

# Development

## The Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

### Physical Health and Motor

#### Health and Well-being

##### Health and Well-being Indicators:

- Shows signs of healthy development
- Responds when physical needs are met
- Expresses physical needs nonverbally or verbally
- Participates in physical care routines
- Begins to develop self-care skills
- Begins to understand safe and unsafe behaviors

##### 0-8 months | infants might

- Gaze at object, person, or toy
- Turn towards sounds and noises
- Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle
- Begin to calm during bath time
- Babble or coo with caregivers during diaper-changing time

##### As a caregiver, you can

- Bring attention to a mobile or picture, or show infants things they can follow with their eyes
- Respond quickly when infants are hungry by feeding, holding, and cuddling them
- Provide infants with both calming and stimulating experiences
- Listen and respond to the different types of cries, sounds, facial expressions, and infants' body language
- Respond promptly when infants have a wet or soiled diaper
- Provide infants with healthy and nutritious foods (breast milk or formula, soft or pureed fruits and vegetables)
- Talk with infants about what is happening when bathing, diapering, and dressing ("Now I am washing your arms.")
- Follow infants' feeding signals (turns head or pushes away food when full; reaches out or cries when hungry)

##### 8-18 months | older infants might

- Feed themselves with some assistance
- Ask, point, or sign for "more" when eating
- Play during bath time
- Listen to safety warnings and accept redirection
- Show interest in dressing themselves

##### As a caregiver, you can

- Begin to offer nutritious finger foods and utensils to older infants and allow them to feed themselves
- Encourage older infants to use body language, signs, or words to tell you their wants or needs regarding food and fullness
- Ensure that bath time is fun, safe, and always supervised for older infants
- Use caution words and a firm, but warm, tone of voice to warn older infants of dangerous items or situations, and redirect their attention
- Allow and encourage older infants to assist with dressing themselves to the best of their abilities

##### 18-36 months | toddlers might

- Participate in healthy care activities like washing hands and brushing teeth
- Use body language, sign, or say "wet!" to indicate wet or soiled pants
- Make personal food choices among several healthy options ("Want apple.")
- Eat with a spoon and fork and drink from a cup with some assistance
- Dress themselves with help
- Begin to respond to verbal safety warnings ("Danger. Hot.")

##### As a caregiver, you can

- Help and support toddlers by establishing healthy self-care activities like hand washing and brushing teeth
- Respond promptly to toddlers' awareness of being wet or soiled
- Allow toddlers to use body language or words to express wants or needs regarding food
- Provide plenty of healthy food options, including foods from various cultures
- Provide foods that toddlers can easily scoop or stab (oatmeal, pudding, fruit, and beans)
- Support and encourage toddlers when they make efforts to help dress themselves
- Talk to toddlers about using safe behaviors and remind them to be aware of possibly dangerous situations

##### 36-48 months | three-year-olds might

- Feed themselves with fork and spoon without assistance
- Choose their own clothes to wear and dress themselves
- Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth
- Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior

##### As a caregiver, you can

- Provide forks and spoons during mealtime and allow three-year-olds to choose types and amounts of foods to eat
- Give three-year-olds a few choices for clothing and provide enough time for them to dress themselves
- Find opportunities to demonstrate good health behaviors and teach about personal hygiene ("Please cover your mouth with your elbow when you cough.")
- Talk to three-year-olds about using safe behaviors and identify who and where they can go to if they need assistance

### Gross Motor Skills

##### Gross Motor Indicators:

- Moves body, arms, and legs with increasing coordination
- Demonstrates increasing balance, stability, control, and coordination
- Develops increasing ability to change positions and move body from place to place
- Moves body to achieve a goal

##### 0-8 months | infants might

- Turn head from side to side and shake or wiggle arms and legs
- Lift head and shoulders
- Roll or try to move towards a toy
- Scoot forward or backwards
- Begin to sit with support
- Bat at or kick at toys or things hanging over them

##### As a caregiver, you can

- Get infants' attention by calling their names or offering a favorite toy
- Give infants frequent "tummy time" while staying close to them, and notice when infants begin to lift their head and shoulders
- Place toys within and just beyond the reach of infants, encouraging them to reach for toys
- Hold infants in your lap and provide plenty of time for them to sit up; watch to see if they notice the world around them
- Provide toys that make sounds

##### 8-18 months | older infants might

- Sit up and maintain balance while playing with a toy
- Crawl on hands and knees
- Use furniture to pull self-up, cruise, and lower self from standing to sitting
- Walk on their own and with increasing speed

##### As a caregiver, you can

- Interact, play with, and offer an assortment of toys to older infants while they are sitting
- Encourage older infants to move to get what they want, such as a toy that is out of reach
- Support older infants' movement by providing opportunities in a variety of indoor and outdoor areas (steps, grass, soft climbing toys, etc.)
- Provide toys that support movement and action with legs, feet, arms, or hands, such as toys with wheels to push or pull
- Notice when older infants begin to sit without support, pull on things to stand, walk along furniture, and take steps

<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Walk easily or run from place to place</li> <li>• Jump into puddles, piles of leaves, or sandboxes</li> <li>• Climb on chairs, stools, and playground equipment</li> <li>• Enjoy playing on slides and swings</li> <li>• Kick or throw a large ball toward another child or adult</li> <li>• Climb stairs one step at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Play with toddlers indoors and outdoors and observe their increasing ability to run, jump, and climb</li> <li>• Encourage toddlers to play on different kinds of fun things at playgrounds and parks (bouncy toys, climbing areas, play castles, etc.)</li> <li>• Create opportunities for toddlers to play with other children</li> </ul>
<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Walk up and down stairs alternating feet</li> <li>• Kick, throw, and catch a large ball with accuracy</li> <li>• Run more confidently and ride a tricycle Hop or jump</li> <li>• Climb a small jungle gym</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of play areas for climbing</li> <li>• Play games with three-year-olds that include hopping, standing on one foot, walking backwards, etc.</li> <li>• Encourage three-year-olds to climb on fun equipment like a jungle gym at the park or playground</li> <li>• Use games and songs that involve movement and exercise (“Hop like a bunny.”)</li> </ul>

## Fine Motor Skills

<b>Fine Motor Indicators:</b> <ul style="list-style-type: none"> <li>• Uses hands or feet to touch objects or people</li> <li>• Develops small muscle control and coordination</li> <li>• Coordinates eye and hand movements</li> <li>• Uses tools and different actions on objects</li> </ul>	
--	--

<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Look at and follow faces and objects with their eyes</li> <li>• Bat or kick at objects or toys</li> <li>• Begin to grab at things with a purpose but may not hold things well yet</li> <li>• Point to something they find interesting</li> <li>• Look at objects while bringing them to their mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Provide areas with plenty of space for infants to move their legs and arms freely</li> <li>• Place interesting toys and objects within reach for infants to look at, bat, kick, or grab</li> <li>• Provide infants with a variety of small toys</li> <li>• Allow infants to grab and hold your finger while playing</li> <li>• Play active games, such as “patty cake,” “peek-a-boo,” and fingerplays</li> <li>• Notice how infants react when they touch and mouth different textures</li> </ul>

<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Bang toys together to make sounds or move toys from one hand to the other</li> <li>• Scoop or rake with their hand to pick up objects, food, etc.</li> <li>• Use thumb and index finger to pick up, squeeze, or poke small items</li> <li>• Grab, drop, or throw toys</li> </ul>	<ul style="list-style-type: none"> <li>• Provide toys or household items for older infants to bang and make sounds</li> <li>• Provide older infants with nesting cups and two- or three-piece wooden puzzles</li> <li>• Notice older infants’ use of hands, fingers, and thumb to pick up and examine objects</li> <li>• Provide plenty of items for older infants to practice grabbing</li> <li>• Notice older infants when they drop or throw their toys and playfully return the toys to them</li> </ul>

<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Build a small tower with toy blocks</li> <li>• Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.)</li> <li>• Dig in sand with spoon or shovel</li> <li>• Tear paper</li> <li>• Put on easy clothing (button and unbutton large buttons, unzip large zippers)</li> <li>• Play with and complete simple puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Offer toys for stacking and ask toddlers to build higher and higher towers</li> <li>• Provide toddlers with toys that require eye-hand coordination (nesting cups, fill and dump containers, stacking rings, sorting toys, large peg boards, etc.)</li> <li>• Provide toddlers with toys that allow them to explore and practice delicate movements (beads to string, lacing cards, crayons, markers, and paper)</li> <li>• Notice toddlers’ attempts to zip, unzip, or button, and praise them for trying; give help when needed</li> <li>• Provide toddlers with a variety of puzzles with different numbers of pieces, made of different materials (wood, cardboard, foam, etc.)</li> </ul>

<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Handle or squeeze delicate or tiny objects between thumb and forefinger</li> <li>• Start using simple tools like safety scissors (cut in a line or around a picture, etc.)</li> <li>• Copy simple shapes and write some letters and numbers</li> <li>• Dress and undress with minimal help</li> <li>• Feed self relatively neatly</li> </ul>	<ul style="list-style-type: none"> <li>• Provide three-year-olds with tongs and clothespins to play with and practice picking up small objects</li> <li>• Make a scissor station in a box with safety scissors and paper, and ask three-year-olds to try to cut out shapes, words, and pictures</li> <li>• Ask three-year-olds to write and draw and provide fun materials for doing so (colored pencils, crayons and markers, paper of various colors, pens, markers, etc.)</li> <li>• Encourage three-year-olds to dress themselves and celebrate their attempts</li> <li>• Encourage three-year-olds to use utensils while they eat and celebrate their success in doing so</li> </ul>

## Social and Emotional

### Trust and Emotional Security

<b>Trust and Emotional Security Indicators:</b> <ul style="list-style-type: none"> <li>• Establishes secure relationships with primary caregivers</li> <li>• Differentiates between familiar and unfamiliar adults</li> <li>• Shows emotional connections and attachment to others while beginning to show independence</li> </ul>	
--	--

<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Show interest in familiar faces by staring at them</li> <li>• Imitate familiar adults’ body language and sounds</li> <li>• Respond with smiles and cooing when picked up by a familiar caregiver</li> <li>• Follow movement of caregiver around the room with their eyes</li> <li>• Prefer sight, smell, and sound of primary caregiver</li> <li>• Show social interaction with a smile and mutual eye gaze</li> <li>• Stop crying and calm down when comforted by a familiar caregiver</li> </ul>	<ul style="list-style-type: none"> <li>• Hold, cuddle, hug, smile, and laugh with infants</li> <li>• Hold infants during bottle feeding times, and talk with them in a calm and soothing tone</li> <li>• Listen to and sing with infants often, especially during daily routines, such as feeding and diaper changes</li> <li>• Notice, understand, and follow the signals of infants, such as cries for hunger or pain, turning away when full, or when ready to stop interacting</li> <li>• Display courteousness, warmth, and sensitivity when interacting with adults and children</li> </ul>

<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Try to get help from familiar adults with sounds and body language (says “mama” or cries)</li> <li>• Clap and smile back and forth with familiar adult</li> <li>• Cry or show fear when separated from their primary caregiver</li> <li>• Show affection, such as hugs and kisses, leaning in, or reaching out</li> <li>• Look for familiar adults to comfort them when hungry or tired</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and be responsive to older infants’ words, gestures, laughs, gazes, and cries</li> <li>• Stay close by as older infants explore</li> <li>• Reassure older infants that you will return when you need to leave, explaining where you are going and when you will be back</li> <li>• Introduce older infants to new people and allow them time to become comfortable</li> </ul>
<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Express affection for familiar caregivers, such as telling a caregiver “love you” or greeting a caregiver excitedly</li> <li>• Check back with caregiver often when playing or exploring</li> <li>• Reach for familiar caregivers when unfamiliar adults approach</li> <li>• Look for familiar caregivers after falling down or getting hurt</li> <li>• Take a familiar toy or blanket along on a trip or a visit to a new place</li> </ul>	<ul style="list-style-type: none"> <li>• Respond quickly and sensitively to toddlers’ emotional and physical needs</li> <li>• Stay close by while toddlers begin to explore their surroundings and people, and as they begin to play or pretend play</li> <li>• Continue to reassure toddlers when you or other familiar adults will return</li> <li>• Provide encouragement for trying activities and playing with or meeting new people</li> <li>• Accept that toddlers will need comfort items (blanket, favorite toy, pacifier, etc.) to bring with them on trips or visits to new places</li> </ul>
<b>36-48 month three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Consistently seek out a trusted adult for comfort when they are upset</li> <li>• Show interest and comfort in playing with and meeting new adults</li> <li>• Show comfort in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• Connect with three-year-olds on a daily basis, such as at naptime or bath time</li> <li>• Respond with affection and care when approached by upset or hurt three-year-olds</li> <li>• Encourage independence and participation in new situations (“Go ahead, you can do it!”)</li> </ul>

## Self-Awareness

<p><b>Self-Awareness Indicators:</b></p> <ul style="list-style-type: none"> <li>• Expresses needs and wants through facial expressions, sounds, or gestures</li> <li>• Develops awareness of self as separate from others</li> <li>• Shows confidence in increasing abilities</li> <li>• Shows awareness of relationship to family/community/cultural group</li> </ul>
--

<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Cry when hungry, uncomfortable, tired, or unhappy</li> <li>• Turn head, frown, and/or arch back when over-stimulated</li> <li>• Begin to express several clearly different emotions, such as happiness, excitement, and anger</li> <li>• Turn and look at caregiver when their name is called</li> <li>• Look at and/or smile at themselves in the mirror</li> <li>• Explore own hands and feet</li> <li>• Push away bottle, breast, or food, or turn head away when full</li> </ul>	<ul style="list-style-type: none"> <li>• Respond promptly and regularly to infants’ needs or signs of stress</li> <li>• Recognize infants’ signs of over-stimulation and respond with calmer interaction or surroundings (use softer voice and move away from source of stimulation)</li> <li>• Notice infants’ emotions and facial expressions, and name the expressions when you see them</li> <li>• Be aware of aspects in infants’ surroundings that might cause distress, such as noise or light</li> <li>• Use infants’ names when speaking to them</li> <li>• Give infants opportunities to see themselves in mirrors</li> <li>• Help infants become aware of their body parts by naming them and massaging their hands, fingers, arms, legs, feet, toes, tummy, etc.</li> <li>• Notice infants’ signs that they are full and stop feeding them</li> </ul>

<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Express a variety of emotions, like happiness, sadness, surprise, and discomfort</li> <li>• Begin pointing to and naming body parts on themselves and others</li> <li>• Enjoy making faces at themselves in mirror</li> <li>• Make choices by shaking head “no” and/ or nodding head “yes”</li> <li>• Enjoy pointing to or naming pictures of family members</li> <li>• Choose culturally familiar foods over other foods</li> <li>• Enjoy praise and clapping to celebrate their accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Imitate and name older infants’ facial expressions and watch to see if older infants imitate your facial expressions</li> <li>• Encourage older infants to point to their body parts when naming them by asking “Where is your nose?”, “Where are your ears?”, etc.</li> <li>• Show examples of different faces and encourage older infants to make faces in the mirror</li> <li>• Encourage older infants to point out their choices clearly by showing how to shake head for “no” and nod head for “yes” (say the words while nodding head)</li> <li>• Make a book of photos of family members and help older infants point to and name each person</li> <li>• Celebrate older infants’ food choices</li> <li>• Show excitement (clap or celebrate) for older infants when they show new skills or abilities (“You used your spoon!”)</li> </ul>

<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Recognize and name their own emotions</li> <li>• In front of the mirror, point to and name many body parts</li> <li>• Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”)</li> <li>• Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!”</li> <li>• Say first and last name when asked</li> <li>• Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away)</li> <li>• Choose areas to play in or activities they prefer</li> <li>• Place their own items in their own cubby or area</li> <li>• Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park</li> <li>• Name things related to family’s culture (“menorah”, “Christmas tree”, “sari”)</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to toddlers’ emotional expressions by naming their emotions (“I can see that you look very sad today, Samad. Is it because you don’t have your favorite book?”)</li> <li>• Respond positively to toddlers’ interest in their bodies by naming different body parts (“Yes, that is your elbow!”)</li> <li>• Respond positively to toddlers when they share their own traits and identity characteristics (“Yes, you do have brown hair!”)</li> <li>• Recognize toddlers’ accomplishments with positive words and gestures (“Wow, Amer, you did that all by yourself!”; give high-five or hug)</li> <li>• Help toddlers practice answering questions, such as “What is your name?”</li> <li>• Notice and respond to toddlers’ need for space by using words and actions to help toddlers become more aware of personal space (“Here is your chair, Marcus, and this is where you sit and eat your snack.”)</li> <li>• Offer toddlers many different opportunities to make choices (“Would you rather have apples or peaches for a snack?”)</li> <li>• Create special places where toddlers can keep their favorite toys and other personal things</li> <li>• Point out familiar locations while taking a neighborhood walk</li> </ul>

<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Refer to themselves as “I” when speaking (“I can do it.”, “I go with Mommy.”)</li> <li>• Express more emotions through words, actions, gestures, and body language</li> <li>• Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves)</li> <li>• Make choices, such as clothing or art materials</li> <li>• Enjoy being a helper with a special job to do</li> <li>• Speak about family members and friends who are not present</li> <li>• Begin to notice how people’s skin color, hair color, and abilities are different or the same</li> <li>• Be able to speak about familiar community places and activities,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and name emotional gestures, actions, words, and feelings (“Wow, Quincy, you are really jumping around. Are you excited to go outside today?”)</li> <li>• Offer activities for creative play and arts (clothing choices, art projects, etc.)</li> <li>• Show interest in three-year-olds’ conversations about experiences and activities (“Tell me more about your visit to grandma’s, Aviel.”)</li> <li>• Give three-year-olds chances to take on different roles and chores (wiping tables, watering plants, sorting materials, getting the mail, etc.)</li> <li>• Invite three-year-olds to talk about their family members and friends, and help children use words indicating relationships, such as “sister,” “brother,” “grandmother/grandfather,” “aunt/uncle,” “cousin,” etc.</li> <li>• Respond to three-year-olds’ interest in physical differences in each other (“Alex uses a wheelchair to move around.”)</li> <li>• Read books that teach three-year-olds about familiar community places and activities, such as the post office, grocery store, fire station, library,</li> </ul>

<ul style="list-style-type: none"> <li>• such as going to church, post office, or grocery store</li> <li>• Enjoy joining others in cultural celebrations</li> </ul>	etc.
---	------

## Self-Regulation

<b>Self-Regulation Indicators:</b> <ul style="list-style-type: none"> <li>• Begins to manage own behavior and demonstrates increasing control of emotion</li> <li>• Shows ability to cope with stress</li> <li>• Develops understanding of simple routines, rules or limitations</li> </ul>	
---	--

<b>0-8 months   infants might</b> <ul style="list-style-type: none"> <li>• Turn their head, frown, and/or arch back when over-stimulated</li> <li>• Seek and respond to comfort from familiar caregivers when frightened or upset</li> <li>• Calm when held or gently rocked</li> <li>• Start sleep/wake cycles</li> <li>• Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking</li> </ul>	<b>As a caregiver, you can</b> <ul style="list-style-type: none"> <li>• Talk with infants about routines (what is happening and what will happen next)</li> <li>• Respond quickly and routinely to infants' needs (comfort infants that are distressed)</li> <li>• Recognize infants' signs of stress and respond with calmer interaction or surroundings (use softer voice, move away from source of stimulation)</li> <li>• Allow infants a few minutes to calm themselves when trying to get to sleep</li> <li>• Give infants calming materials (soft blanket or toy)</li> <li>• Respect and support each infant's individual schedule</li> </ul>
---	--

<b>8-18 months   older infants might</b> <ul style="list-style-type: none"> <li>• Use a comfort object for security, such as blanket or toy, when feeling stressed or upset</li> <li>• Look toward familiar caregivers for help when becoming upset</li> <li>• Crawl to familiar caregivers who are holding another child</li> <li>• Express own needs by gesturing or moving toward bottles, toys, or other objects they want</li> <li>• Use emotional expressions (pouting, whining, and crying) to obtain things they want</li> <li>• Anticipate and participate in transitions, such as getting a blanket for naptime</li> <li>• Try different ways to calm themselves when they are upset, such as singing themselves to sleep</li> <li>• Understand what "no" means</li> </ul>	<b>As a caregiver, you can</b> <ul style="list-style-type: none"> <li>• Provide older infants with comfort objects</li> <li>• Provide food, rest, or comfort to older infants when they become hungry, tired, or frustrated</li> <li>• Observe older infants and speak to them when they look to you for approval or disapproval ("Go ahead, you can pet the doggy.")</li> <li>• Call older infants by their names and talk about what you are doing ("Look Jason, now I am folding your blanket.")</li> <li>• Provide comfort to older infants during stressful situations to help them manage their emotions</li> <li>• Manage their own emotions and impulses in a healthy way (remain calm when something breaks and narrate the solution in a calm voice)</li> <li>• Encourage older infants to participate in transition activities ("It's almost naptime, Tasha. Can you go get your blanket?")</li> <li>• Celebrate positive behaviors and redirect negative behaviors ("Please use soft gentle hands when you touch me.")</li> <li>• Allow older infants a few minutes to calm themselves when trying to get to sleep</li> <li>• Keep schedules, settings, and responses to older infants consistent and regular</li> <li>• Observe older infants and comment when they look to you for approval ("Let's move to this area where it is safe, Sandra.")</li> </ul>
--	--

<b>18-36 months   toddlers might</b> <ul style="list-style-type: none"> <li>• Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support</li> <li>• Use words to obtain things they want</li> <li>• Begin to use various emotion words, such as "I'm mad."</li> <li>• Listen to and begin to follow rules</li> <li>• Change to new or different activities with adult support</li> <li>• Show beginnings of self-control, such as walking around rain puddles</li> <li>• Say "no" or shake head when they don't want to do something or don't like something</li> </ul>	<b>As a caregiver, you can</b> <ul style="list-style-type: none"> <li>• Respond warmly when toddlers are frustrated or having a tantrum</li> <li>• Have a quiet space or cozy corner available for toddlers</li> <li>• Make sure toddlers are safe from harm while they are having a tantrum, let them know you are nearby to help when they are ready, but give them plenty of space and time to release frustration</li> <li>• Notice and name toddlers' feelings and behaviors</li> <li>• Help toddlers begin to understand that their actions affect others ("When you bite her, Margie, it hurts her.")</li> <li>• Use labels with pictures on shelves to show where things belong</li> <li>• Prepare toddlers for transitions to new activities by announcing plans, talking with, and listening to them</li> <li>• Offer toddlers two real choices that are both OK ("You can walk to the table on your own, or I can help you.")</li> <li>• Play games to help toddlers practice following directions</li> </ul>
--	--

<b>36-48 month   three-year-olds might</b> <ul style="list-style-type: none"> <li>• Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset</li> <li>• Stick with difficult tasks without becoming overly frustrated</li> <li>• Tell a story that shows their feelings ("I was so happy...")</li> <li>• Know what will happen next in their day, such as knowing that naptime comes after lunch</li> <li>• Gently handle materials and living things, such as a plant or pet animal</li> <li>• Follow schedules with few reminders, such as cleaning up toys and joining group activities</li> <li>• Change behavior for different surroundings, such as running outside and walking inside</li> </ul>	<b>As a caregiver, you can</b> <ul style="list-style-type: none"> <li>• Offer guidance and comfort when three-year-olds are having trouble with their emotions and behavior ("You seem really sad. Do you want to read a book with me or play with Maya?")</li> <li>• Have a quiet space for three-year-olds to go when they are having trouble with their emotions and behavior</li> <li>• Positively recognize three-year-olds for expressing and controlling intense feelings like anger and frustration ("You used your words, Eva, even though you were frustrated.")</li> <li>• Discuss upset feelings with three-year-olds when they have become calm ("I am glad that you feel better now. You seemed angry; was it because you didn't get your toy?")</li> <li>• Talk about and use consistent rules, and praise toddlers when they follow the rules</li> <li>• Use pictures to explain rules and schedules and keep lists of rules positive and short</li> </ul>
--	--

## Relationships with Others

<b>Relationships with Others Indicators:</b> <ul style="list-style-type: none"> <li>• Shows interest in and awareness of others</li> <li>• Responds to and interacts with others</li> <li>• Begins to recognize and respond to the feelings and emotions of others and begins to show concern</li> </ul>	
--	--

<b>0-8 months   infants might</b> <ul style="list-style-type: none"> <li>• Show interest in others by watching them and tracking their behaviors</li> <li>• Cry, laugh, or smile with other infants</li> </ul>	<b>As a caregiver, you can</b> <ul style="list-style-type: none"> <li>• Bring infants around other children and adults</li> <li>• Comfort infants when they are distressed</li> <li>• Encourage play between infants by talking about what they are doing and offering toys</li> </ul>
--	--

<b>8-18 months   older infants might</b> <ul style="list-style-type: none"> <li>• Look back and forth between toy and adult while playing</li> <li>• Reach out to touch another child's face, hair, or other body part</li> <li>• Grab for an object another child is holding</li> <li>• Play side-by-side with others using the same or similar toys</li> </ul>	<b>As a caregiver, you can</b> <ul style="list-style-type: none"> <li>• Provide older infants with times to play with other older infants and provide toys, such as balls and stuffed animals</li> <li>• Respond to and imitate older infants' gestures when they point to toys, books, or objects (when older infants point to a toy, point to the toy and say happily, "Oh, you want your toy, don't you?")</li> <li>• Show empathy for adults, children, and animals ("Oh, I see Ana dropped her peaches; she must be sad; let's get her some more peaches.")</li> <li>• Have more than one of the same toy for older infants</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>Stay nearby and watch playtime to promote successful interactions between older infants</li> <li>Continue to name and label appropriate touch (“hold hands”, “give hugs”, “pat gently”), and explain that everyone has their own personal space</li> </ul>
<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>Play with toys with other children or include other children in pretend play</li> <li>Show interest or concern for another child who is hurt or has fallen</li> <li>Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive</li> <li>Watch and copy another child’s behavior or activity</li> <li>Take turns during play with other toddlers, with lots of adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>Show and explain positive social interactions (“It looks like Jamie wants to be part of your game. Can he join you?”)</li> <li>Notice and celebrate toddlers’ efforts to help and care for their peers (“You stopped to help Allison, Jamal. Thank you.”)</li> <li>Encourage growing empathy skills by naming feelings and talking about how our actions affect others (“When you hit Sammy, it hurts his body.”)</li> <li>Support toddlers when their first attempts at interactions fail (“It looks like you want to build with the blocks, too. When your friend is finished with the toy, it will be your turn.”)</li> <li>Provide opportunities for toddlers to play with other children regularly</li> <li>Give toddlers plenty of toys that can be played with by two or more of them at once</li> </ul>
<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>Initiate play and share toys with friends and adults</li> <li>Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt</li> <li>Share and take turns with other children</li> <li>Encourage and praise peers</li> <li>Express interest in, acceptance of, and affection for others</li> <li>Begin to plan play with friends and follow through with actions, such as asking a friend to play in the block center, and then doing so</li> <li>Make decisions with other children with adult assistance</li> <li>Join others in group activities for brief periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Provide many activities and experiences for three-year-olds to do with others (pretend play, art activities, outside play, etc.)</li> <li>Help three-year-olds join ongoing play; for shy three-year-olds, more encouragement may be needed (“Come on, let’s join Juan. He’s having fun with that puzzle!”)</li> <li>Help three-year-olds who have arrived late join in activities, by saying welcoming and encouraging words (“Come play with us!”)</li> <li>Support three-year-olds’ play with others by staying nearby and assisting them with resolving their problems</li> <li>Continue to show how to share control (“Johnny can measure the flour and Miguel can measure the sugar.”)</li> <li>Read stories or invent puppet plays in which characters share, take turns, and cooperate</li> </ul>

## Language and Communication

### Listening and Understanding

<b>Listening and Understanding Indicators:</b> <ul style="list-style-type: none"> <li>Listens with interest to language of others</li> <li>Responds to nonverbal and verbal communication of others</li> <li>Begins to understand the rules of conversation</li> </ul>
--

<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>Turn towards sounds or voice of caregiver</li> <li>Smile when spoken to</li> <li>Watch a person’s face and body language when they are talking</li> <li>Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says, “Let me pick you up.”)</li> <li>Respond to different tones of voice, such as becoming excited or calm when spoken to</li> <li>Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Notice when infants turn to your voice</li> <li>Talk to infants by describing caregiver’s actions and infants’ response (“I’m touching your toes now.”)</li> <li>Talk back to infants in response to their sounds, verbalizations, and body language (“Are you waving at me? Hello, there.”)</li> <li>Call infants by name or attract their interest with sounds that toys make</li> <li>Say the names of many objects in infants’ surroundings (“That’s a light.”, “Let’s get your blanket.”, “Frances has her hat.”)</li> </ul>

<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>Quiet down or get excited when they hear familiar voices</li> <li>Look at person who calls their name or is speaking</li> <li>Recognize names of familiar objects (cup, banana, juice, etc.)</li> <li>Watch and listen while others speak and then speak or make sounds themselves</li> <li>Follow simple requests (“Get your ball.”)</li> <li>Respond with body language or words to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Talk to older infants and use their names in conversations with them</li> <li>Watch where older infants focus their attention, then name and describe the people or objects they look at (“Look at the dog’s tail! He’s wagging his tail.”)</li> <li>Name and talk about objects that they use with older infants (hand a spoon to the older infant and say, “Here’s your spoon.”)</li> <li>Name and talk about familiar items and people in older infants’ home language, if possible</li> <li>Respond with words and short sentences after older infants speak or make sounds</li> <li>Play simple movement games to help older infants learn to follow directions. Show the right movement while saying the direction (“Let’s touch our toes. Now touch your nose.”)</li> <li>Make requests and ask questions using different and expressive tones of voice</li> <li>Follow older infants’ lead in short conversations; pause to allow time for older infants to respond</li> </ul>

<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>Imitate caregiver’s different vocal sounds and body language</li> <li>Laugh after caregiver says something funny</li> <li>Quiet and listen when caregivers say they have something to say</li> <li>Let others know when they want a turn to talk (says “me” or “my turn”)</li> <li>Follow two-step requests</li> <li>Show understanding by pointing to or touching a picture in a book or talking about some part of a book</li> <li>Begin to talk or converse with other toddlers during play (listening and paying attention to each other)</li> </ul>	<ul style="list-style-type: none"> <li>Give toddlers toys and experiences that allow them to hear different animal and people sounds</li> <li>Play and laugh with toddlers often when something funny or silly happens</li> <li>Notice when toddlers want to talk and let them know when it’s their turn by saying, “It’s your turn. What do you want to tell me?”</li> <li>Give toddlers some two-part directions (“Please sit on the bed and hold your foot up, so I can put on your sock.”)</li> <li>Ask questions about different characters or objects in a book during one-on-one book reading</li> <li>Support toddlers’ communication with others by watching the way they play and talk to each other and by providing comments as needed (“Maria wants to play dolls with you. Can you show her your doll?”)</li> </ul>

<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>Follow three-step directions</li> <li>Participate in short conversations with expected words and phrases</li> <li>Produce expected responses to different types of requests</li> <li>Ask or gesture for a request to be repeated or clarified</li> <li>Ask a question and wait for an answer from others</li> <li>Provide expected responses to “wh” questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.)</li> <li>Let others know when they are interrupted by saying “It’s my turn.” Know many words and the opposite of those words (tall/short, smooth/rough, light/heavy)</li> </ul>	<ul style="list-style-type: none"> <li>Give three-year-olds some three-step directions (“Please wipe your mouth, pick up your plate, and bring it into the kitchen.”)</li> <li>Ask three-year-olds questions that encourage them to remember and discuss events</li> <li>Talk about what belongs to other people by using pronouns (he, she, it, them, his, her, their) to refer to them (“Grandma has the big hat. Point to her hat.”)</li> <li>Support three-year-olds’ interactions with other children by giving support when they have difficulty (“Zeeba is asking you to play with her. What do you say?”)</li> <li>Ask three-year-olds many different questions, including “wh” (who, what, where, when, why), “how,” “if/then,” etc.</li> <li>Remind three-year-olds when they interrupt others’ conversations that they need to wait their turn to talk and that they will get a turn to talk</li> </ul>

	<p>(“When Theresa is finished talking, you can tell us your story.”)</p> <ul style="list-style-type: none"> <li>• Create play activities for three-year-olds in which you talk about contrasting objects. (“Let’s find all of the dolls that are ‘small’ and then ones that are ‘large.’” or “Can you point to the dog in the picture that has long ears? Now touch the one with short ears.”)</li> </ul>
--	---

## Communication and Speaking

### Communication and Speaking Indicators:

- Uses consistent sounds, gestures, or words to communicate for a variety of purposes
- Imitates sounds, gestures, signs, or words
- Uses language to engage in simple conversations

#### 0-8 months | infants might

- Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling)
- Begin to imitate sounds like “da” when caregiver says “da”
- Begin to move mouth while looking at caregiver talking
- Make sounds or signs to get caregiver’s attention

#### As a caregiver, you can

- Notice the variety of sounds infants make and how they imitate the sounds caregivers make
- Imitate infants' sounds and body movements and allow time for infants to respond
- Notice the different ways infants attempt to communicate (such as facial expressions, verbal response, or body movements) with appropriate responses
- Talk to infants often while doing everyday activities (“Let’s get your arm into this shirt.”)
- Use many different voice tones to play and talk with infants
- Consistently name objects in the environment when infants show interest or a need for them

#### 8-18 months | older infants might

- Respond to caregiver’s talk by babbling or producing words in reply (“ba-ba-ba” repeated over and over for dialogue)
- Say first words by 8-12 months
- Try to name familiar people and objects like “mama” and “dada”
- Use single words combined with hand motions and body movements to communicate (wave while saying “bye- bye”)
- Point or use hand motion to communicate wants or needs
- Begin to repeat words in simple songs and rhymes
- Use approximately 50-100 words in home language or in English by 18 months

#### As a caregiver, you can

- Watch and imitate older infants’ attempts at making sounds, babbling, and stringing words together
- Notice when older infants say their first word and repeat the word
- Introduce new words, sounds, signs, and body language during everyday activities by explaining what older infants are seeing, hearing, smelling, touching, and tasting
- Sing songs and play word games with older infants
- Have conversations with older infants using different voice tones, and pause and allow infants to respond
- Follow older infants’ lead and interest in items in their surroundings, including naming items for them (“Yes, that’s a chair.” or “Look at the big red truck.”)

#### 18-36 months | toddlers might

- Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”)
- Use new words in everyday experiences (“books in box”)
- Ask caregivers to help name unfamiliar objects
- Use three- to four-word sentences with a noun and a verb
- Use approximately 400 words in home language or in English by 30 months
- Use approximately 1000 words in home language or in English by 36 months

#### As a caregiver, you can

- Notice and support toddlers when they begin to put two or more words together to form sentences by repeating the words and adding more (“Yes, Mommy went bye-bye. She’ll come back very soon.”)
- Follow toddlers’ interests in items in their surroundings, constantly naming them or when introducing new materials and objects
- Respond to toddlers’ questions with clear and simple answers and explanations
- Speak in complete sentences with toddlers. (“Yes, that is a banana. This is the section of the grocery store where we pick our fruit.”)
- Respond to toddlers’ questions with answers and explanations
- Ask toddlers to describe objects using all five of their senses (“What do you hear?”, “What do you smell?”, “How does it feel?”)
- Ask toddlers “wh” (who, what, where, when, why) questions that require more than one-word responses (“What are you going to do this weekend?”)
- Provide playtime games and activities that encourage toddlers to talk with friends

#### 36-48 month | three-year-olds might

- Ask more difficult questions that need more information and clarification (“Why does happen?”)
- Use multiple words to describe and communicate feelings
- Use more abstract words to understand their world (use words like “think”, “know”, “guess”)
- Speak using the past tense or possessive (“Daddy carried the cake.” “Mommy’s car is blue.”)
- Use approximately 4000+ words in home language or in English by 48 months

#### As a caregiver, you can

- Support three-year-olds’ curiosity about their world by responding to questions with clear understandable answers
- Encourage three-year-olds to name feelings (“Darius, tell Maya how you felt when she knocked your blocks down.” “You are smiling so big. Are you happy?”)
- Use appropriate words to describe objects and events in the environment
- Follow three-year-olds’ lead in conversation by showing the correct use of past tense or possessive (“Mommy went to the store.”, “Yes, Donny’s door is blue.”)

## Emergent Literacy

### Emergent Literacy Indicators

- Shows interest in songs, rhymes, and stories
- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols
- Begins to develop interests and skills related to emergent writing

#### 0-8 months | infants might

- Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes
- Touch, look at, or make sounds when looking at picture books with adult
- Look at others writing or drawing on paper

#### As a caregiver, you can

- Involve infants in fun songs and fingerplays (for example, “Itsy Bitsy Spider”)
- Read to infants and let them explore cloth books, texture books, and hard board books, including allowing them to mouth these types of books
- Hold and cuddle infants while reading to them
- Talk about and name the pictures in books as they look at a page
- Let infants watch you write and tell them what you’re doing (“Let’s write down that we need to get milk when we go to the grocery store.”)

#### 8-18 months | older infants might

- Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes
- Enjoy being read to and exploring books (in home language and in English)
- Point to or name familiar characters, pictures, or photographs in books
- Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language)
- Turn pages of sturdy books, look at the pictures, and make sounds or words
- Reach for and hold various writing tools, such as crayons or chalk

#### As a caregiver, you can

- Say rhymes or sing songs with catchy rhythms throughout daily routines (during bath time say “Rub-a-dub-dub, three men in a tub...”)
- Make a photo or picture book for older infants that includes family and familiar faces, animals, and favorite things
- Recognize and build on older infants’ interests in particular books or pictures (if an older infant shows interest in a picture, slow down and talk about it)
- Have various types of durable, sturdy books for older infants: books with bright drawings, photographs, activity books (lift the flap or sliding parts)
- Point out printed language in books as you read to older infants

<ul style="list-style-type: none"> <li>• Make marks or scribbles on paper</li> </ul>	<ul style="list-style-type: none"> <li>• Give older infants access to various age-appropriate drawing and writing tools (crayons, paints, etc.), and teach them how to use and care for them</li> </ul>
<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Sing along with familiar songs, fingerplays, or rhymes</li> <li>• Enjoy singing familiar songs or saying rhymes with and without adult assistance</li> <li>• Begin to produce real or nonsense words that sound alike</li> <li>• Enjoy being read to and exploring books and reading materials on their own (in English and in home language)</li> <li>• Ask to be read to and has favorite books</li> <li>• Pretend to read familiar books</li> <li>• Name and describe familiar characters, pictures, or photographs in books with adult assistance</li> <li>• Recall characters or events in familiar books</li> <li>• Recognize some print or symbols in their surroundings (stop sign, local store sign)</li> <li>• Make circular scribbles, line marks, or letter-like forms when asked to write</li> <li>• Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes</li> <li>• Identify some letters (the first letter in their name) with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Read and re-read to toddlers often, especially when they ask</li> <li>• (if you cannot read at that moment, plan a later time to share the book together)</li> <li>• Encourage toddlers to read a familiar book to you in their own way (pretend reading)</li> <li>• Point out large and noticeable print and titles when reading to toddlers</li> <li>• Use magnetic letters, bathtub letters, etc. to show toddlers how you can put letters together to spell meaningful words</li> <li>• Talk to toddlers about print in their environment (food packages, street signs, store signs, warning labels)</li> <li>• Give toddlers a wide variety of drawing and writing tools and continue to teach them how to use and care for them</li> <li>• Ask toddlers open-ended questions about their drawing and writing (“What did you draw?” or “Tell me about your work”), and offer to write down what they say about the drawings</li> </ul>
<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Like to repeat phrases in books or nursery rhymes, read aloud as a group</li> <li>• Enjoy doing “pretend readings” of familiar books and making up a story to match drawings (in English and in home language)</li> <li>• Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books</li> <li>• Recall characters and events or predict what will come next in familiar books without help</li> <li>• Handle books with increasing skill</li> <li>• Show increasing understanding that print in most languages is read from left to right, top to bottom, and front to back</li> <li>• Begin to understand that letters are combined to make words</li> <li>• Recognize some familiar words in print, like their name</li> <li>• Identify some letters and know some sounds that letters make</li> <li>• Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing</li> <li>• Attempt to reproduce letters (or characters depending on home language) by copying one or more letters (or characters)</li> <li>• Use various writing and drawing tools without adult assistance</li> <li>• Count words in a sentence</li> <li>• Break words into syllables (clap syllables in own name)</li> </ul>	<ul style="list-style-type: none"> <li>• Pause during reading to allow three-year-olds to fill in repetitive phrases when reading or saying rhymes</li> <li>• Praise children for reading their own way</li> <li>• Ask questions and talk to three-year-olds about the electronic media (webpages, e-books, recordings) they use (rather than only letting three-year-olds listen or click through pages independently)</li> <li>• Recognize three-year-olds’ interest in books and reading and encourage them to explore or read books on their own</li> <li>• Continue asking three-year-olds to name, locate, describe, count, and talk about events in books and help them add details to their responses</li> <li>• Talk to three-year-olds about things that are not directly stated in books so they can learn to make inferences “I think he’s feeling jealous and that’s why he...”, “I bet it’s winter in this book.”)</li> <li>• Sing songs that play with the sounds in language</li> <li>• When three-year-olds see print in more than one language, point out important differences across languages</li> <li>• Provide opportunities for three-year-olds to imitate adult writing and reading activities during pretend play (in the home center: “Do you want to write a grocery list?”)</li> <li>• Explain that letters are put together to make words while reading with three-year-olds (“This word says ‘dog’ – it’s spelled d-o-g.”)</li> <li>• Continue to talk to three-year-olds about print that is in their surroundings and ask them to talk about what it says and means (“It’s Tevin’s birthday. What do you think this birthday napkin says?”)</li> <li>• Recognize three-year-olds’ pride in their knowledge and ask them to tell you which letter names and sounds they know</li> <li>• Continue to have conversations with three-year-olds as you write together and be more specific about how you write (“I’m going to start our letter at the top of the page. What should I write first?”)</li> <li>• Involve three-year-olds in frequent writing activities in which you have them help you decide what message to write</li> <li>• Count how many syllables there are in three-year-olds’ names by clapping for each syllable</li> <li>• Say simple sentences while clapping the words in the sentence</li> </ul>

# Cognitive

## Exploration and Discovery

<b>Exploration and Discovery Indicators:</b> <ul style="list-style-type: none"> <li>• Pays attention and exhibits curiosity in people and objects</li> <li>• Uses senses to explore people, objects, and the environment</li> <li>• Shows interest in colors, shapes, patterns, and pictures</li> <li>• Makes things happen and watches for results and repeats actions</li> </ul>
--

<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Focus on caregivers’ face and follow face or voice</li> <li>• Turn head when a new person enters the room</li> <li>• Reach out to touch objects</li> <li>• Put objects in their mouth to touch and taste</li> <li>• Reach out and grab new toys, and turn them over and over to explore or bang them</li> <li>• Hit or kick toys to make them move over and over</li> </ul>	<ul style="list-style-type: none"> <li>• Stay close to and interact with infants</li> <li>• Notice infants’ reaction when new people enter the room</li> <li>• Create surroundings without a lot of loud noises and distractions</li> <li>• Place objects with different shapes, sizes, textures, and sounds within infants’ reach (make sure the objects are safe to mouth)</li> <li>• Name and describe objects infants are exploring and encourage them to continue to play with the objects by telling them you like their “music” or banging</li> <li>• Give infants safe toys that produce interesting results or movements in response to their actions</li> </ul>

<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Look at books</li> <li>• Look to see where objects went when they are dropped</li> <li>• Touch and feel others’ faces, skin, or hair</li> <li>• Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells</li> <li>• Ask to continue a game by signing or saying “more”</li> <li>• Push a button on a toy to make objects pop up or to make a sound over and over again</li> <li>• Sit on a rocking horse or toy and move it back and forth</li> <li>• Look closely at small objects, such as pieces of paper or leaves</li> <li>• Put a shape in a box with different shape openings (shape sorters)</li> <li>• Stack blocks or objects</li> </ul>	<ul style="list-style-type: none"> <li>• Share books with older infants. Show them books with interesting colors, patterns, pictures, and textures</li> <li>• Notice when older infants drop items and pick them up, and allow them to repeat</li> <li>• Allow older infants to touch your face, skin, or hair and name body parts (“That’s my nose. Here’s your nose.”)</li> <li>• Provide toys and objects that make noise, and create opportunities to make and listen to different sounds together (crunch leaves or bang on pots and pans)</li> <li>• Notice and respond positively to older infants’ desire to play games over and over again</li> <li>• Create an environment that encourages discovery, and give uninterrupted playtime</li> <li>• Give older infants safe toys to repeat motions, such as rocking, sliding, or balancing</li> <li>• Engage and play alongside older infants</li> <li>• Celebrate when older infants learn how to use a toy or object</li> </ul>

<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
--------------------------------------	--------------------------------

<ul style="list-style-type: none"> <li>• Notice, point at, or talk about animals or insects</li> <li>• Pick up rocks, sticks, or other objects when outdoors</li> <li>• Pour, scoop, and explore sand and water</li> <li>• Match colors and shapes and sort toys or objects that are alike</li> <li>• Show interest in mixing colors of water or paints</li> <li>• Push/pull riding toys in order to make them move</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize toddlers' interest in the natural world and help describe what they see, hear, and experience</li> <li>• Explore surroundings and talk about how things are similar and different</li> <li>• Provide toddlers with a dirt or sand and water area that includes tools, such as cups, scoops, buckets, shovels, or sifters</li> <li>• Provide household items for toddlers to sort into groups of similar colors, types, or shapes (socks, cups, plastic lids)</li> <li>• Help toddlers mix colored water or finger paints and talk about the experience</li> <li>• Describe how toddlers can use their bodies to make things move or change</li> <li>• Model how toddlers can do different things with toys (throw a ball into a basket)</li> <li>• Provide toys that require pushing, pulling, pouring, sorting, and matching</li> </ul>
--	---

<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Talk about and ask about objects in nature</li> <li>• Observe and discuss changes in weather</li> <li>• Name basic colors and shapes</li> <li>• Copy simple patterns</li> <li>• Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster)</li> <li>• Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results</li> </ul>	<ul style="list-style-type: none"> <li>• Take notice of three-year-olds' interest in the natural world and call attention to details of nature or use a magnifying glass to help children focus on details of rocks, leaves, etc.</li> <li>• Take time to answer three-year-olds' questions about their world (discuss daily changes in the weather or ask them to predict what might come next)</li> <li>• Describe basic colors and shapes and begin teaching more complex colors/shapes</li> <li>• Give three-year-olds opportunities to repeat and explore simple patterns (blue block, red ball, blue block, red ball)</li> <li>• Notice when three-year-olds experiment with their toys and other objects and ask them questions about their play ("Why do you think that green car moves so much faster than the blue car?")</li> <li>• Praise three-year-olds as they repeat actions</li> </ul>

## Problem Solving

<b>Problem Solving Indicators:</b> <ul style="list-style-type: none"> <li>• Experiments with different uses for objects</li> <li>• Shows imagination, creativity, and uses a variety of strategies to solve problems</li> <li>• Applies knowledge to new situations</li> <li>• Begins to develop interests and skills related to numbers and counting</li> </ul>	
--	--

<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Make sounds, cry, or fuss to get caregiver's attention</li> <li>• Roll over to get a toy just out of reach</li> <li>• Turn objects over to look at and handle them from different positions</li> <li>• Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table)</li> </ul>	<ul style="list-style-type: none"> <li>• Respond promptly and warmly to infants when they make sounds, cry, or fuss (change activity or the infant's position)</li> <li>• Place enticing objects just out of infant's reach and encourage rolling or scooting to get them</li> <li>• Offer toys that make a noise when shaken or dropped</li> <li>• Patiently pick up objects that are repeatedly dropped by infants or redirect them to a new activity</li> </ul>

<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Use objects or utensils to bang on table and make noise</li> <li>• Crawl into, around, or over obstacles</li> <li>• Attempt to nest three or four cups of different sizes</li> <li>• Enjoy taking objects out of containers and putting them back in</li> <li>• Ask, gesture, or sign to be picked up to reach something</li> </ul>	<ul style="list-style-type: none"> <li>• Keep toys around that respond to older infants' actions, such as pop-up boxes, squeaky toys, and musical instrument toys</li> <li>• Create a variety of safe spaces and objects for older infants to crawl over, around, and through</li> <li>• Give older infants similar toys of different sizes that can nest (bowls, measuring cups, nesting cups)</li> <li>• Show excitement when older infants discover new uses for things (putting blocks in a box or pot)</li> <li>• Keep containers filled with objects around and encourage filling and emptying the containers</li> <li>• Watch for and encourage older infants' use of words, signs, and gestures, such as pointing and reaching to signal what they want</li> </ul>

<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Ask for the names of new objects or people ("What's that?" or "Who's that?")</li> <li>• Climb on a stool to reach an object</li> <li>• Experiment with new toys to see how they work</li> <li>• Turn puzzle pieces many different ways to complete a puzzle</li> <li>• Count objects while pointing to each one and saying the number (one-to-one correspondence)</li> <li>• Offer to trade toys with other children</li> </ul>	<ul style="list-style-type: none"> <li>• Ask toddlers questions, express wonder about problems, and respond to questions with enthusiasm ("I wonder how that happened?")</li> <li>• Create a safe environment for using large objects as tools, such as stepping on a footrest to get a toy</li> <li>• Give toddlers colorful inset puzzles and help them learn to match and turn pieces to fit them</li> <li>• Count with toddlers while pointing to each object ("There are seven peas on your plate: 1-2-3-4-5-6-7.")</li> <li>• Demonstrate and encourage offering trades with other children to get a desired toy</li> </ul>

<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Like to play "hide and seek"</li> <li>• Show more thought in problem solving (use a bucket to move toys from one place to another)</li> <li>• Complete simple jigsaw puzzles</li> <li>• Negotiate turn-taking with other children</li> <li>• Compare and sort objects using one or two features (put all the large red cars together)</li> <li>• Use tools to measure items (scoop into bucket, string to determine length or height)</li> <li>• Apply numbers and counting concepts to daily life (count the number of children at school today)</li> </ul>	<ul style="list-style-type: none"> <li>• Play "hide and seek" games with people and with toys (hide a toy under one of several cups or cloths and let child find it)</li> <li>• Set up your surroundings to allow new ways of problem solving, and notice when three-year-olds solve problems</li> <li>• Give three-year-olds simple jigsaw puzzles (six-eight pieces) and help them learn to connect parts of the picture by fitting correct pieces together</li> <li>• Ask questions related to sorting and measurement while three-year-olds are engaged in those activities ("So all the blue ones go over here and all the red ones go here? Where do all the yellow ones go?")</li> <li>• Give three-year-olds materials to practice measuring, comparing, and sorting</li> <li>• celebrate counting and include counting during daily routines ("Do you see the crayons? How many do you see? 1-2-3! Yes, there are three crayons!")</li> </ul>

## Memory

<b>Memory Indicators:</b> <ul style="list-style-type: none"> <li>• Shows ability to acquire and process new information</li> <li>• Recognizes familiar people, places, and things</li> <li>• Recalls and uses information in new situations</li> <li>• Searches for missing or hidden objects</li> </ul>	
--	--

<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Look intently at new faces or objects</li> <li>• Smile in recognition of familiar caregiver and show excitement when they enter the room</li> <li>• Look in appropriate direction for toys that have been dropped or partially covered by a blanket</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in face-to-face play with infants (smiling, cooing, talking, singing, playing peek-a-boo)</li> <li>• Greet infants by name, and talk about and name other people and objects in the room</li> <li>• Celebrate when infants find a dropped toy, and play hiding</li> </ul>



	<ul style="list-style-type: none"> <li>• games with infants by partially covering a toy and then revealing it</li> </ul>
<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Enjoy playing peek-a-boo</li> <li>• Look for hidden objects or toys</li> <li>• Ask for a familiar caregiver when not present</li> <li>• Look for a favorite object in its usual location, and ask for it when not present</li> <li>• Recognize a favorite book when caregiver calls it by name</li> <li>• Bring familiar people their shoes or other personal objects</li> </ul>	<ul style="list-style-type: none"> <li>• Play games with older infants that allow for turn-taking, and watch for older infants to repeat these games in new situations or with other people</li> <li>• Play hide-and-find games by placing a toy under a cloth or other cover for older infants to find</li> <li>• Talk about familiar caregivers when they are not present</li> <li>• Keep toys and familiar objects in consistent locations so older infants begin to learn where things are kept</li> <li>• Recognize older infants' favorite books and read with them over and over again</li> <li>• Comment when older infants remember something belongs to you or someone else ("Yes, those are Luna's shoes.")</li> </ul>
<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Go to the correct location for familiar activity (goes to bathroom when caregiver says "It's time for your bath")</li> <li>• Know what sounds animals make and can make the sounds</li> <li>• Recognize and name people and animals</li> <li>• Use words and phrases that familiar caregivers use ("Be right back." or "See you later.")</li> <li>• Sing familiar songs over and over</li> <li>• Bring favorite book to caregiver to have it read to them</li> <li>• Know familiar words and complete sentences in their favorite books</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with toddlers about where different activities happen and what we do there</li> <li>• Sing songs and play music that includes animals and their sounds</li> <li>• Play memory games with toddlers (ask toddlers to identify and name objects in pictures and photographs)</li> <li>• Understand that toddlers will use your phrases and words. Praise them when they do ("That's right, Eva will be right back!")</li> <li>• Sing favorite songs frequently and notice when toddlers sing them on their own</li> <li>• Ask toddlers to choose what songs or books they would like to sing/ read ("OK, what book do you want to read next?")</li> </ul>
<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Tell what will happen next in a familiar book</li> <li>• Answer simple questions about past experiences ("Who took you swimming yesterday?")</li> <li>• Recognize familiar driving routes and locations in neighborhood (says, "That's where Grandma lives!" when approaching her house)</li> <li>• Talk about how common objects, such as spoon, hairbrush, or pencil, are used</li> </ul>	<ul style="list-style-type: none"> <li>• Ask three-year-olds what songs and books they would like to sing/ read</li> <li>• Ask three-year-olds to tell you what they think will happen next in familiar book or story</li> <li>• Ask three-year-olds simple questions about past experiences and respond with interest to their answers</li> <li>• Point out landmarks and signs as you drive or walk around the neighborhood</li> <li>• Ask three-year-olds questions that use their memory ("Which way do we go now?", "Do you remember who lives in this house?", "Do you see the library?")</li> </ul>
<b>Imitation and Make Believe (Symbolic Play)</b>	
<b>Imitation and Make Believe Indicators:</b>	
<ul style="list-style-type: none"> <li>• Uses objects in new ways or in pretend play</li> <li>• Uses imitation in pretend play to express creativity and imagination</li> </ul>	
<b>0-8 months   infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Copy caregiver actions, such as sticking out tongue or clapping hands together</li> <li>• Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work</li> <li>• Coo, squeal, or laugh when their caregiver talks and plays games with infant</li> </ul>	<ul style="list-style-type: none"> <li>• Copy what infants do while playing with you. Repeat, or slightly change the action, and wait to see if infants imitate you (infants clap hands, then you clap hands back)</li> <li>• Play with toys that infants can shake, bang, or push, and give infants time to imitate your actions</li> <li>• Follow infants' leads and play with them</li> </ul>
<b>8-18 months   older infants might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Imitate adult actions (waving "bye-bye" or brushing hair)</li> <li>• Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup</li> <li>• Pretend to feed doll or stuffed animal with their own bottle or food</li> </ul>	<ul style="list-style-type: none"> <li>• Play games and do fingerplays in which older infants can imitate actions, such as "Itsy Bitsy Spider" and "Head, Shoulders, Knees, and Toes"</li> <li>• Make available toys (or real objects) that older infants can pretend play with, such as cups, spoons, and telephones, and show what the toy does or is used for (pretend to eat with a toy spoon)</li> <li>• Notice and comment positively on older infants' pretend play ("I see you are feeding the baby. I bet she's hungry!")</li> </ul>
<b>18-36 months   toddlers might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone</li> <li>• Pretend to drink from an empty cup by making slurping noises and saying "ah" when finished</li> <li>• Pretend objects are other things, such as a banana for a phone or a block for a car</li> <li>• Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad</li> <li>• Play with stuffed animals one day to play "veterinarian" and then to play "farmer" another day</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a variety of toys and objects available for pretend play, such as dolls, stuffed animals, dishes, and blocks, and enter into pretend play with toddlers (have a pretend phone conversation)</li> <li>• Make playful sounds that people, animals, or cars make and show toddlers how to use these sounds and toys in pretend play (push a toy car saying "Vroom Vroom")</li> <li>• Notice and comment when toddlers use other objects as a substitute for the real thing, such as using a banana as a phone ("Are you talking on the phone? Who are you talking to?")</li> <li>• Suggest next steps in pretend play (if toddlers pretend to feed a baby doll, suggest that they cover the baby with a blanket and rock it to sleep)</li> <li>• Play with toddlers using pretend roles, such as you are a farmer on a farm and they are animals on the farm</li> <li>• Suggest new roles for toys to toddlers (a toy kitchen can become a pretend restaurant kitchen)</li> </ul>
<b>36-48 month   three-year-olds might</b>	<b>As a caregiver, you can</b>
<ul style="list-style-type: none"> <li>• Reenact actions that have multiple steps that they have seen at an earlier time, such as pretending to get ready for work by making breakfast or putting on jewelry</li> <li>• Have pretend play scenarios that include different roles ("I'll be the mommy and you be the baby.")</li> <li>• Plan what they are going to pretend before play, such as saying "Let's play baking!"</li> <li>• Play with imaginary objects, such as serving an invisible slice of pizza on a plate</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of toys and objects for pretend play, such as hats, clothes, purses, briefcases, phones, dolls, and blocks</li> <li>• Pretend play with three-year-olds (for example, enjoy pretend breakfast with three-year-olds; talk about how "yummy" the eggs" are)</li> <li>• Pretend with three-year-olds when they assign you a role to play ("Am I the baby? OK. Mommy, can I have my blankie?")</li> <li>• Notice three-year-olds' pretend play and try to keep their imagination going (if served a pretend slice of pizza say something like, "Oh no, my pizza has pepperoni on it. I don't like pepperoni. Could I have another slice, please?")</li> </ul>