)	Services for infants and toddlers must encourage the development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));
1304.21(b)(1)(ii)	Services for infants and toddlers must encourage trust and emotional security so that each child can explore the environment according to his or her developmental level;
1304.21(b)(1)(iii)	Provide opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.
1304.21(b)(2)(i)	Support the social and emotional development of infants and toddlers by promoting an environment that: encourages the development of self-awareness, autonomy, and self-expression;

Goal 4. To learn about moving and doing

1304.21(a)(1)(i)	In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must: be developmentally and linguistically appropriate, recognizing that children have individual interests, temperaments, languages, cultural backgrounds, and learning styles;
1304.21(a)(4)(i)	Provide for the development of each child's cognitive and language skills by: supporting each child's learning, using various strategies, including experimentation, inquiry, observation, play, and exploration.
1304.21(a)(4)(iv)	Provide for the development of each child's cognitive and language skills by: supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.
1304.21(a)(5)(i)	Promote each child's physical development by: providing sufficient time, indoor and outdoor space, equipment, materials, and adult guidance for active play and movement that support the development of gross motor skills;
1304.21(a)(5)(ii)	Promote each child's physical development by: providing appropriate time, space, equipment, materials, and adult guidance for the development of fine motor skills according to each child's developmental level; and
1304.21(b)(1)(iii)	Providing opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.
1304.21(b)(3)(i)	Promote the physical development of infants and toddlers by: supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and
1304.21(b)(3)(ii)	Promote the physical development of infants and toddlers by: creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.
1304.21(c)(1)(vii)	Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5))that: provides individual and small group experiences both indoors and outdoors.