



GUAM
EARLY
LEARNING
GUIDELINES
FOR YOUNG
CHILDREN

BIRTH TO
36 MONTHS



“Sow a thought, and reap an act; sow an act, and you reap a habit; sow a habit and you reap a character; sow a character, and you reap a destiny.”

George Dana Boardman

“From the moment of our children’s first breaths, we, the community, must sow the seeds for learning and development which will reap the ‘acts’ of life that lead to a destiny of productivity, peace and prosperity.”

Walter Chris Perez, M.D.
Family Practice

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Guam Early Learning Guidelines For Infants and Toddlers (Birth to 36 Months)

Prepared by the

Early Childhood Care & Education Committee

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Gerard Huffer, Director
M. G. Huffer Adventures in Learning Child Development Center

Magdalena Huffer, Assistant Director
M. G. Huffer Adventures in Learning Child Development Center

Michele Huffer, Supervisor
M. G. Huffer Adventures in Learning Child Development Center

Lysa Mesa
Lee's Playschool (Family Home Provider)

Cathy Schroeder, Program Director and Manager, Health and Disabilities Services, Guam Head Start

Lagrimas Underwood, Director
Honey Bear Kids Center

Marsha Postrozny, Professor
Guam Community College

Christine Rosario, Teacher III
Guam Early Intervention System

Subasri Nagarajan, Director
Bambini Day School Center

Tricia Henricksen, Director
First Step Early Childhood Educational Center

Katrina Celes Pieper
Associate Superintendent of Special Education

Kiniena Sachuo, Assistant Professor
School of Education
University of Guam

Manuela M. Cruz, Parent
Cheri Wegner, Parent
Lethia Calvo, Parent

Leona Balabagno, Director
Amazing Kids Child Development Center

Cleofe Blumer, Director
Treasures of the Heart Early Childhood Center

Mency Verango, Assistant Director
Treasures of the Heart Early Childhood Center

Julita Celeste, Management Analyst IV
Department of Public Health & Social Services, Division of Public Welfare Work Programs Section

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Terrie Fejarang, Associate Director for Interdisciplinary Training, Operations,
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Jonas D. Macapinlac, Disability Media Specialist

INTRODUCTION

In an effort to improve the quality of care and education provided to our youngest children on Guam, the Department of Public Health & Social Services (DPHSS) sought the input from local stakeholders including: Institutions of higher learning, teachers, center and family-based child care providers, lawmakers, other appropriate public and private agencies, and most importantly, families, in the development of guidelines for young children.



As stated in President Bush's *Good Start, Grow Smart* Early Childhood Initiative, the DPHSS was required to develop Early Learning Guidelines for Young Children Three to Five Years. DPHSS has recognized the need for similar guidelines to be developed for young children birth to thirty-six (36) months old. Therefore, in January 2004, in collaboration with the University of Guam, Center for Excellence in Developmental Disabilities Education Research, & Service (Guam CEDDERS), DPHSS submitted an application for Technical Assistance from the National Infant & Toddler Child Care Initiative (NITCCI) at the ZERO TO THREE Center for Infants, Toddlers, and Families to support this effort.

In March, 2004, DPHSS received an award letter indicating their selection as one of ten states and territories chosen to participate in the second round of technical assistance provided by the NITCCI @ ZERO TO THREE. As stated in their application, DPHSS prioritized the development of Early Learning Guidelines for Infants and Toddlers.

The development of these guidelines was made possible through funding from the Child Care & Development Fund (CCDF) Program awarded to the DPHSS, Division of Public Welfare and the NITCCI @ ZERO TO THREE.

These guidelines should be used to assist parents, families, and caregivers in understanding what infants and toddlers should know and be able to do, at the various developmental stages from birth to 36 months of age. These guidelines address the various domains of development and include strategies that enhance the overall development of all young children, including those with special needs.

OVERVIEW

Babies are born with wiring in their brains to learn. At birth, the main organs like the kidneys, liver, and heart are fully developed and functioning. According to the ZERO TO THREE Center for Infants, Toddlers, and Families (2006), the brain is the only organ that is partially developed at birth with 25% development. By age three, 90% of the brain is developed. During those first three years, there are trillions of connections being made between brain cells. Young children's relationships and experiences during these early years make a difference in how the brain grows.

Children learn best when they feel safe, secure, and are having fun with people they love and trust. Those relationships are the foundation for developing the physical, cognitive (thinking), language and social and emotional developmental domains of young children. The family, culture, and community all play a part in the formation of brain growth as they shape the way a child thinks, feels, behaves, and learns (Dodge & Heroman, 1999; Wittmer & Petersen, 2006).

By age three, children are mentally healthy when: (1) they are competent and confident, (2) enjoy close, caring relationships, (3) feel safe, (4) have basic trust in others, (5) regulate and express feelings in healthy ways, (6) communicate and are understood, (7) feel valued for their unique personalities, (8) have the energy and curiosity to learn, and (9) enjoy excellent health and nutrition (Wittmer & Petersen, 2006).

Research continues to emphasize the importance of the first three years of life as the *sensitive period*. One example is that brain connections for sight must be made in three or four months or baby will never be able to see. This period is also known as the best time when *windows of opportunity* happen; when learning is easier such as learning how to speak a language. There are many ways to “feed” the brain for optimum learning to happen. Activities such as cuddling, singing, talking, playing, touching, reading and nourishing with healthy food are some ways to keep the connections in the brain activated for learning (Dodge & Heroman, 1999).

Scientific information in *From Neurons to Neighborhoods* emphasizes how young children's lives are impacted by their environment. Some experiences that young children receive today challenge their growth and development. These include parent mental health, level of education, employment, access to health, nutrition, and safety, cultural diversity, deployment, and related experiences. When both parents are working, more time is spent away from home and less interaction between parents and children occur (Shonkoff & Phillips, 2000). It is important that parents, families, and caregivers who are all primary teachers during the sensitive periods of brain development be provided resources to help guide healthy activities for young children.



The *Guam Early Learning Guidelines for Infants & Toddlers (GELGIT), Birth to 36 Months* was adapted and developed from the State of Maryland, Department of Human Resources Child Care Administration's "Guidelines for Healthy Child Development and Care for Young Children (Birth to Three Years of Age)." They provide guidance to families, caregivers, teachers, and administrators on what infants and toddlers should know and be able to do as they grow and develop.

These guidelines are appropriate and applicable for all programs or settings that serve young children birth to 36 months old. In addition, in the development of these guidelines, it was recognized and understood that children develop at different times or rates and in different ways. One of those differences is temperament, a term referring to inborn traits that determine how children behave in response to their environment and the people around them. Some children are "easy," have a positive mood and adapt well to changes. Others are "difficult," have a negative mood, withdraw from others, adapt slowly and can be very intense in character. Still others are "slow-to-warm-up," have low intensity and activity level, adapt slowly and often withdraw in new situations or when upset. Temperament needs to be considered in planning activities so that suitable strategies are applied to create a positive environment for children.

These are **suggested** guidelines and should be used as a "general" way to "guide or assist" parents and caregivers in understanding what infants and toddlers should know and be able to do. It is not meant to be an assessment tool for determining the level of abilities of young children in cognitive, physical, or other developmental domains.



ORGANIZATION OF DOCUMENT

The Guam Early Learning Guidelines for Infants and Toddlers, Birth to 36 Months, are divided into four **AGE** categories:

1. Birth to Eight (8) Months
2. Nine (9) to Eighteen (18) Months
3. Nineteen (19) to Twenty-Four (24) Months
4. Twenty-Five (25) to Thirty-Six (36) Months

Each Age category is divided into four broad developmental **DOMAINS**:

Each domain contains general areas of learning and may be further divided into separate subject areas.

- I. **Social-Emotional Development** – Emotional development refers to your baby’s feelings and how s/he understands and expresses them. Social development refers to how your baby interacts with others in the environment. An example of this domain includes smiling, laughing, and showing interest in peers.
- II. **Language Development** – This domain refers to how your baby communicates, verbally and non-verbally. Language is a major method of communication. It refers to your baby’s ability to receive, understand and respond to information. Examples of this domain include cooing, using gestures (pointing to something they want), and saying simple sentences.
- III. **Cognitive Development** – This domain refers to how your baby thinks and learns and may include any or all domains. Examples of this domain include playing “Peek-a-Boo,” fixing a 4-6 piece puzzle, singing a simple nursery rhyme, clapping and counting beats, exploring objects that float or sink.
- IV. **Physical Development** – This domain refers to your baby’s small and big muscles. Fine motor development refers to your baby’s ability to coordinate and use small muscles to work for him or her. Gross motor development refers to your baby’s ability to coordinate and use large muscles in arms and legs. Examples of this domain include crawling, holding a bottle, walking, and washing hands.

The age categories are organized in a **three-column structure** under each domain:

1st Column: Child Learns (To)

This column contains guidelines for what the infant or toddler should be able to do within each age category.

2nd Column: What Child May Do

This column contains examples of how the infant or toddler may respond in relation to each of the guidelines stated.

3rd Column: What You Can Do

This column contains examples and suggestions of what parents, family members, and caregivers can do to help the infant or toddler achieve or accomplish the guidelines indicated.

SAMPLE FORMAT



BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
I. Express emotions and feelings to communicate in a family or culture.	<ul style="list-style-type: none">* Expresses comfort or joy by: keeping eye contact on person, smiling, gurgling, cooing, or waving arms and kicking legs.* Expresses discomfort or sadness by turning away, squirms, whimpers, cries or coughs.	<ul style="list-style-type: none">• Give hugs and cuddles to help baby feel safe and secure.• Respond to various cues. Be familiar with cries of hunger, tiredness, need for diaper change, loneliness.

GUIDING PRINCIPLES

The Guiding Principles developed by the Early Childhood Care and Education Committee and adopted by the Infant and Toddler Child Care Initiative Guam Team are as follows:

All children deserve equal opportunity and access to high quality early care and educational programs provided in a healthy and safe environment. These programs will support or contribute to a positive foundation for academic success and lifelong learning by:

- nurturing their overall developmental needs;
- respecting individual characteristics and cultures;
- strengthening partnerships between parents, teachers, providers, and administrators; and
- preparing them to enter school, ready to learn.

Along with these Guiding Principles, *The Guam Early Learning Guidelines for Infants and Toddlers, Birth to 36 Months* are based on the following principles supporting how young children learn. Early childhood programs and settings are encouraged to use these guidelines and principles to “understand how children grow and learn; know how to provide an environment and experiences that foster learning found in play activities; and understand the values and cultures of the communities and children they teach” (Shonkoff & Phillips, 2000).

Early Childhood Principles

1. Families are the primary teachers of their children and should be respected as partners in their early care and education. Teachers, caregivers, and administrators are encouraged to work with families to ensure that children are provided appropriate learning experiences and information needed to support their children’s learning.
2. All children will be respected as competent and unique individuals who differ in learning styles, home environments, and needs. Teachers, families, caregivers, and administrators will respect the well-being of all children, be responsive to individual children’s learning styles, encourage each child to develop their sense of self, and recognize how they represent their world in different ways.
3. Programs should be designed to support the development of the “whole child” by providing experiences that are fun, appropriate, and meaningful to children. Teachers, families, caregivers, and administrators will ensure they provide developmentally appropriate practices in their program. Known as DAP, **developmentally appropriate practices** means decisions made by caring adults that reflect the age, interests, needs, and strengths of each child, including awareness of their social and cultural environment. This collection of information guides planning and implementation of activities that are respectful and relevant to the child and family. Every child should have many opportunities for play which is a child’s work, in well-designed indoor and outdoor environments. When children play, they are exploring things around them, using their small and large muscles, finding ways to solve problems, feeling good about themselves, developing friendships, and increasing their vocabulary.

I. Birth to 8 Months







BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Express emotions and feelings to communicate in a family or culture.	<ul style="list-style-type: none"> * Expresses comfort or joy by: keeping eye contact on person, smiling, gurgling, cooing, or waving arms and kicking legs. * Expresses discomfort or sadness by turning away, squirming, whimpering, crying, or coughing. 	<ul style="list-style-type: none"> • Observe and follow baby's lead. • Smile back to baby; gently play with baby. • Talk to baby in a quiet, calm, positive tone of voice. • Use culturally appropriate affectionate practices. (Note: Avoid causing pain to baby such as biting, shaking, spanking, pinching, and excessive tickling)
2. Calm and comfort self when upset.	<ul style="list-style-type: none"> * Turns head away, closes eyes, rocks, or coos to handle distraction. * Sucks thumb, finger, fist, safe toy (no small parts) or anything soothing to child. * Calms self when caring adults hold, rock, or swaddle (wrap comfortably). * Directs attention to surroundings such as a mobile, a picture on the wall, or a moving object. 	<ul style="list-style-type: none"> • Check if baby needs a diaper change, is tired, hungry, sleepy, cold, hot, ill, in pain, or scared. • Follow baby's eating and sleeping patterns; how much and when. • Be consistent in giving baby loving care that baby likes in order to be calm. • Sing or hum tunes baby likes or play soothing music. • Gently rub/massage baby's back, stomach, arms, and legs. • Swaddle (wrap baby), rock baby, cuddle (hold baby close), or be in a cool, shady place. • Check for proper lighting, natural or artificial.



BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Calm and comfort self when upset. (continued)		<ul style="list-style-type: none"> • Change the environment to a less busy and calming atmosphere. • Use item in environment to grab baby's attention; e.g. Place baby in front of mirror and allow baby to interact with reflection, or shake a rattle gently. • Do not overwhelm or overstimulate with too much activity.
3. Recognize adults seen regularly.	<ul style="list-style-type: none"> * Recognizes and begins to interact with adults/ caregivers; reaches, touches, smiles, laughs, coos, babbles to get attention. * At 2-3 weeks of age, focuses on a familiar person talking to him or her. * Makes loud noises as if talking; stops, listens, may cry when caregiver is out of sight. 	<ul style="list-style-type: none"> • Make sure that baby has a primary caregiver; avoid switching caregivers. • Make eye contact when speaking or interacting with baby. • Use facial expressions, actions, words; return baby's coos, smiles, and gurgles. • Provide frequent interaction throughout the day while baby is awake. Adults need to be present – be observant and responsive. • Use an "indoor voice" (speak softly) when talking with children.



BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
4. Be aware of other babies.	<ul style="list-style-type: none"> * Turns towards familiar babies and makes noises and facial expressions; waves arms and legs. * Watches how other babies play. * Responds to others with laughter. * Shows awareness when someone cries. * Touches face, hands, ears, and pulls hair of other babies out of curiosity. * Towards the end of 8 months, responds playfully to mirror image. 	<ul style="list-style-type: none"> • With supervision, let babies play with each other, including older children. • With supervision, let babies share adequate space with safe, appropriate toys. • Use babies' names often when speaking. • Because "Circle Time" for this age is inappropriate, sing songs, and demonstrate finger plays, with one or more babies at any time during wake periods.
5. That there are other people outside of the consistent caregivers and family.	<ul style="list-style-type: none"> * Shows caution, becomes hesitant, even distressed when an unfamiliar person comes near. * Reaches out to familiar adult when the unfamiliar person is near. * Holds on tight or hides face in arms / shoulder of familiar adult when the unfamiliar person tries to talk or touch baby. 	<ul style="list-style-type: none"> • Provide comfort when baby reacts to "unfamiliar" faces. • Gradually introduce baby to people who are "unfamiliar" to baby. • While baby is present, interact with "unfamiliar" people so baby sees trust between caregiver and person. • Inform "unfamiliar" people on how to interact positively with baby, such as how baby likes to be held, offering a favorite toy, or just waiting and speaking to baby with a calm, reassuring voice.



BIRTH TO 8 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Attend to language and use facial expressions and sounds to communicate.	<ul style="list-style-type: none"> * Responds to noises/sounds with own vocalizations, body and facial expressions, showing pleasure, displeasure, or curiosity. * Displays discomfort, hunger, or pain by crying. * Imitates facial expressions, movements and sounds in the environment. 	<ul style="list-style-type: none"> • Talk to baby directly with interest and expression, saying new words and repeating them or describing action baby makes. • Follow baby's lead and repeat sounds baby makes. • Avoid sounds and sights that will startle baby such as sounds that are too loud or abrupt. • Occasionally play different kinds of music from CD's, tapes, or musical toys that are recommended for age group or represent one's culture. (Loud music of any kind is not acceptable.)
2. Recognize familiar sounds and words.	<ul style="list-style-type: none"> * Responds to own name by looking. * Begins to respond to the word "no." * Reacts to speaker's tone of voice showing pleasure or displeasure. * Reacts joyfully when hears a favorite song, musical toy, or sees a family member. 	<ul style="list-style-type: none"> • Say baby's name often when interacting with him/her and use his/her name in songs, books, and rhymes. • Interact with baby throughout the day using familiar and repetitive words, phrases, and sounds. • Talk to baby throughout the day, describing what you and/or baby are doing. Use simple sentences ("Time to change your diaper." "Let's get your bottle." "Time for a nap.")



BIRTH TO 8 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Recognize and use various sounds and movements to communicate.	<ul style="list-style-type: none"> * Expresses happiness or unhappiness using own voice. * Babbles using strings of consonant sounds, including sounds and rhythms from native language. (e.g. baba, mama) * Actively imitates the sounds of speech. * Kicks feet and waves hands/ arms around when excited. 	<ul style="list-style-type: none"> • Follow baby's lead and use sounds in real words, phrases, and sentences. • Speak to baby in language(s) familiar to baby, when possible. • Use movements and words when interacting with baby, such as when reading books, singing songs, and during finger plays.
4. Manipulate the individual sounds in spoken words, recognize and react to the sounds of language.	<ul style="list-style-type: none"> * Imitates different sounds heard. * Pays attention to sounds and repetitive or rhyming words. * Reacts to colorful and bright pictures in books, objects, posters, or other visuals by patting, cooing, or smiling at the objects. 	<ul style="list-style-type: none"> • Repeat baby's babbling but change the consonant sound (ba ba ba ba da!) • Use nursery rhymes, chants, songs and repetitive language throughout the day and during routine activities such as, changing, feeding, napping, riding in the car etc. • Hold baby to a window and show and tell what is around outside. • Read repetitive and rhyming books to baby several times a day. • Provide objects and pictures that depict real things instead of imaginary creatures. • Provide durable books like board books, and bath time books for baby.



BIRTH TO 8 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Build a receptive vocabulary by listening to familiar sounds and words.	<ul style="list-style-type: none"> * Responds to music, sounds, and pictures with familiar names in board books with bright colors and simple shapes or faces. * Recognizes spoken words like bottle, bye bye, milk, etc. 	<ul style="list-style-type: none"> • Use simple books and introduce names of pictures, colors, shapes, textures & sounds. • Introduce language, starting with simple words that communicate familiar things, for example: milk and mom. • Keep safe, strong books (board books, bath time books) close enough for baby to handle.
6. Show interest in picture books.	<ul style="list-style-type: none"> * Babies begin to look at pictures when named and may pat pictures in books. * Recognizes people (as in photographs), places and objects in their environment. 	<ul style="list-style-type: none"> • Show baby the same simple books frequently, and point to the pictures using the same words to label what s/he sees. • If possible, choose books that use photographs to depict real objects, people and things. • When baby babbles or makes initial sounds during story, praise efforts. • Show and talk to baby about people, places and things seen in baby's environment. • Draw pictures of child's family members.



BIRTH TO 8 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show awareness of surroundings and events.	<ul style="list-style-type: none"> * Follows moving objects easily with eyes. * Attentive to sounds. * Explores everything with hands and mouth. * Tries to reach objects just out of reach. * Will drop or throw object to discover effects such as whether it will bounce, come back, make a sound or change shape. * Imitates actions such as waving bye-bye. 	<ul style="list-style-type: none"> • Make sure everything within baby's reach is appropriate, safe and clean to touch or put in mouth. Close supervision is essential. • Place object just beyond baby's reach to encourage forward movement. • Spend a few minutes participating in baby's activity when he or she drops an object to be picked up. • With health and safety in mind, introduce baby to a variety of indoor and outdoor environments (backyard, beach, etc.)
2. Remember what happened recently.	<ul style="list-style-type: none"> * Looks for an object that s/ he has thrown from the high chair. * Turns face away from caregiver when sees a tissue in hand. * Touches toy or adult's hand to restart activity. * Becomes excited when sees mom for breastfeeding. * Acknowledges familiar people by reacting positively or negatively. 	<ul style="list-style-type: none"> • Play repetitive games such as "peek-a-boo," "pat-a-cake," and "how big is the baby? sooo big," holding arms out wide. • Use finger play, combining words and actions, for example: "twinkle, twinkle..., this little piggy..." while playing with baby. • Sing "If you're happy and you know it.." while clapping hands and moving body.



BIRTH TO 8 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Explore cause and effect.	<ul style="list-style-type: none"> * Plays with hands and toes. * Begins to understand that s/he can make things happen. * Taps or moves an object to make a sound. * Bangs tray with spoon to hear different sounds it makes. * Puts objects into a container, dumps them out, and does it again. * Hits buttons on busy box to make different things happen. * Knocks, pulls, or drops things within reach. * Discovers that people and things exist whether or not they can be seen, heard, or felt, and continue to exist through time, place or in emotional tone of the moment (known as object permanence). 	<ul style="list-style-type: none"> • Provide a safe and stimulating environment for baby to explore and solve problems. • Provide comfortable, clean, and safe spacious areas to allow baby to move and explore. • Play peek-a-boo in a variety of ways. • Provide constant supervision of baby. • Give baby various appropriate, safe, and clean materials to experiment with including containers, large blocks, large wooden beads, or other objects that will make noise when dropped or moved. (See Appendix C) • Provide push and pull toys, especially ones that make a noise when they move. • Sing or continue to talk to baby as you move about the room.



BIRTH TO 8 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Move head, trunk, and limbs with intention and control.	<ul style="list-style-type: none"> * Raises head, arches body and flexes legs. * Reaches for objects and swipes at dangling objects. * Grasps and releases things that s/he touches accidentally. * Brings hands and feet to mouth. * Begins to try to roll over and sometimes kicks self over. * Pushes up by hands or forearms when on stomach. * Pushes down on legs when placed on a firm surface. * Pushes up on arms and lifts head and chest, arching back when on stomach. 	<ul style="list-style-type: none"> • Provide a mobile with highly contrasting colors, shapes, and sounds for baby to play and explore. • Provide a safe, clean and comfortable spacious area to allow baby to move and explore. • Give baby lightweight rattles or soft, bright patterned toys that make soft noises. • Support the baby's head when holding baby. • Occasionally change an awake baby's position. • Never leave a baby unattended.
2. Change the position of own body.	<ul style="list-style-type: none"> * Lifts both arms and legs and rocks on stomach. * Rolls over from back to stomach and stomach to back. * Starts to move either forward or backwards, pulling or pushing with arms. * Gets up on hands and knees, rocking back and forth. * Rocks on back and puts feet and arms in air. 	<ul style="list-style-type: none"> • Give baby safe places to move around in and explore, while being supervised. • Put baby on stomach, extend his/her arms in front, holding a toy in front of face. Try to get baby to hold head up looking at you. • Help baby practice sitting up, when supervised, supporting back appropriately. • Encourage baby to reach for toys in front of him/her.



BIRTH TO 8 MONTHS: PHYSICAL DEVELOPMENT

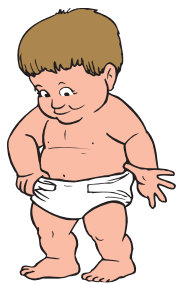
COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use hands in coordinated movements.	<ul style="list-style-type: none"> * Reaches for objects with one hand. * Moves objects from hand to hand. * Rakes objects to self with one hand. * Picks up cereal or other small objects with a raking grasp. * Grabs feet and toes and brings them to mouth. * Puts toy in mouth. * Holds objects in both hands and bangs them together. * Waves bye-bye or imitates hand clapping. * Tries to turn the pages of favorite book. Bites, chews, sucks, and attempts to rip books. * Holds hands out in clutching movement when wanting something or to be carried. 	<ul style="list-style-type: none"> • Give baby small, safe pieces of soft, healthy finger foods to feed self (See Appendix C). • Give baby a variety of easily grasped toys to experiment with. • Give baby age-appropriate books to explore when alone or with you. Include picture books with photographs and others with simple, colorful illustrations. Provide books that are durable such as plastic, board or cloth books. • Provide push and pull toys, especially ones that make a noise when they move. • Sing and say nursery rhymes with hand movements or finger play (e.g. Itsy-Bitsy Spider). • Guide baby to touch eyes, nose, mouth and guide him/her to move arms and legs.

II. 9 to 18 Months







9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
I. Balance needs for dependence and independence.	<ul style="list-style-type: none"> * Expresses likes such as smiling and dislikes such as shaking head. * Enjoys using fingers to feed self. * Helps dress self, extending an arm or leg. * Wants to wash own face after eating. * Enjoys pulling off own socks and shoes. * Pulls tabs on disposable diaper when soiled or wet. * Tries to put shoes on. * Uses adult for security, but tries independence within safe space; not “clingy.” Babies will crawl a few feet away and then go back to caregiver. Babies will try to crawl to whoever is calling them. * Chooses a toy or object to play with. 	<ul style="list-style-type: none"> • Let baby use fingers to feed self part of a meal or snack. • Make a game of getting baby to help dress self. (e.g. "Where's your arm? or There it is!") • Give baby the wash cloth for a few tries before you finish up. • Demonstrate self-help skills for baby, partially pulling off a sock and letting him/her finish. • Make a necklace out of large pop beads or other objects that link and put it on baby. Encourage baby to separate beads, then show how to connect them. Praise baby's attempts to follow. Another example is to loosely cover baby's head with a receiving blanket and allow baby to pull it off, then repeat.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

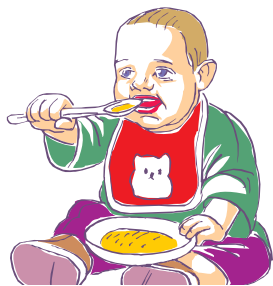
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Recognize the consistent caregivers and familiar adults in his/her world.	<ul style="list-style-type: none"> * Shows a stronger preference for the adults who are consistent caregivers. * Shows interest in reaction of caregivers in different situations. 	<ul style="list-style-type: none"> • Be consistent in your responses. • Communicate with other caregivers to encourage consistent responses.
3. Relate and interact with other children.	<ul style="list-style-type: none"> * Imitates other people in play but may not play cooperatively. * Repeats sounds and gestures for attention. * Touches other children, even pulling their hair. * Reacts when another child tries to take a toy away. * Offers a toy to another child, but shows distress when it is taken. * Follows the lead of an older child in play. * Appears distressed when another child is sad or crying and seeks comfort from either a caregiver or cuddly toy. * Hits without being aware that another child is hurting. 	<ul style="list-style-type: none"> • Provide opportunities for baby to play with other children in a supervised setting. • Have plenty of toys for everyone and be prepared to help solve disputes over them. • Encourage baby to look at the child whom s/he hit and explain that hitting hurts other people. • When a baby is crying, provide comfort for the child such as “Oh, baby is crying. Hug baby.”



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
4. Differentiate between familiar and unfamiliar adults.	<ul style="list-style-type: none"> * Shows strong separation anxiety. * Shows fear in some situations. * Appears worried or vulnerable when introduced to a new adult. * Cries when sees something unfamiliar, such as a man with a beard or a clown. * Cries briefly when left with a caregiver, gradually calming with help. * Plays with familiar adults but shows caution with those who are unfamiliar. * Hits, kicks, or pushes self away from an unfamiliar adult who's holding him/her. 	<ul style="list-style-type: none"> • Help parents to schedule leaving baby when s/he is not too tired or hungry, if possible. • For caregiver, introduce baby to a new caregiver gradually, spending a few extra minutes to let child play and adjust. • For parent, give hugs and kisses and reassure baby that you will be back later. • Always come back and greet baby when you say you will. • Understand, and share with other adults, that caution with unfamiliar adults is normal. • Give support and time to get to know someone new. • Give hugs and try to distract with a fun activity. • Provide a toy or security blanket the baby is familiar with for comfort. • When new to a center or home, help baby make the adjustment by bringing sibling or child relative to stay and play for awhile.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Express self by showing likes and dislikes.	<ul style="list-style-type: none"> * Claims everything s/he wants as “mine.” * Tries to do things, such as feeding him/herself. * Primarily plays alongside, but not with others, often competing for toys. * Turns or shakes head “no,” if s/he dislikes something (e.g. food, drink, etc.). 	<ul style="list-style-type: none"> • Let toddler help with chores even though it takes longer. • If the task is too difficult or dangerous for the toddler, offer assistance or give manageable alternatives.
6. Begin to have some self control / self-regulation.	<ul style="list-style-type: none"> * Stops hitting another child when caregiver says name. * Comes or looks when name is called. * Says “no no” while throwing food on floor. * Stops stomping feet in a puddle when asked. * Rubs eye, seeks thumb or begins to get irritable when tired. * Tries to do things such as feeding him/herself. 	<ul style="list-style-type: none"> • Change the focus of the activity when toddler is doing something dangerous or inappropriate like running in a cramped space. Example: “Let’s go on a deer hunt. Come and sit. Are you ready?” • Set short, clear and firm limits and enforce them consistently, without shaming the child. For example, when running in a cramped space, state the message in a clear, positive tone: “Walk inside.” Praise child when message is followed. • Give single-step directions to encourage self-control. • Let toddler do things he/she is able to do for self such as pulling off shoes and socks.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Rely on personal connections to feel safe trying new activities.	<ul style="list-style-type: none"> * Ventures out when a trusted adult is near. * Looks to a caregiver for reassurance, for example, through a word, a smile or a gesture given by the caregiver. * Experiments with and explores new materials when the caregiver is near. * Stops playing and/or cries when a preferred trusted adult leaves the playground but stops crying and continues playing when adult returns. * Shows with words or gestures that s/he wants a trusted adult to be near him/her. * Prefers to sit on caregiver's lap when caregiver is sitting on the floor. * Hands caregiver a toy to play with him/her. 	<ul style="list-style-type: none"> • Give the toddler a consistent caregiver. • Give reassurance but let toddler explore and venture away from you for a short period, but still within sight. • Be alert to the toddler's need for reassurance and give it in a matter of fact way, encouraging his independence. • Have another child 3 years or older sit next to the child to play with. • Encourage primary caregiver to stay with baby/toddler for awhile before leaving him/her with a new caregiver or when placed in a new environment.



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Recognize that words have meaning and shows more interest in speech.	<ul style="list-style-type: none"> * Responds to simple requests. * Responds to one step directions. (“Get your shoes.”) * Points to the cat in a book when you say, “Where is the cat?” * Touches caregiver’s mouth when caregiver is talking or singing. 	<ul style="list-style-type: none"> • Talk to baby as much as possible. • Let baby see your face when talking. • Ask open-ended questions. • Ask simple choice questions, (Do you want the doll or the ball?) • Put words to the baby’s actions. • Use a few new words every day.
2. Understand and use rules of speech and language.	<ul style="list-style-type: none"> * Uses simple gestures such as shaking head for “no” or waving “bye bye.” * Uses inflection when babbling. * Uses exclamations, such as “oh oh” when dropping something. 	<ul style="list-style-type: none"> • Change pitch, tone and inflections when talking, singing or reading to baby. • Use hand gestures and facial expressions along with speech. • Show excitement when baby attempts to use words. • Respond to baby’s non-verbal communication by using descriptive words. • Introduce baby to “Your turn, my turn” activities.



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Understand the meaning of many words and gestures.	<ul style="list-style-type: none"> * Understands more words than is able to say. * Goes to the climber when asked if s/he wants to play on the climber. * Follows a simple direction such as “kick the ball” or “wash your hands.” * Understands clean-up and starts putting toys away when directed. 	<ul style="list-style-type: none"> • Talk to baby as much as possible. • Avoid “baby talk” (such as; “baba” for bottle, “nana” for banana, etc.) Use simple, natural conversation when speaking to a toddler. • Get down on the floor and play. • Correct behavior face to face on the child’s level if possible. • Ask questions and increase the toddler’s vocabulary by naming objects and describing objects and actions.
4. Communicate using consistent sounds, words, and gestures.	<ul style="list-style-type: none"> * Tries to say many syllable words by stringing together sounds when prompted such as “kih-ba” for basketball; “cop-ter” for helicopter. * Uses single words such as “no” and “bye” appropriately. * Starts to put words together in phrases, such as “ma-ma bye bye, no”. * Nods yes when asked, “Are you ready to go outside?” * Uses gestures that are culture specific such as raising eyebrows to mean yes. 	<ul style="list-style-type: none"> • Sing and say nursery rhymes. • Frequently name environmental sounds through play. • Show your delight when toddler starts to use words, such as clapping and praising. • Have baby repeat simple words (e.g. go (<i>hãnao</i>), up (<i>hulo’</i>), yum yum (<i>mãnngé</i>), yes (<i>hunggan</i>), nose (<i>gui’eng</i>). (Words in italics are in Chamorro language)



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Demonstrate phonemic awareness, recognizing and responding to the sounds of language.	<ul style="list-style-type: none"> * Begins to use specific sounds to identify objects and people. * Repeats simple sound syllables, (ba, ba, ba). * Strings together different sounds, (ba, pa, da). * Enjoys and occasionally joins in simple songs. * Begins to identify familiar environmental sounds (animals, vehicles). * Labels pictures in familiar books. * Points to make sounds when looking at books. * Shows a preference for a favorite book. 	<ul style="list-style-type: none"> • Build a routine of reading to baby several times a day, using books with simple words and pictures, rhyme and/or repetition, allowing baby to explore book with hands and mouth. • Frequently read repetitive text with intonation. • Repeat and expand on the baby's attempts at speech. • Have a variety of durable books available including homemade books and photo albums. • Sing/say familiar songs, rhymes, & finger-play, using intonation, during routines like diaper changing, riding in car, or before nap time.
2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express self.	<ul style="list-style-type: none"> * Begins to use specific sounds to identify objects and people. * Begins to participate in songs and rhymes. * Responds to a simple gesture or request. * Begins to identify familiar people, by name. 	<ul style="list-style-type: none"> • Introduce new words. • Label items (table, door, wall, etc.) • Provide an opportunity for baby to try and complete a familiar song or rhyme. • Repeatedly use corresponding gestures and words, (bye bye, with hand waving).



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

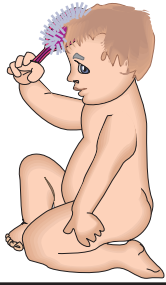
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express self. (continued)	<ul style="list-style-type: none"> * Learns new words and phrases from those frequently used by adults and children around them. * Learns some simple words and phrases from rhymes heard repeatedly although not able to say them clearly. * Listens to a story, and enjoys for it to be read again and again. * Repeats repetitive phrases from the story. * Responds to simple questions about details in the story, by pointing (but does not engage in a literary discussion). 	<ul style="list-style-type: none"> • Talk using consistent language. • Frequently repeat nursery rhymes. • Re-read favorite stories when asked. • Ask child to say the repetitive phrases with you. Encourage child to say the repetitive phrase by allowing child to finish the phrase (e.g. the wheels on the _____) • Ask simple questions about obvious detail in pictures, posters, and labels. • Describe pictures to the child when you read.
3. Explore writing and drawing as a way of communicating.	<ul style="list-style-type: none"> * Marks with crayons or markers, scribbling randomly. * Scribbles spontaneously. * Explores using different writing materials like jumbo paintbrushes with water/paint and sticks with sand. 	<ul style="list-style-type: none"> • Provide large sheets of paper and large crayons or washable markers. • Give child drawing, painting and writing materials to explore with appropriate supervision. • Write down what child says as s/he talks about a picture made. • Praise and display child's drawings, paints, and writings. Hang up at child's height.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

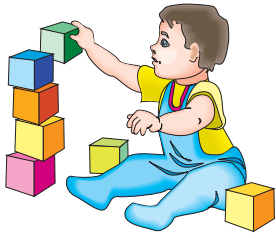
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Explore objects in various ways.	<ul style="list-style-type: none"> * Shakes, bangs, throws, drops, pushes, or pulls everything s/he touches. * Tries to put a square peg into a round space, and will keep trying even when it doesn't fit. * Enjoys trying to put together nesting cups and take them apart again. * Puts objects/toys in mouth to taste. 	<ul style="list-style-type: none"> • Provide access to a safe area for exploration stocked with real objects found in a home environment. • Provide toys that can be used in various ways, such as cups, plastic bowls, wooden spoons, empty containers, lightweight pots & pans, old baking sheets & muffin pans (no sharp edges/ rust). • Sanitize all objects within child's reach.
2. Remember what has happened recently, and finds hidden objects.	<ul style="list-style-type: none"> * Understands that people and things exist even if not physically present. * Looks for an object that s/he has thrown from the high chair. * Puts arms up when you ask, "How big is baby?" * Turns face away from caregiver when s/he sees a washcloth in hand. * Holds out hand for you to play "round and round the garden." * Looks under the blanket for the toy s/he watched you hide. 	<ul style="list-style-type: none"> • Use a pillowcase to put a favorite toy inside. Help baby find the toy and take it out. Repeat as long as baby's interests last. • Look at different pictures together. Insert a family member's picture in the display, say the name and talk about the person. Cover the display, then ask baby to look for that family member. • Hide several photos of baby in different places that are safe to explore. Say, "Let's go find the baby" and guide the search. • Play hiding games that are easy and fun for baby.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Look at the correct picture or object when it is named.	<ul style="list-style-type: none"> * Points to pictures in books when you read. * Goes to get the ball when you ask if s/he would like to play ball. * Goes to the counter where the cookies are kept when asked if s/he would like a cookie. * Points to correct body part when it is named. 	<ul style="list-style-type: none"> • Look at simple picture books with baby, naming and pointing to objects. • Go and get the ball yourself if s/he doesn't seem to know what you are talking about, say the word "ball" several times as you get it. • Play with baby looking in the mirror and naming face and body parts. (Bath time: Have baby help and say, "wash your face", wash your ears, now your nose and now your neck, etc.)
4. Imitate gestures and uses of objects.	<ul style="list-style-type: none"> * Pretends to brush hair, brush teeth, drink from a cup and listen to the telephone. 	<ul style="list-style-type: none"> • Give baby everyday objects to play with and play pretend with him/her.
5. Make expected things happen.	<ul style="list-style-type: none"> * Drops an object from high chair and waits for you to pick it up. * Pushes favorite buttons on the busy box and makes a face just before the toy animal pops out. * Turns T.V., radio and CD player on and off. 	<ul style="list-style-type: none"> • Play with game saying, "uh oh! You dropped the spoon." • Give the baby a busy box and quiet time to explore it. • Always supervise baby to avoid accidents. • Respond to baby's success in making something happen.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

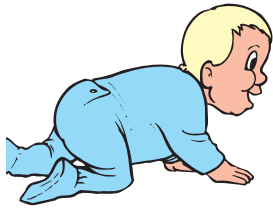
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
6. Use senses to investigate the world around him/her.	<ul style="list-style-type: none"> * Pushes and pulls a wagon, watching the wheels turn, while trying different ways to move it. * Touches a bug that is found on the playground and squeals when it moves away quickly. * Pushes, pokes, squeezes, pats and sniffs play-dough, exploring how it feels and smells. * Stacks and knocks down big blocks. * Hits rock on metal, wood, or cement to make noise. 	<ul style="list-style-type: none"> • Provide materials, equipment and experiences for sensory exploration for example, toys with wheels, musical instruments, play dough and sand and water. • Ask guiding questions to extend experiences: “Is it soft? Is it hard? Is it sticky, squishy, smooth, rough, prickly?” • Show a sense of wonder and provide time and opportunities to explore the natural world. Exaggerate expressions such as: “That flower is such a pretty yellow!” I wonder what will happen if...” • Offer opportunities to count fingers, toes, etc.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Show an improved memory.	<ul style="list-style-type: none"> * Imitates the action of an adult such as turning a steering wheel in a play car. * Recognizes own image in the mirror or in a photograph. * Remembers the usual sequence of events and goes to get toothbrush after getting into pajamas or gets bag from cubby when parents arrive for pick-up. * Remembers people and roles they play. Example: Walks to car when aunt arrives, runs when mom appears with shampoo bottle. 	<ul style="list-style-type: none"> • Describe child's actions, for example, "You're driving!" "turn the wheel", "honk, honk." • Maintain a schedule or a predictable routine and praise child's actions for activity. "Oh, you have your toothbrush. Good job! Time to brush!" • Review previous/significant events with child.
8. Use objects and toys more purposefully.	<ul style="list-style-type: none"> * Chooses a favorite book from the shelf and turns the pages more carefully. * Puts round shapes into the round holes more accurately. * Bounces a ball and tries to catch it after watching an older child do it. * Begins to understand mathematical concept like counting toys. 	<ul style="list-style-type: none"> • Give the child access to and choices about books and toys. • Talk about shapes, colors, and use other words to describe toys as you play. • Count toys as child plays with them.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Coordinate eyes and hands while exploring or holding objects.	<ul style="list-style-type: none"> * Drops objects into a container and dumps them out again. * Throws, rolls and catches a large rubber ball. * Picks up a spoon by its handle. * Picks up small bits of lint and gives them to you. * Starts to hold a cup and drinks from it. 	<ul style="list-style-type: none"> • Give baby safe objects and containers. • Play catch sitting on the floor across from the baby and roll the ball back and forth.
2. Changes position and moves from place to place, showing increasing large muscle control.	<ul style="list-style-type: none"> * Rolls from lying on stomach to sitting up. * Balances and sits alone for long periods of time. * Moves from a crawl to sitting and back again. * Crawls easily, gaining speed from month to month. * Pulls up on a table and “cruises” around it. 	<ul style="list-style-type: none"> • Never leave baby unattended once baby is mobile. • Applaud baby’s efforts and celebrate accomplishments.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Changes position and moves from place to place, showing increasing large muscle control. (continued)	<ul style="list-style-type: none"> * Climbs onto low objects, such as a couch or table. * Goes from squatting to standing. * Stands alone without help for a few seconds, then minutes. * Goes from standing to sitting easily. * Walks with someone holding both hands. * Takes first few steps without help. * Pulls toy behind while walking and pushes toy while in front. * Carries a large toy or several smaller ones while walking (toddler). * Begins to run with increasing skill (toddler). * Kicks a ball. 	<ul style="list-style-type: none"> • Secure sturdy baby gates at the top and bottom of stairs. • Provide safe areas for climbing and other movements. • Stay close behind baby when s/he starts to climb. • Come to baby's aid if s/he gets stuck standing and show how to bend knees to get down. • Provide push and pull toys and balls to play with. • Use laundry basket or similar sturdy container to allow baby to stand and move with more balance and support. • Play outside often to encourage climbing, running, and playing ball.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Handle objects with hands, showing increasing small muscle control.	<ul style="list-style-type: none"> * Puts together several nesting cups, or stacking rings on a ring tree. * Drops wooden beads into a small bucket, dumps them out and starts again. * Builds a tower of four or more blocks. * Scribbles, if given a crayon and paper. * Starts to use one hand more often than the other. * Takes apart, then puts together large links or pop beads. * Holds an object in one hand and does something to it with the other hand. * Holds a cup and drinks beverage, sometimes spilling. * Feeds self with a spoon. 	<ul style="list-style-type: none"> • Give child board books and other opportunities to practice page turning. • Give child shape sorting cubes, beads, and a bottle, and blocks of various sizes. • Give child large links or pop beads to put together and take apart. • Give child opportunities to feed self, even if there are spills. • Give child opportunities to scribble, encouraging and praising efforts.

III. 19 to 24 Months







19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show awareness of self and abilities.	<ul style="list-style-type: none"> * Refuses help with putting on clothing, then cries and asks for help when can't do it alone. * Tries to climb higher than you are comfortable with. * Shows awareness of differences between self and others such as: shying away from strangers, uses the word "mine" a lot, plays hide-and-seek. 	<ul style="list-style-type: none"> • Understand and encourage child to do things alone, and help only when needed. • Provide choices that are acceptable to you both. • Encourage child attempts to try somewhat risky moves, but be there as a safety net. • Take advantage of cultural fairs (Japanese Autumn Festival, Micronesian Fair) or places in the community (Gef Pago Cultural Village in Inarajan).
2. Ask for help, if needed, in verbal and non-verbal ways.	<ul style="list-style-type: none"> * Comes to the caregiver and points to objects and names them. * Brings jacket, with the sleeve inside out, to caregiver for help. 	<ul style="list-style-type: none"> • Help the child attempt to solve problems on own. • Help if needed.
3. Show a little more self-control.	<ul style="list-style-type: none"> * Cries and clings to parents before leaving, but calms down immediately when they are gone. * Plays calmly near another child, and reacts if a child tries to take something s/he is playing with. * Takes a toy from another child and does not return it when asked to by an adult. 	<ul style="list-style-type: none"> • For parents, be confident, calm and understanding when leaving the crying child, and reassure that you'll be back later. • Give comfort briefly, then redirect the child's attention to something the child likes. • Practice sharing with the children, and praise when child shares with you or another child.



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Show a little more self-control. (continued)	<ul style="list-style-type: none"> * Begins to understand the concept of taking turns in a game. * Stops what s/he is doing and comes when caregiver calls name and starts to move away. * Cries, yells, hits, kicks feet and refuses to stop when s/he is angry. 	<ul style="list-style-type: none"> • Play simple games with the child where you practice taking turns. • Expect the child to follow your direction and reward with praise and extra fun time together, rather than material rewards. • Stay calm and recognize that anger is a normal emotion. • Acknowledge child's feelings and encourage child to talk about how s/he feels, helping the child to find the words s/he needs. • Let child know that hitting or any other hurting behavior will not be tolerated.
4. Continue to need the security of a trusted adult as s/he explores.	<ul style="list-style-type: none"> * Sits in the sandbox playing with several other children, but gets up frequently to see if the caregiver is still there. * Looks up at the caregiver for a wave while playing with toys in a new room full of children. 	<ul style="list-style-type: none"> • Be matter of fact about responding to the child's need to check in, confident that s/he will venture forth when s/he is ready. • Provide consistent routines.



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Continue to show caution around unfamiliar adults.	<ul style="list-style-type: none"> * Stops playing and goes to the caregiver when a new adult enters the room. * Goes over and watches an adult do something, such as making cookies, but does not want to talk or help. * Says “hi” to the greeter at the store, from the safety of shopping cart seat. * Sometimes, holds the caregiver’s hand as a new person asks about a toy. 	<ul style="list-style-type: none"> • Help other adults understand that baby’s caution with unfamiliar adults is normal. • Be reassuring. • Express the child’s feelings in words. • Gently encourage the child to respond, but speak for the child if the child declines, without shaming the child.
6. Show increased interest as well as frustration with other children.	<ul style="list-style-type: none"> * Watches other children play intently for several minutes before asking to try the same thing. * Plays near several other children, talking to them when s/he wants a toy that they have. * Imitates a child who is pretending to be a dog. * Refuses to share a wagon with another child who wants to climb in while s/he pulls it. 	<ul style="list-style-type: none"> • Allow the child to enter into play at own speed. • Give the child words to use such as, “Ask them, can I play with you?”



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Show inconsistent responses to other children's feelings.	<ul style="list-style-type: none"> * Takes a doll from another child, but gives it back when the child cries. * Hugs another child who is sad because parent just left. 	<ul style="list-style-type: none"> • Identify the feelings of both children. • Reinforce the child's positive behavior. • Model appropriate behavior. • Encourage the child to be aware that their actions affect people and to use words like "I'm sorry," "Are you okay?" to help them resolve conflicts. • Avoid forcing young children to vocalize like "Say you're sorry." Instead, model by apologizing for the child in a sincere tone.



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Follow simple suggestions and direction with increasing consistency.	<ul style="list-style-type: none"> * Answers a simple question with a nod of head. * Understands, names, and points to several body parts. * Goes to wash hands when caregiver says "Get ready for lunch." 	<ul style="list-style-type: none"> • Ask simple questions, give and model directions with just one or two familiar steps. • Positively acknowledge and praise the child when s/he follows directions.
2. Use an increasing number of words and puts words together into phrases and simple sentences.	<ul style="list-style-type: none"> * Labels objects or puts words together to make simple sentences. * Says "ball" as s/he looks in the toy box for the ball. * Answers and asks questions about the story you read using specific words. * Repeats some of the funny sounding words s/he hears in conversations. * Participates in group discussions. 	<ul style="list-style-type: none"> • Accept the child's level of verbalization, not comparing to other children's development. • Have frequent conversations, using simple adult language. • Encourage the use of social words in context, such as "please" and "thank you." • Identify pictures with the child. • Use positive reinforcement when the child uses appropriate language. • Include each child in group discussions. • Participate and guide children in pretend play.



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Develop phonemic awareness by recognizing and reacting to the sounds of language.	<ul style="list-style-type: none"> * Enjoys simple songs and occasionally attempts vocalization of lyrics. * Identifies familiar sounds such as animal sounds and emergency vehicles. * Points, makes sounds or names pictures when looking at books. 	<ul style="list-style-type: none"> • Frequently sing familiar songs. • Frequently say rhymes and do finger plays. • Frequently name environmental sounds such as sirens, roosters crowing, dogs barking, cats meowing, etc. through play. • Read with expression. • Read to children individually and in groups. • Read more story books. (See Appendix D)
2. Listen and recognize the sequence of familiar rhymes and stories.	<ul style="list-style-type: none"> * Shows familiarity with text by repeating familiar parts. * Fills in words in a familiar text. * Shows interest in books and other written materials. * Shows preference for a favorite page in a book by searching for it. 	<ul style="list-style-type: none"> • Repeatedly read good quality children's literature, especially those with repetitive text and rhyming words. (Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.) (See Appendix D)



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

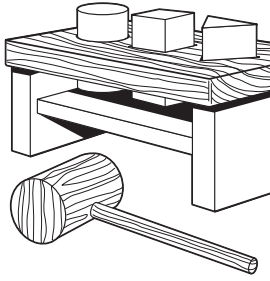
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding.	<ul style="list-style-type: none"> * Spontaneously turns pages and tells the story. * Follows simple one or two step directions. * Performs an action shown in a book. * Answers simple questions based on a story retold. * Shows empathy for situations occurring in a book. * Verbally labels pictures in a familiar book. 	<ul style="list-style-type: none"> • Respond to a child who shows interest in a book by reading aloud. • Ask simple questions while reading. • Talk about events and characters in story books. • Name pictures and describe actions when looking at books. • Have photo albums of family available to identify and talk about family members. • Have other written materials available like cereal boxes, children's magazines and posters.
4. Explore drawing, painting and writing as a way of communicating.	<ul style="list-style-type: none"> * Scribbles spontaneously. * Explores using different writing materials. * Intentionally makes a mark on a piece of paper. 	<ul style="list-style-type: none"> • Provide a variety of drawing and writing materials such as chunky markers instead of pencils as they are easier for young children to grasp. • Provide opportunities for exploration. • Model drawing and writing. • Label the pictures that the child draws with their titles and descriptions but display children's drawings and writings at children's level, with names attached.



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING MATH CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Begin to sort objects according to one criterion.	<ul style="list-style-type: none"> * Builds a tower with the red blocks only, leaving the blue and yellow ones to the side. * Picks out and eats only the whole animal crackers. * Picks out and plays with trucks only. 	<ul style="list-style-type: none"> • Praise the child's efforts to sort things; point out what has been grouped. • Explore environment by choosing a criteria and asking child(ren) to help find things (e.g. blue things in the room, hard things outside). • Provide materials that lend themselves to sorting.
2. Begin to explore concepts of size and position.	<ul style="list-style-type: none"> * Nests several cups together accurately and discovers how to hide a smaller cup under a larger one. * Turns one piece of a puzzle to fit into a space the right way. 	<ul style="list-style-type: none"> • Provide materials that offer information on size and position. • Allow time for the child to solve size and position problems for him/her self, before stepping in when s/he shows difficulty. Provide guidance such as, "You could try turning the puzzle piece around" or "What will happen if the big cup is put under the small one?"



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SCIENCE CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Expect certain things to happen as a result of actions.	<ul style="list-style-type: none"> * Puts a doll on the roof of the dollhouse and watches it slide off over and over again. * Fills a bucket with uncooked rice and watches as it pours over the side when it is full. * Uses a hammer to knock the balls through the holes in a knock block toy, and puts them back on the top after they fall in. 	<ul style="list-style-type: none"> • Provide toys that can be used in pretend play and take part in the play activity. • Provide sand, water, or rice, along with containers for filling, pouring, emptying. • Provide hammering block toys.
2. Improve memory for details.	<ul style="list-style-type: none"> * Sings songs and says nursery rhymes after hearing them many times. * Helps caregiver retell a favorite story after hearing it many times. * Shows fear of a bee after having been stung by one. 	<ul style="list-style-type: none"> • Sing favorite songs and say nursery rhymes often. • Read a favorite book many times. • Read and discuss factual books as well as fiction.
3. Explore and solve problems.	<ul style="list-style-type: none"> * Tries new activities and materials. * Increases attention span when exploring something interesting, especially with an interested adult. 	<ul style="list-style-type: none"> • Get down on the child's level to explore and talk about the natural world. • Let the child try to solve problems for him/herself before jumping in to help. • Provide a variety of materials and activities. • Provide new things; put away old things; rotate materials and activities.



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SOCIAL ENVIRONMENT

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Begin to understand rules, routines, and resources.	<ul style="list-style-type: none"> * Puts lunch bag on shelf and walks to playroom without reminder. * Gets down from a standing position on a chair when reminded that chairs are for sitting, because s/he might fall. * Chooses to play in the same area of the room first, each day. * Comes to the fish tank with hand out, to put some food in the tank like the other children are doing. * May follow a routine or daily schedule. 	<ul style="list-style-type: none"> • Encourage the child to follow routines that you establish with reminders and input. • Talk to the child about the reasons behind the rules. • Enforce rules consistently using rewards and praise for responsible behavior, and consequences that fit the situation. • State rules in a positive way: "Walk inside," instead of "No running." • Keep materials organized for child to know where things are.
2. Begin to be aware of the order of his/her environment.	<ul style="list-style-type: none"> * Puts books back on the correct shelf. * Puts toys in correct bins. * Puts blocks and puzzles in correct places. 	<ul style="list-style-type: none"> • Have specific places for toys and books. • Help the child put items back where they belong after play.



19 TO 24 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
I. Show increased balance and coordination in play activities.	<ul style="list-style-type: none"> * Enjoys pulling or pushing a toy that makes noise. * Climbs up a ladder on the slide and slides down. * Turns backwards and sits on a chair. * Goes up the stairs putting both feet on each step. * Puts hands together to throw and catch a ball. * Likes to play with lightweight pots, and plastic containers. 	<ul style="list-style-type: none"> • Allow child outside play time each day and let him/her experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys. • Lay long strips of tape across floor to allow children to walk, hop, jump over.



19 TO 24 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Have increased eye-hand coordination.	<ul style="list-style-type: none"> * Strings beads on a string or some fish tank tubing. * Pours water through a funnel, plays with water while in bathtub. * Does simple finger plays such as “itsy-bitsy spider.” * Attempts to put together pop beads after pulling them apart, sometimes succeeding. * Puts the correct shapes through the holes in the shape sorter. 	<ul style="list-style-type: none"> • Get fish tank tubing from a pet supply store and tie a knot in one end for large beads to go through easily and stay together. • Provide water play materials. • Give the child hammering toys. • Sing songs with hand motions, or do simple finger plays with the child. • Provide appropriate materials such as pop beads, or large pegs and pegboards.
3. Be able to do more things by self.	<ul style="list-style-type: none"> * Pulls off own clothes at bedtime. * Drinks from a cup with few spills. * Uses a spoon for eating most of the time. * Attempts to brush own hair and teeth. * Attempts to put on own shirt and helps you with pants by picking up one leg at a time. * Attempts to help put away toys, putting them in correct places. 	<ul style="list-style-type: none"> • Encourage the child to do as many things for self as s/he can. • Let children help with simple chores after you have shown them how to do it.

IV. 25 to 36 Months



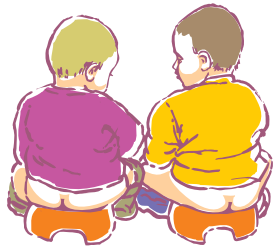




25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
I. Show increasing self-awareness and express feelings more freely, showing independence and competence.	<ul style="list-style-type: none"> * Needs reassurance about attempts to try something new. * Puts on own jacket, but gets it upside down and refuses help to fix it. * Gets on a new riding toy and refuses to get off when asked. * Puts together a seven-piece puzzle, not wanting help and then asks for help when having trouble. * Protests when a friend grabs a toy away from him/her, but gives the toy when the teacher helps the friend ask for a turn with it. * Raises hand and says "Me!" with enthusiasm when the caregiver asks who wants to have a turn to hold the flag. * Gets out the paper for the easel from the cabinet where it is kept and asks for help to put it up. * Shows great excitement about finding a bug on the playground. * Asks for favorite song as the class waits for everyone to wash their hands or while waiting for food to be served. 	<ul style="list-style-type: none"> • Praise child's efforts, even if s/he is unsuccessful in what s/he is trying to do. • Be ready to help, but not too quickly. Encourage child to try task first. • Teach a new task using a few directions with modeling. • Ask child to help you do simple chores. • Encourage child to try new activities. • Share in child's excitement about trying new skills and activities. • Encourage child to help others. • Provide child with opportunities and time to explore and practice independence. • Encourage child to take turns.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Show increasing efforts towards self-control (self-regulation).	<ul style="list-style-type: none"> * Shows more awareness of expectations both at childcare and at home. * Starts to be interested in toilet training. * After a few initial tears, comforts self quickly after being dropped off at child care. * Has difficulty taking turns with others, but willingly does it when a teacher helps him/her to talk about it with another child. * Shares one of several dolls with a friend who has none in the pretend play center. * Pays attention during circle time for longer periods of time. * Demonstrates positive coping strategies such as using words or asking for help. * Has difficulty transitioning from one activity to another. 	<ul style="list-style-type: none"> • Be clear and consistent about limits and expectations. • Communicate with parents about child care expectations and how they may be alike or different from home. • Communicate with parents about toilet training strategies and expectations. • Praise and encourage child for showing self control. • Have enough materials for all of the children present. • Minimize the time that children wait during routines. • Coach the child with words to use to resolve conflicts. • Give a five minute warning before the end of play time. • Have consequences for inappropriate behavior that fit the situation. For example, if child continues to throw a block, child is removed from the block area.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use coping skills with tasks, and interactions with peers and adults.	<ul style="list-style-type: none"> * Soothes self when stressed, perhaps with a thumb, blanket or favorite toy. * Asks for help if needed, and says "no" to peers. * Occasionally engages in a fit of temper. * Withdraws from activities for a short time. 	<ul style="list-style-type: none"> • Set up consistent limits and routines. • Provide privacy and time, under adult supervision, for the child to gain control. • Model appropriate coping and problem solving skills. • Allow child time and effort to solve own conflicts before stepping in. • Coach the child with words to resolve conflicts, such as "let's take turns" or "let's share." • Minimize the time that children wait during routines.
4. Share feelings through talking and pretend play.	<ul style="list-style-type: none"> * Says "no, I not sleepy," when told it is time for a nap. * Has an imaginary friend whom s/he talks to regularly. * Role plays with dolls. 	<ul style="list-style-type: none"> • Acknowledge feelings and encourage child to follow routine or offer appropriate alternative like a book or puzzle for rest time when not sleepy. • Accept and welcome the imaginary friend, listening for clues about the child's feelings and needs. • Ask open ended questions. • Recognize that children this age are more fearful than they were at 8-9 months.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Continue to need adult approval, but shows more independence.	<ul style="list-style-type: none"> * Climbs to the top of the climber and then calls for caregiver to watch before s/he slides down. * Gets up from the lunch table after a few bites, following caregiver as she leaves the room, then returns when s/he knows what caregiver is doing. 	<ul style="list-style-type: none"> • Let the child know when you are leaving and where you are going. • Encourage and allow sufficient time for independent activities. • Allow the child to do more things on his/her own, with the company of an attentive adult.
6. Imitate and attempt to please familiar adults.	<ul style="list-style-type: none"> * Continues to need reassurance from caregiver after parent has left for a few minutes, but is easily calmed and distracted. * Repeats words s/he has heard adults using to tell another child to take shoes off the table. * Imitates both courteous words and expletives that s/he has heard from adults in pretend play. * Needs a consistent routine in order to feel comfortable and confident when parent leaves. 	<ul style="list-style-type: none"> • Give reassurance that mom and dad are coming back, and quickly get the child involved in an activity. • Provide a consistent routine for arrival time that helps the child make a smooth transition. • Praise the child when s/he uses words appropriately. • Say, "It is not ok to use those words," when inappropriate words are used.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Demonstrate cautious curiosity about unfamiliar adults.	<ul style="list-style-type: none"> * Goes to mom for a hug before accepting the ball from a new person. * Lets grandma help with chores, even though s/he hasn't seen grandma for a while. * Rushes to answer the door when someone knocks, but acts shy when visitor talks to him/her. * Does not speak to an unfamiliar adult when spoken to. * Asks caregiver to help play with the puzzle s/he has chosen. * Shows the greeter in the store new shoes or toy in hand, from the safety of the shopping cart. 	<ul style="list-style-type: none"> • Encourage the child to speak for self, but if unwilling, speak for the child at first, and continue encouragement. • Understand that caution with unfamiliar adults is normal, and inform the unfamiliar adult that the child's reaction is normal. • Refrain from pushing or shaming the child when unwilling to meet unfamiliar adults. • If possible, talk with the child about new situations before and after they happen. • Under your supervision, allow the child to interact with new people.
8. Play along side and cooperate with other children.	<ul style="list-style-type: none"> * Watches other children play with the ball, and then joins in their play. * Has short periods of play with other children. * Plays beside other children using dress up clothes or props. 	<ul style="list-style-type: none"> • Provide ample time and materials for children to play together. • Engage in pretend scenarios with a few children, helping them to take on different roles.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

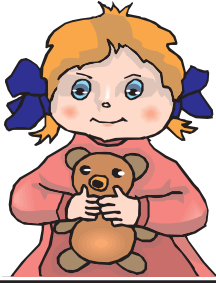
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
8. Play along side and cooperate with other children. (continued)	<ul style="list-style-type: none"> * Needs adult help, as appropriate, to resolve conflicts. * Looks for special friend to play with. * Chooses to participate in simple group activities, like "Duck, Duck, Goose." 	<ul style="list-style-type: none"> • Model appropriate words to help children resolve conflicts. • Encourage and model cooperative play using a ball, wagon, or blocks. • Encourage cooperative games and activities.
9. Show more awareness of and understands other children's feelings.	<ul style="list-style-type: none"> * Asks for help when another child takes something that belongs to him/her. * Helps another child pick up toys. * Feels and expresses feeling sorry after accidentally knocking down or hitting another child. * Comforts another child who may be crying or is upset. * Continues to have a hard time sharing, but looks to an adult for help. * Has concern for another child when the other child is hurt. * Gives a hug to another child after hitting him/her. 	<ul style="list-style-type: none"> • Comment about what a good thing it is to be kind to others. • Help the child talk about and identify with feelings. • Model empathetic behavior, such as comforting a child who is sad. • Use puppets and stories to teach and model appropriate behavior with others. • Coach the child to use appropriate words to solve problems about sharing and taking turns (e.g. please, may I, can we, etc.). Model 'hugging' after a conflict. • Help the child apologize to another child s/he hurt.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Understand and respond to questions, requests, and simple directions.	<ul style="list-style-type: none"> * Gets jacket, and puts it on when asked by a caregiver. * Answers when asked, "Do you want to eat?" * Asks another child to sit next to him/her. * Understands and uses some positional words (such as behind, in front of, top, under, etc.). * Is able to follow simple instructions, such as going to dampen (slightly wet) a paper towel and brings it to a hurt friend after being asked by a caregiver. * Takes a napkin from the pile and passes the pile to the next person at the table after being asked to. * Follows one or two step directions, especially if they are part of a familiar routine, or have been demonstrated. 	<ul style="list-style-type: none"> • Ask simple questions and give two-step directions, checking if child understood. • Begin to build multi-step tasks into the daily routines (one-step to two-step). • Model the directions before expecting them to be followed. • Play games like "Simon Says," involving positional words, such as behind, in front of, beside and under. • Give the child real responsibilities that matter, such as feeding the fish, setting the table for snack or meal times. • Set up consistent routines that children can easily follow. • Give a few minutes of preparation before child moves to another activity.
2. Demonstrate active listening skills.	<ul style="list-style-type: none"> * Retells and relates what has been heard. * Begins to ask questions. * Attends/listens to what a speaker is saying. 	<ul style="list-style-type: none"> • Model good listening skills. • Ask the child to retell what s/ he has just heard. • Ask about real life experiences. • Ask open ended questions.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Enter into a conversation.	<ul style="list-style-type: none"> * Wants to talk when the family is talking in the car, but is not on the topic. * Asks questions about concepts he or she doesn't understand. * Tries to initiate conversations with others about objects. * Repeats what has just been said, or makes up a story to be part of the conversation. 	<ul style="list-style-type: none"> • Encourage child to engage in conversation between child and child, or child and adult. • Remember that children are listening to adult conversations. • Ask open-ended questions to encourage and extend the conversation.
4. Use words and some conventions of speech to express ideas and thoughts.	<ul style="list-style-type: none"> * Sings simple songs with the caregiver and later sings parts of them by self. * Asks questions about the story and names objects, while the story is being read. * Uses descriptive language to tell you what he or she wants. * Uses action words to describe what s/he is doing. * Puts together three or four word sentences. * Uses some uncommon plurals such as foots, instead of feet. * Speaks clearly enough to be understood without mumbling or running sounds together. * Offers own thoughts out loud while everyone is talking. 	<ul style="list-style-type: none"> • Sing with the child, using nursery rhymes. • Engage in conversation through out the day, using clear adult language. • Ask questions about what is going on in the story. • Describe your actions out loud as you do them. • Encourage the child to use words. • Listen and restate using clear language when speaking to children. • Use the child's primary language when possible. • During diaper changing, give the child a doll to pretend changing doll's diaper.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Understand some abstract concepts, such as time, order, and positional words.	<ul style="list-style-type: none"> * Is very confident about the order of the daily routine, but does not want to change at all. * Settles down to listen to the story when s/he knows s/he will get to play after the story is read. * Sits next to a certain friend when asked. * Knows the motions, in order, to a familiar finger play. 	<ul style="list-style-type: none"> • Provide a predictable schedule and consistent routines. • Provide graphic organizers for schedule and class jobs. • Asks questions about the schedule using time words, such as first, next, last, after, before, then. • Frequently use words that describe the relative positions of objects and people, such as next to, behind, under, over. • Routinely tell the child that you will change activities in five minutes, and follow through.
6. Expand vocabulary with many more connecting and describing words. (Conventions of Speech)	<ul style="list-style-type: none"> * Uses many words to express feelings, tell about ideas and respond to the ideas of others. * Uses personal pronouns such as he, she, we and they more easily. * Continues to use some familiar “shorthand” expressions such as “we go” or “all gone.” * Tells about what is happening in a book using action words. * Describes how a squash or pumpkin feels after putting hands inside of it. 	<ul style="list-style-type: none"> • Correct grammar by repeating the same word and emphasizing the correct pronunciation. • Ask about the actions the child sees being performed in a book. • Provide describing words if the child does not come up with any.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

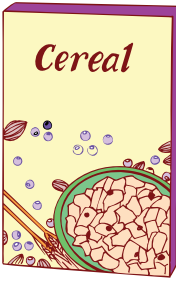
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Have more meaningful conversations with peers and adults.	<ul style="list-style-type: none"> * Uses the same tone of voice s/he hears dad using when talking to little brother. * Repeats adult questions that s/he has heard the teacher ask to start discussions, such as “what do you think will happen next?” * Shares what’s happening at home, like getting a new pet. 	<ul style="list-style-type: none"> • Repeat what the child says, and add a few descriptions to it. • Ask open-ended questions to extend the conversation. • Include the child in as many conversations as possible. • Remember that the child is listening to adult conversations. • Give children many opportunities to have conversations with each other.
8. Ask “why” and other questions frequently to keep a conversation going.	<ul style="list-style-type: none"> * Asks the caregiver what they are having for snack and why they can’t have milk to go with it instead of juice. * Asks the other children at the snack table questions about different unrelated topics. 	<ul style="list-style-type: none"> • Answer the child’s questions, and ask some in return. • Tell short stories about the past, and talk about the future. • Talk about culture through a story such as the mermaid story of Sirena.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Develop phonemic awareness by becoming aware of the sounds of spoken language.	<ul style="list-style-type: none"> * Sings simple songs that s/he has heard many times with a group or on own. * Says a simple rhyme that s/he has heard frequently, with a group or alone. * Knows how to identify farm animals and the sounds they make. * Identifies environmental sounds such as a doorbell, police car, water running. * Uses simple words and changes the first letter to create new words (i.e. went – bent, dent, sent, tent). * Knows the sound of the first letter of his/her name and other words that begin with the same letter. 	<ul style="list-style-type: none"> • Sing the same simple songs and rhymes repeatedly. • Play listening games that include animal or environmental sounds such as mimicking animal sounds or playing a tape of sounds in the home like water running, TV or music CD, toilet flushing, chicken frying in pan. • Use Big Books during story time. • Point out the sound at the beginning of his/her first name and other words that start with the same letter.
2. Develop phonological awareness by recognizing that symbols have corresponding meaning.	<ul style="list-style-type: none"> * Sees Stop Sign and pretends to “put on brakes” while in car seat. * Finds favorite cereal by the picture on the box. * Puts toys away in correctly labeled bins or shelves. * Draws attention to parts of words such as syllables by moving to the beat. 	<ul style="list-style-type: none"> • Point out the symbols that naturally occur in the environment and symbols that designate some of his/her favorite places, foods, or toys. • Talk about some of the signs adults need to know when driving. • Label the places where toys belong with simple signs that also have pictures cut from catalogues that explain the word.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories.	<ul style="list-style-type: none"> * Correctly turns the pages of a favorite book. * Understands several positional words such as under or beside. * Points to the pictures associated with what you are reading to him or her. * Asks and answers questions such as “What is this?” when reading a book with his or her caregiver. * Asks for the same favorite book over and over again. * Points out some differences and similarities between different versions of the same favorite story. * Understands the concepts of time such as soon, after, and right now. * Listens to engaging stories. * Recites a familiar nursery rhyme, poem or finger play with expression. 	<ul style="list-style-type: none"> • Read with the child at least once, and preferably several times each day. • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading. • Reread a child’s favorite book over and over again and introduce different versions, including rhyming and repetitive books. • Connect examples from the story to your real life experiences. • Make books from real life sequences. • Have a variety of age appropriate books for children to select. (See Appendix D) • Use concept and positional words in daily conversation. • Model concepts of print like showing signs around buildings, reading names of cereals and foods, reading and following a recipe to make something. • Model fluent reading.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
4. Develop vocabulary, language usage and some conventions of speech.	<ul style="list-style-type: none"> * Uses words to describe the purpose and function of objects, such as go, stop and play. * Learns the names of objects new to him/her. * Repeats words heard in the environment. * Names an increasing number of objects in the books read with caregiver, and describes actions. 	<ul style="list-style-type: none"> • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • Use descriptive and specific language and introduce new words. • Use exclamations to express emotion. • Engage in conversation on a regular basis. • Name objects and describe actions.
5. Develop comprehension by demonstrating understanding of text during and after reading.	<ul style="list-style-type: none"> * Listens to fiction and non-fiction materials. * Asks and answers questions about the story while caregiver is reading. * Answers questions about the story, such as, "Who was in the story; what did he do?" 	<ul style="list-style-type: none"> • Give opportunities to respond, retell, and/or reenact the story. • Ask about connections to the child's experiences. • Provide and use a variety of fiction and non-fiction materials.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-WRITING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations.	<ul style="list-style-type: none"> * Pretends to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil. * Uses a large crayon or paint on a large piece of paper and scribbles, telling caregiver what the picture is. * Takes the caregiver's pen and scribbles, saying s/he is writing. * Finds name on card on a table with several others. * Points to the rule sign about using "listening ears" when asked what we do at circle time. * Recognizes and names common store items (e.g. milk, eggs, bread, etc.) during pretend play. 	<ul style="list-style-type: none"> • Enter into pretend play with the child, modeling writing for real purposes like making a shopping list. • Have plenty of large paper and large crayons, paintbrushes and pencils available. • Ask the child to tell you about his/her drawing, and ask if you can write about it. • Display the child's writing and drawings with his or her name on paper and ask the child to tell you about his/her drawing. • Fill the room with signs at child's eye level with labels showing where toys belong. • Make the signs with the children.
2. Use writing utensils for scribbles and drawings.	<ul style="list-style-type: none"> * Holds a crayon, marker, or a pencil with a whole fist grasp, and scribbles with little control. 	<ul style="list-style-type: none"> • Make paper and large crayons and pencils available throughout all of the centers or in a place in the home. • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with. • Provide opportunities for expressive writing and drawing throughout the day.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING MATH CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show interest in concepts, such as matching and sorting according to color, shape and size.	<ul style="list-style-type: none"> * Names at least one color. * Compares the color of toy cars to the toy cars of another child. * Matches the colors and shapes in a matching puzzle. * Helps put away toys like putting blocks away with the blocks and the vehicles away with the vehicles. * Confuses similar colors. * Tries to get all of the big blocks to make his/her tower. 	<ul style="list-style-type: none"> • Play with the color names of objects as you pick the objects up to put them away. • Give the child matching and sorting chores such as putting toys away with similar toys. • Use comparative words in every day conversation, such as "Dad is taller than mom." "This block is bigger than that block." • Model and describe sorting methods.
2. Show interest in quantity and number relationships.	<ul style="list-style-type: none"> * Complains that a friend has more crackers than s/he does. * Fills a balance scale with jumbo beads, making one side go down, then the other. * Fills large and small containers with sand or water. 	<ul style="list-style-type: none"> • Count and use numbers when talking about objects. • Use words such as more and less when talking about comparisons of quantity. • Provide appropriate materials that allow children to experiment with numbers such as jumbo beads, blocks, and sand and water table.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING MATH CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use mathematical thinking to figure out real problems.	<ul style="list-style-type: none"> * Holds up fingers when asked how old s/he is. * Tells a friend that s/he is bigger, so s/he should go first on the climber. * Matches and sorts objects according to color, size, shape or use when playing or putting away toys. * Takes two crackers out of the box when it is passed, after hearing the caregiver say, "take two crackers." 	<ul style="list-style-type: none"> • Set up the environment so that mathematical problem solving has to happen daily (e.g. "How many cookies are in the jar? Who has the most buttons on his/her shirt?") • Allow the child to attempt to solve the math problem by him/herself before giving the answer.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SCIENCE CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Seek information through observation, exploration, and descriptive investigations.	<ul style="list-style-type: none"> * Wants to pick up and bring home interesting things s/he finds on a walk. * Uses senses to observe and gather information. * Uses tools for investigation like a shovel to dig up sand and look for more shells. 	<ul style="list-style-type: none"> • Model a sense of exploration and wonder. • Provide a variety of materials. • Encourage exploration of the environment through nature walks around center / home or visits around community.
2. Improve memory for details.	<ul style="list-style-type: none"> * Sings songs and says nursery rhymes after hearing them many times. * Helps caregiver retell a favorite story after hearing it many times. 	<ul style="list-style-type: none"> • Sing favorite songs and say nursery rhymes often. • Read a favorite book many times. • Read and discuss nonfiction as well as fiction books. • Ensure T.V. programs are interactive and age appropriate.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SCIENCE CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Explore new ways to do things showing more independence in problem solving.	<ul style="list-style-type: none"> * Gets a stool and tries to reach something put up on a high shelf. * Tries to put on own jacket, but gets frustrated when one sleeve is inside out, and finally asks for help. * Tries to move the large toy car on the playground by pushing it, but then decides to try pulling it instead. * Uses a spoon to dig in the garden. * Distracts another child to get the child's toy. 	<ul style="list-style-type: none"> • Talk about what child is seeing, hearing, and touching. • Talk about trying new ways to do things. • Encourage use of items in a new way. • Respect the child's creative use of materials.
4. Think ahead, but explores rather than focuses on a specific outcome.	<ul style="list-style-type: none"> * Tells the caregiver s/he is going to Pretend Play, but says "color pictures" when asked what s/he is going to do there. * Stacks up the nesting cups from large to small accurately, making a tower. * Goes to the math center for something to put in the cooking pot s/he is stirring on the play stove and comes back with some jumbo beads in a sorting dish. 	<ul style="list-style-type: none"> • Ask the child to make a plan, but let him/her explore and change his/her mind. • Get down on the child's level and extend his/her thinking about what s/he is doing by asking open-ended questions to get him/her to think and talk.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SOCIAL ENVIRONMENT

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Use imagination, memory, and reasoning to plan and make things happen.	<ul style="list-style-type: none"> * Puts a cushion sideways on the couch and pretends to be daddy driving to work. * Puts on dress-ups and pretends to be person s/he would like to be. * Tells caregiver that s/he is going to be a firefighter before going to the Pretend Play center. 	<ul style="list-style-type: none"> • Look for opportunities to encourage and observe pretend play scenarios by joining in the play. • Provide costumes and props for pretend play and role playing. • Encourage drama by exaggerating words and body movements.
2. Understand consequences when following routines and recreating familiar events.	<ul style="list-style-type: none"> * Have strong feelings about any change in routine. * Uses the toy broom imitating the way mom and dad sweep. * Brings a play dough cake with pretend candles to caregiver. * Participates in creating class rules, understanding the reasons behind the basic rules. * Accepts consequences of his/her actions, and says, "I'm sorry," when prompted. 	<ul style="list-style-type: none"> • Provide predictable routines for the child's sense of security and comfort. • Point out and describe cause and effect in daily routines. • Keep routines consistent and communicate changes in advance. • Expect the child to follow routines that you establish. • Talk to the child about the reasons behind the rules. • Enforce the rules consistently using rewards and praise for responsible behavior, and consequences that fit the situation when the rules are not followed. Example: Outdoor play will be shorter because indoor clean-up time is taking longer to finish.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE LARGE AND SMALL MUSCLES TO MOVE AND PLAY

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Perform more complex movements with arms and legs.	<ul style="list-style-type: none"> * Marches around the room, walks on tiptoes and jumps off the bottom of the slide. * Tries to throw the ball at you. * Jumps in and out of a hula hoop. * Walks on a wide balance beam sideways at first, but forward when you hold his/her hand. 	<ul style="list-style-type: none"> • Incorporate gross motor activities during transitions following quieter activities. • Provide a variety of interesting activities and equipment such as balls, balance beam. • Provide space for movement for both indoor and outdoor activities. • Provide guidance and modeling for more purposeful movement.
2. Use whole body to develop spatial awareness.	<ul style="list-style-type: none"> * Moves through a simple obstacle course after caregiver models. * Dances to music, including songs that direct movement. (e.g. the cha-cha slide, hopping, and exercise, movements). 	<ul style="list-style-type: none"> • Put words such as up, down, over, under, around and through with the movements s/he is performing. • Provide a variety of activities and materials that support awareness of space, such as scarves or streamers, hula hoops, climbers.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE LARGE AND SMALL MUSCLES TO MOVE AND PLAY

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use improved eye-hand coordination to explore and manipulate objects.	<ul style="list-style-type: none"> * Continues to use both hands together and shows no strong preference for a dominant hand. * Puts together several piece puzzles. * Uses hands to pound, poke, and build with the play dough. * Does more complex finger plays. 	<ul style="list-style-type: none"> • Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorter, and puzzles. • Do finger plays. • Provide play dough, sand, and water table activities. • Provide small pieces of snack served family style.
4. Use riding toys easily.	<ul style="list-style-type: none"> * Pedals and turns the handle bars on a low three-wheeled toy, going with the traffic around and around the circle. * Climbs on the rocking horse and pushes feet to make it go. 	<ul style="list-style-type: none"> • Provide different kinds of riding toys, and a safe, supervised place to ride them. • Provide big toys in a big area and small toys in a small area.
5. Move body through space with balance and control.	<ul style="list-style-type: none"> * Runs, jumps with both feet. Gallops, walks on tiptoes, walks backwards and sideways. Crawls under an object, twirls and rolls over. * Performs the motions to a dance done repeatedly. (e.g. cha-cha slide.) * Runs across the playground, starting and stopping easily. * Plays rhythm sticks in time to music. 	<ul style="list-style-type: none"> • Provide opportunities for dancing, marching, and moving around the room, as well as running, climbing, and swinging outside. • Use rhythm instruments from time to time.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE LARGE AND SMALL MUSCLES TO MOVE AND PLAY

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
6. Explore art materials.	<ul style="list-style-type: none"> * Enjoys swirling and squishing the finger paint as s/he moves it around on paper. * Tears paper to make a collage. * Starts to use tools with the play dough such as a rolling pin or a cookie cutter. * Uses markers and crayons to “color” a picture sometimes going over the edge of the paper. * Paints at the easel, not wanting to stop until the paper is filled with color, and every white spot is covered. 	<ul style="list-style-type: none"> • Provide child safe finger paint, collage materials, play dough and tools, markers, crayons, chalk, scissors, and paper. • Allow child many chances to squeeze and mold playdough before giving him/her tools to use on them.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

IMPROVED SELF-HELP ABILITIES

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Depend on routines to practice self-help skills and feel confident.	<ul style="list-style-type: none"> * Feeds him/herself using a fork and cup with one hand until becoming tired. * Helps with simple chores such as setting the table with a napkin and plate for each person. * Insists on bathing self. * Dresses him/herself, except for finding the right holes for his/her first leg. 	<ul style="list-style-type: none"> • Allow the child to do anything for him/herself that s/he is able to do. • Get child started with a difficult task, and let child finish for him/herself. • Show child how to put on shoes correctly.
2. Enjoy doing for self whatever s/he thinks s/he can do.	<ul style="list-style-type: none"> * Hangs up jacket or backpack on a hook or puts it in own cubby after taking it off without help. * Feeds him/herself with a spoon. * Drinks using both hands, spilling a little. * Picks up toys after playing. * Tries to brush own teeth and comb own hair. * Works toward being toilet trained, and proudly pulls up own pants after toileting. * Washes hands and uses a towel/paper towel to dry them. * Takes off own clothes. 	<ul style="list-style-type: none"> • Encourage the child's independence and be patient with child's efforts. • Offer assistance if s/he becomes overly frustrated and truly cannot do it for him/herself. • Set up the environment so the child can reach items. • Provide stepstools and clothing hooks within reach. • Praise child's efforts to do things for him/herself.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

EYE HAND COORDINATION TO ACCOMPLISH SMALL MUSCLE TASKS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
I. Use smaller manipulatives and finger plays to develop small muscle strength and coordination.	<ul style="list-style-type: none"> * Uses one inch cubes and blocks to build with. * Strings large beads using a shoelace with a knot at the bottom. * Winds the key or knob to a jumping jack toy. * Arranges the counting bears in a line on the table. * Uses tweezers to pick up cotton balls and put them in a container. * Puts a hand in each puppet and makes it talk by moving hands inside. * Enjoys moving different fingers for different finger plays. 	<ul style="list-style-type: none"> • Provide small cubes, blocks, large beads and a shoelace, counters, puppets, tweezers and cotton balls. • Do finger plays often. • Provide a place for sand play and another for water play with materials to play with. • Provide hand or finger puppets. • Watch and ensure small objects are out of sight and reach. (See Appendix B)

V. Appendices





Appendix A

INFORMATION ABOUT CHILD DEVELOPMENT, DEVELOPMENTAL MILESTONES, AND WARNING SIGNS

CHILD DEVELOPMENT

Child development is the process all children go through that involves learning and mastering skills in general areas of development such as physical (movement), social and emotional development, cognitive (thinking), speech/language, and communication.

There are two main factors that influence child development: genes and the environment. Genes are the genetic material passed on from parents. They act as a blueprint for what characteristics a child may have, such as eye or hair color. The environment is another factor that influences child development. This includes experiences a child may have at home, school or a child care setting, and the community.

DEVELOPMENTAL MILESTONES

Children learn certain skills during certain periods of time, also known as developmental milestones. Developmental milestones are skills or behaviors that are acquired over time, forming building blocks for growth and continued learning. For example, learning to walk is a developmental milestone that children typically learn when they are between the ages of 9 to 15 months.

It is important to understand and remember that no two children grow at exactly the same rate, but there are areas recognized as “typical development.” Each child is a unique individual, and may meet developmental milestones a little earlier or later than his or her peers. Because of this uniqueness, a child will develop at his or her own pace. However, developmental milestones are divided into specific ranges or blocks of time in which children are expected to achieve each milestone or acquire a certain skill.

Developmental milestones are divided into groups of one to three months for infants, because they are growing at a rapid rate, and intervals of six months to one year for older children.

WARNING SIGNS

If you notice a child does not meet a certain developmental milestone, this may be a warning sign or a “red flag” that alerts you that the child may have a disability or a developmental delay. If you have a concern about your child’s development, you should not hesitate to ask a professional such as your child’s pediatrician, nurse, or child development specialist. On Guam, you may call the Guam Early Intervention System, Guam Public School System, Division of Special Education at 735-2414 or 735-6363 if you have concerns about the development of an infant or toddler.

Developmental Checklists Birth to 36 Months

Adapted from: Shelov, S.P. & Hannemann, R.E., Eds. (2004). Caring for your baby and young child: Birth to age 5 (4th ed). American Academy of Pediatrics.

ONE TO THREE MONTHS OLD		
Areas of Development	Sample Milestones	Warning Signs
Movement	<ul style="list-style-type: none"> • Stretches legs out when lying on stomach • Raises head and cheek when lying on stomach 	<ul style="list-style-type: none"> • Cannot support head well at 3 months • Doesn't push down with legs when feet are placed on a firm surface
Visual	<ul style="list-style-type: none"> • Follows moving objects • Recognizes familiar objects and people at a distance 	<ul style="list-style-type: none"> • Doesn't follow moving objects with eyes by 2 months • Doesn't smile at familiar people by 3 months
Hearing and Speech	<ul style="list-style-type: none"> • Startles at loud noises • Makes cooing noises 	<ul style="list-style-type: none"> • Doesn't seem to respond to loud noises • Doesn't smile at the sound of a familiar voice by 3 months
Social/Emotional	<ul style="list-style-type: none"> • Enjoys playing with other people and may cry when playing stops • Becomes more communicative and expressive with face & body 	<ul style="list-style-type: none"> • Doesn't smile at familiar people by 3 months
FOUR TO SEVEN MONTHS OLD		
Areas of Development	Sample Milestones	Warning Signs
Movement	<ul style="list-style-type: none"> • Pushes up on extended arms • Grasps feet 	<ul style="list-style-type: none"> • Seems very stiff, tight muscles • Seems very floppy, like a rag doll
Visual	<ul style="list-style-type: none"> • Looks for toy beyond tracking range • Tracks moving objects with ease 	<ul style="list-style-type: none"> • One or both eyes consistently turn in or out • Persistent tearing, eye drainage, or sensitivity to light
Language	<ul style="list-style-type: none"> • Responds to sound by making sounds • Uses voice to express joy and displeasure 	<ul style="list-style-type: none"> • Does not respond to sounds around him/her • Does not turn head to locate sounds
Social/Emotional	<ul style="list-style-type: none"> • Enjoys social play • Responds to other people's expression of emotion 	<ul style="list-style-type: none"> • Doesn't seem to enjoy being around people • Shows no affection for his/her primary care provider
Cognitive	<ul style="list-style-type: none"> • Explores with hands and mouth • Struggles to get objects that are out of reach 	<ul style="list-style-type: none"> • Does not actively reach for objects

EIGHT TO TWELVE MONTHS OLD		
Areas of Development	Sample Milestones	Warning Signs
Movement	<ul style="list-style-type: none">• Gets to sitting position without assistance• Walks holding furniture	<ul style="list-style-type: none">• Does not crawl• Cannot stand when supported• Does not grasp large objects• Does not babble by 8 months or say single words, such as “mama or dada”• Does not show interest in primary care provider• Shows no reaction when around strangers or when mother or father leaves• Does not search for hidden objects• Does not show interest in “peek-a-boo”
Hand and Finger Skills	<ul style="list-style-type: none">• Bangs two toys together• Puts objects in a container and takes them out	
Language	<ul style="list-style-type: none">• Responds to “no”• Babbles with inflection	
Social/Emotional	<ul style="list-style-type: none">• Cries when mother or father leaves• Shy or anxious with strangers	
Cognitive	<ul style="list-style-type: none">• Finds hidden objects easily• Imitates gestures	
TWELVE TO TWENTY-FOUR MONTHS OLD		
Areas of Development	Sample Milestones	Warning Signs
Movement	<ul style="list-style-type: none">• Walks alone• Climbs onto and down from furniture unsupported	<ul style="list-style-type: none">• Cannot walk by 18 months old• Cannot hold on to a crayon, large marker, or blocks• Does not use two word sentences by twenty-four months• Does not imitate actions or words by twenty-four months• Does not follow simple one step instructions by twenty-four months
Hand and Finger Skills	<ul style="list-style-type: none">• Scribbles spontaneously• Builds a tower of four or more blocks	
Language	<ul style="list-style-type: none">• Uses two word sentences• Repeats words overheard in conversation	
Social/Emotional	<ul style="list-style-type: none">• Demonstrates increasing independence• Imitates behaviors of others	
Cognitive	<ul style="list-style-type: none">• Begins to sort shapes and colors• Follows simple one step instructions	
TWENTY-FOUR TO THIRTY-SIX MONTHS OLD		
Areas of Development	Sample Milestones	Warning Signs
Movement	<ul style="list-style-type: none">• Walks down stairs placing both feet on each step• Bends over easily without falling	<ul style="list-style-type: none">• Frequent falls and has difficulty walking down stairs• Not able to copy a circle by thirty-six months old• Not able to communicate in short phrases• Extreme difficulty separating from primary care provider or parents• Has little interest in other children• Does not get involved in pretend play• Does not understand simple instructions
Hand and Finger Skills	<ul style="list-style-type: none">• Turns pages in a book one at a time• Makes vertical, horizontal, or circular strokes with a pencil or crayon	
Language	<ul style="list-style-type: none">• Can say name• Understands most sentences	
Social/Emotional	<ul style="list-style-type: none">• Separates easily from parents by thirty-six months old• Objects to major changes in his/her routine	
Cognitive	<ul style="list-style-type: none">• Plays make believe with dolls, animals, and people• Completes puzzles with 3 or 4 pieces	

Appendix B

OBSERVATIONS AND ASSESSMENTS

Assessment is a process of finding out what infants and toddlers know and are able to do in each developmental area (physical, language, cognitive, social, and emotional). There are many tools used to assess young children. Professionals may use standardized tests and screening tools to help with program planning and to find out whether or not young children are at risk or delayed in a particular area.

Caregivers and parents may use observations which can be done through one or more of the following ways:

- ❖ tape and video recordings,
- ❖ photographs,
- ❖ checklists, and
- ❖ collection of children's work to assess children's development and growth.

Tape and video recordings or photographs may capture action "shots" of milestones in development. Examples of milestones could be an infant just learning to turn over, a child's first steps, or the independent completion of a 4-5 piece puzzle. Checklists serve as a guide that help monitor specific areas such as language and cognitive development with different checkpoints during the year. Collection of children's work usually includes different visuals such as art or writing samples. All these different formats tell a story or present a picture of a child's progress when different pieces are presented and compared over time.

The most important reason to do assessment is to identify where children are at, developmentally, and what they need to meet their needs and increase learning. Using multiple assessment tools in a non-obtrusive way where the assessment is integrated in a play setting is appropriate in order to obtain accurate results because the activity is happening in a natural environment. Narratives or anecdotal records are a common way to assess by describing factual details of infants and young children. Factual details mean writing down only what is seen and heard, without judgment. These notes will vary in length and amount of detail. Here is a good example of an anecdotal record:

During snack time, Brian sat at the snack table with a group of five children and his primary caregiver. Brian played with his cottage cheese by spreading it on the table. The caregiver said, "food is for eating, not playing with." The caregiver got a sponge and started to clean up the mess. Brian said, "wash, too." The caregiver let him have the sponge and he washed his area of the table.

Here is an example of an anecdotal record that is not factual and too vague:

Brian was being bad today. He was not paying attention during snack time. The caregiver asked him to throw away his garbage and he did not listen to her. Later, he did a good job cleaning the block area.

Good anecdotal records come from good observations. Each child's interests, experiences, skills, abilities, and challenges have a greater chance of being discovered when observations are done regularly and are documented. Observations provide the necessary information to guide "good teaching" as the environment is tailored to best meet the needs of each child.

Talking with other caregivers, parents, and/or guardians may strengthen ongoing assessment of infants and young children. When interpreting information, it is important to determine factors that may have affected the child's performance such as hunger, distraction, or background noise. Sharing assessment results with other providers who work directly with the infant or young child is important when making decisions for further learning activities.

When assessment results are shared with families, good relationships are bound to be built and maintained. The information keeps families informed of how their children are growing in their own unique ways. This may include learning about certain behaviors that may be difficult and challenging, but may be offered as an opportunity to find strategies that will help children and families solve difficult situations and continue to grow. Both providers and families may want to extend a child's learning experiences by sharing observations and strategies that work.

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Appendix C

TOY SAFETY / PLAY EQUIPMENT AND ACTIVITIES

Play areas, toys, play equipment, and even food are learning tools for infants and toddlers. To ensure safe and sanitary use for exploration, any object that an infant or toddler handles must be checked and monitored. Listed below are some health and safety standards endorsed by the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care for parents and child care providers to use as a guide to ensure a safe environment for young children. Additionally, appropriate health and safety practices for adults working with young children are included.

Standard:

- ❖ 3.036 Any toy that cannot be washed or sanitized shall not be used. Toys that have been in children's mouths or contaminated with any body secretion or excretion shall be washed, sanitized and air-dried. A cloth toy that is machine washable may be used by one child only until it is washed. Close supervision is needed to ensure that plastic toys or play foods being mouthed are not shared.
- ❖ 3.037 Objects intended for the mouth such as pacifiers, teethingers, similar objects, and even thermometers shall be cleaned and sanitized between uses. Pacifiers are not to be shared.
- ❖ 3.038 Play equipment shall be observed regularly while children are playing. An overall check of all play equipment may be done at least once a month.
- ❖ 3.041 Alcohol, tobacco, and illegal drugs are prohibited at all times on premises of facility.
- ❖ 3.045 Constant supervision is needed when children are near any body of water such as toilets, sinks, tubs, buckets, ponds and irrigation ditches. Any child needing toileting assistance needs direct visual supervision, at all times. Children under the age of 5 shall not be left unattended in a shower or bathtub.
- ❖ 4.037 Foods that have the following descriptions have been known to be a choking hazard to children under 4 years and shall not be served smooth, slippery, thick and sticky, small, hard, round. Examples include:
 - hotdogs whole or sliced into rounds
 - chunks of meat larger than can be swallowed whole
 - hard pretzels
 - popcorn
 - peanuts
 - chips
 - raw peas
 - nuts or seeds
 - hard candy
 - whole grapes
 - raw carrots cut into rounds
 - marshmallows
 - spoonfuls of peanut butter
- ❖ 4.038 Foods fed to young children shall begin in pureed form for infants and later to ground, and then finely smashed. Later, when ready, finely chopped foods served, need to be no larger than 1/4 inch cubes or thin slices. Food for toddlers shall be cut in small pieces no larger than 1/2 inch cubes.
- ❖ 4.039 Food served to children shall be encouraged and not forced. Food shall not be used as a reward or punishment.



❖ 5.075 Materials, furnishings, equipment, and play areas should be sturdy and safe, in good repair and meet recommendations of the U.S. Consumer Product Safety Commission to control the following safety hazards:

- Openings that could entrap a child's head and limbs such as arms and legs
- Elevated surfaces that are not well-guarded
- Lack of specified surfacing and fall zones under and around equipment that can be climbed
- Mismatched size and design of equipment for intended users
- Insufficient spacing between equipment
- Tripping hazards
- Components that can pinch, shear, or crush body tissues
- Equipment known to be hazardous
- Sharp points or corners
- Splinters
- Nails, bolts or other components that protrude and could entangle clothing or snag skin
- Loose, rusty, parts
- Hazardous small parts that may become detached during normal use or reasonably foreseeable abuse of equipment presenting hazards for choking, aspiration, or ingestion
- Flaking paint
- Paint that contains lead or other hazardous material.

❖ 5.083 Baby walkers that a child can move across the floor shall not be used in any child care facility

❖ 5.087 Small objects, toys, and toy parts used by children under the age of 3, shall meet the federal small parts standards for toys. The following toys or objects shall not be accessible to children under the age of 3.

- Toys or objects with removable parts with a diameter less than 1 1/4 inch and a length less than 2 1/4 inches
- Balls smaller than 1 3/4 inches in diameter
- Toys with sharp points and edges
- Plastic bags
- Styrofoam objects
- Coins
- Rubber balloons
- Safety pins
- Marbles
- Other small objects.

❖ 5.089 Infants, toddlers, and preschool children shall not be permitted to inflate balloons, suck on or put balloons in their mouths nor have access to uninflated or underinflated balloons. Latex balloons or inflated latex objects treated as balloons shall not be permitted in the child care facility.



- ❖ 5.160 Strings and cords found in parts of toys or window coverings that are long enough to encircle a child's neck shall not be accessible to children in child care. Pacifiers attached to strings or ribbons shall not be placed around infants' necks or attached to infants' clothing. Hood and neck strings found in jackets and sweatshirts shall be removed. This includes drawstrings on the waist or bottom of garments more than 3 inches outside the garment when fully expanded. Strings shall not have knots or toggles on free ends. The drawstring shall be sewn to the garment at its midpoint so the string cannot be pulled out through one side.



- ❖ 5.161 Centers shall not have any firearms, pellet or BB guns (loaded or unloaded), darts, bows and arrows, cap pistols, or objects manufactured for play as toy guns within the premises at any time.
- ❖ 5.184 All pieces of play equipment shall be designed so moving parts (swing components, teeter-totter mechanism, spring-ride springs, and so forth) will be shielded or enclosed.
- ❖ 5.187 Play equipment and play surfaces shall be provided for children with disabilities. Play equipment and play surfaces shall conform to recommendations from the Americans with Disabilities Act (ADA).
- ❖ 5.194 All outdoor activity areas shall be maintained in a clean and safe condition by removing: (a) debris; (b) dilapidated structures; (c) broken or worn play equipment; (d) building supplies and equipment; (e) glass; (f) sharp rocks; (g) stumps and roots; (h) twigs; (i) toxic plants; (j) anthills; (k) beehives and wasp nests; (l) unprotected ditches; (m); wells; (n) holes; (o) grease traps; (p) cisterns or liquid reservoirs; (q) cesspools; (r) unprotected utility equipment; and (s) other injurious material. Holes or abandoned wells need to be properly filled and well-drained with no standing water. A maintenance policy for playgrounds and outdoor areas shall be established and followed.
- ❖ 5.195 Outdoor play equipment shall not be coated or treated with, nor shall it contain toxic materials in hazardous amounts that are accessible to children.
- ❖ 5.196 The play area and equipment shall be inspected for safety at regular intervals and documented.

Stepping stones to using caring for our children, National health and safety performance standards, guidelines for out-of-home child care programs (2nd ed). (2003). American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care.

Appendix D

SUGGESTED BOOK LIST FOR YOUNG CHILDREN

CLASSIC BOARD BOOKS ON SOCIAL-EMOTIONAL DEVELOPMENT

A	B
<i>A Kiss for Little Bear</i> (Else Holmelund Minerik)	<i>Baby Day</i> (Susan O’Keefe)
<i>All About Alfie</i> (Shirley Hughes)	<i>Baby Face</i> (Phyllis Limbacher)
<i>Angry Arthur</i> (Hiawyn Oram)	<i>Baby Faces</i> (Margaret Miller)
<i>Animal Friends</i> (M. Ajmera & J. Ivanko)	<i>Baby Says</i> (John Steptoe)
<i>A Teeny Tiny Baby</i> (Amy Schwartz)	<i>Baby Sister for Frances</i> (Russell Hoban)

C	D
<i>Can’t You Sleep Little Bear!</i> (Martin Waddell)	<i>Daddy Cuddles</i> (Anne Gutman & Georg Hallensleben)
<i>Charlie Parker Played Be Bop</i> (Chris Raschka)	<i>David Dinosaur Rrrr! What It’s Like To Be 3</i> (R. Harris)
<i>Cleo and Caspar</i> (Caroline Mockford)	<i>Don’t Forget to Come Back</i> (Robie Harris)

E	F
<i>Everywhere Babies</i> (Susan Meyers)	<i>Feet Are Not for Kicking</i> (E. Verdick & M. Heinlen)
<i>Excuse Me! A Little Book of Manners</i> (Karen Katz)	<i>First Book of Sushi</i> (Amy Sanger)
	<i>Funny Face</i> (Nicola Smee)

G	H
<i>Germes Are Not for Sharing</i> (E. Verdick & M. Heinlen)	<i>Hands Are Not for Hitting</i> (M. Agassi & M. Heinlen)
<i>Go Away, Big Green Monster!</i> (Ed Emberley)	<i>Happy to be Nappy</i> (B. Hooks & C. Raschka)
<i>Go! Go! Maria! What It’s Like to Be 1</i> (Robie Harris)	<i>Hello Benny! What It’s Like to be a Baby</i> (Robie Harris)
<i>Gossie & Gertie</i> (Olivier Dunrea)	<i>Here Are My Hands</i> (B. Martin Jr. & J. Archambault)
<i>Grandpa & Me</i> (Karen Katz)	<i>Hola! Jalepeno!</i> (Amy Sanger)
<i>Green Eggs and Ham</i> (Dr. Seuss)	<i>Happy Birthday</i> (Robie Harris)
<i>Guess How Much I Love You</i> (Sam McBratney)	<i>Hi New Baby</i> (Robie Harris)
	<i>Homemade Love</i> (Bell Hooks)

I	J-L
<i>I Can, Can You?</i> (Marjorie Pitzer)	<i>Julius, The Baby of the World</i> (Jill Candlewick)
<i>If You Give a Mouse a Cookie</i> (Laura Numeroff)	<i>Kiss Good Night</i> (Amy Hest)
<i>I Lost My Bear!</i> (Jules Feiffer)	<i>Lilly’s Purple Plastic Purse</i> (Kevin Henkes)
<i>I Love My Daddy Because....</i> (Laurel Porter-Gaylord)	<i>Here Are My Hands</i> (B. Martin Jr. & J. Archambault)
<i>I Love My Mommy Because....</i> (Laurel Porter-Gaylord)	<i>Little Fur Family</i> (Margaret Wise Brown)
<i>In The Night Kitchen</i> (Maurice Sendak)	
<i>In The Rain with Baby Duck</i> (Amy Hest)	
<i>I Smell Honey</i> (Andrea & Brian Pinkney)	

M	N-O
<i>Maisy Loves You and Maisy's Rainbow</i> (L. Cousins)	<i>No, David!</i> (David Shannon)
<i>Mama, Do You Love Me?</i> (Barbara M. Joose)	<i>Noisy Nora</i> (Rosemary Wells)
<i>Mangia! Mangia!</i> (Amy Sanger)	<i>Nutshell Library</i> (Maurice Sendak)
<i>Max's First Word</i> (Rosemary Wells)	<i>On Mother's Lap</i> (Ann Herbert Scott)
<i>Mommies Say Shhh!</i> (Patricia Polacco)	<i>101 Things to Do With a Baby</i> (Jan Ormerod)
<i>Mommy Loves her Baby Daddy Loves his Baby</i> (Tara Jaye Morrow)	<i>On the Day I Was Born</i> (Deborah M. Newton)
<i>"More, More, More," Said the Baby:</i> (Vera B. Williams)	<i>Our Granny</i> (Margaret Wild)
<i>My Many Colored Days</i> (Dr. Seuss)	

P-R	S
<i>Peekaboo Morning</i> (Rachel Isadora)	<i>Sam's Cookie</i> (B. Lindgren)
<i>Peter's Chair</i> (Ezra Jack Keats)	<i>Shades of Black</i> (Sandra Pinkney & Myles Pinkney)
<i>Policeman Small</i> (Lois Lenski)	<i>So Much</i> (Trish Cooke)
<i>Pretty Brown Face</i> (Andrea & Brian Pinkney)	<i>Spot Goes to School</i> (Eric Hill)
<i>Rolling Along: The Story of Taylor & His Wheelchair</i> (J. Heelan & N. Simmonds)	<i>Sweet Jasmine, Nice Jackson, What It's Like to be 2</i> (Robie Harris)

T	U-Z
<i>Tails Are Not for Pulling</i> (E. Verdick & M. Heinlen)	<i>When Sophie Gets Angry</i> (Molly Bang)
<i>Teeth Are Not for Biting</i> (E. Verdick & M. Heinlen)	<i>When the Elephant Walks</i> (Keiko Kasza)
<i>Ten, Nine, Eight</i> (Molly Bang)	<i>Where's My Teddy?</i> (Jez Alborough)
<i>The Cuddle Book</i> (Guido Van Genechten)	<i>Whose Knees are These?</i> (Jabari Asim & LeUyen Pham)
<i>The Me Book</i> (Jean Tymm)	<i>Whose Toes are These?</i> (Jabari Asim & LeUyen Pham)
<i>The Everything Book</i> (Denise Fleming)	<i>Words Are Not for Hurting</i> (Elizabeth Verdick & Marieka Heinlen)
<i>Thunder Cake</i> (Patricia Polacco)	<i>You and Me, Baby</i> (L. Reiser & P. Gentieu)
<i>Tickle Tickle</i> (Dakari Hru)	<i>Yum Yum Dim Sum</i> (Amy Sanger)
<i>Time for Bed</i> (Mem Fox)	

BOOKS ON SPECIAL ISSUES

A-M	S-Z
<i>A Chair for My Mother</i> (Vera B. Williams)	<i>Sweet, Sweet Memory</i> (Jacqueline Woodson)
<i>Boomer's Big Day</i> (Constance McGeorge)	<i>The Color of Home</i> (Mary Hoffman)
<i>Brave, Brave Mouse</i> (Michaela Morgan)	<i>The Feel Good Book</i> (Todd Parr)
<i>Clifford and the Big Storm</i> (Norman Bridwell)	<i>The Leaving Morning</i> (Angela Johnson)
<i>Corduroy</i> (Don Freeman)	<i>The Other Side</i> (Jacqueline Woodson)
<i>Goggles</i> (Ezra Jack Keats)	<i>The Village of Basketeers</i> (Lynda Gene Raymond)
<i>Grandma's Purple Flowers</i> (Adjoa J. Burrowes)	<i>Uncle Willie and the Soup Kitchen</i> (D. DiSalvo-Ryan)
<i>How About a Hug?</i> (Nancy Carlson)	<i>Walter Was Worried</i> (Laura Vaccaro Seeger)
<i>I'll Always Love You</i> (Hans Wilhelm)	<i>When I Feel Sad</i> (Cornelia Maude Spelman)
<i>Just the Two of Us</i> (Will Smith)	<i>Where is Grandpa?</i> (T. A. Barron)
<i>Moon's Cloud Blanket</i> (Rose Anne St. Romain)	<i>Will You Be My Friend?</i> (Nancy Tafuri)
	<i>Yesterday I Had the Blues</i> (Jeron Ashford Fame)

BOOKS ON LANGUAGE DEVELOPMENT

A	B
<i>ABC Animals: a Bedtime Story</i> (Darice Bailer)	<i>Baby Cakes</i> (Kama Wilson & Sam Williams)
<i>ABC I Like Me</i> (Nancy L. Carlson)	<i>Baby Talk: a Book of First Words and Phrases</i> (Judy Hindley)
<i>All Fall Down</i> (Helen Oxenbury)	<i>Below</i> (Nina Crews)
<i>Animal Alphabet</i> (Random House & C. Moroney)	<i>Black on White</i> (Tana Hoban)
<i>Animal Alphabet: Slide & Seek the ABC's</i> (Alex Lluch)	<i>Brown Bear, Brown Bear What Do You See?</i> (Bill Martin)
	<i>Bunny Cakes</i> (Rosemary Wells)

C	D-G
<i>Carolinian Alphabet</i> (Lori Phillips)	<i>Do Your ABC's Little Brown Bear</i> (Jonathan London)
<i>Chamorro Alphabet</i> (Lori Phillips)	<i>Dr. Seuss Board Books</i> (Dr. Seuss)
<i>Chicka Chicka ABC</i> (B. Martin & J. Archambault)	<i>Eating the Alphabet: Fruits and Vegetables from A to Z</i> (Lois Ehlert)
<i>Chicka Chicka Boom Boom</i> (Bill Martin)	<i>From Head to Toe</i> (Eric Carle)
<i>Chuukese Alphabet</i> (Lori Phillips)	<i>Goodnight Gorilla</i> (Peggy Rathman)
<i>Clap Hands</i> (Helen Oxenbury)	<i>Goodnight Moon</i> (Margaret Wise Brown)
<i>Cowboy Small</i> (Lois Lenski)	<i>Gossie</i> (Olivier Dunrea)

H-K	L-P
<i>Hand Hand Fingers Thumb</i> (Al Perkins)	<i>Marshallese Alphabet</i> (Lori Phillips)
<i>Hawaiian Alphabet</i> (Lori Phillips)	<i>Mrs. Wishy-Washy</i> (Joy Cowley)
<i>Hippety-Hop Hippety Hey: Growing Rhymes from Birth to Age Three</i> (Opal Dunn and Sally Anne)	<i>My First Baby Games</i> (Public Domain / Jane K. Manning)

<i>I Went Walking</i> (Sue Williams)	<i>My First Nursery Rhymes</i> (Public Domain / Bruce Whatley)
<i>Jamberry</i> (Bruce Degen)	<i>Now I Eat My ABC's</i> (Pam Abrams)
<i>Kosraean Alphabet</i> (Lori Phillips)	<i>Palauan Alphabet</i> (Lori Phillips)
	<i>Pat-A-Cake</i> (Tony Kenyon)
	<i>Pohnpeian Alphabet</i> (Lori Phillips)

Q-T	U-Z
<i>Read Aloud Series</i> (Rosemary Wells)	<i>Wee Pudgy Board Books</i> (Putnam Publishing)
<i>Samoan Alphabet</i> (Lori Phillips)	<i>We're Going on a Bear Hunt</i> (M. Rosen & H. Oxenbury)
<i>Simms Taback's Big Book of Words</i> (Simms Taback)	<i>White on Black</i> (Tana Hoban)
<i>Super Chubby Board Books</i> (Neil Ricklin)	<i>Words in My World</i> (Dorling Kindersley- DK Publishing)
<i>This Little Chick</i> (John Lawrence)	<i>Yapese Alphabet</i> (Lori Phillips)
<i>Tickle, Tickle</i> (Helen Oxenbury)	<i>Zoo Clues Animal Alphabet: Learn with Me the ABC's</i> (Alex Luch)
<i>26 Letters and 99 Cents</i> (Tana Hoban)	
<i>26 Big Things Small Hands Do</i> (Coleen Paratore)	

BOOKS ON PHYSICAL DEVELOPMENT

A-K	L-Z
<i>Acja Backa Boo! Playground Games from Around the World</i> (Opal Dunn and Susan Winter)	<i>Little Yoga</i> (Rebecca Whitford & Martine Selway)
<i>Baby Dance</i> (Ann Taylor)	<i>No Potty! Yes Potty!</i> (Harriet Ziefert Inc. Emily Bolam)
<i>Corduroy Goes to the Doctor</i> (Don Freeman & Lisa McCue)	<i>Look at the Baby</i> (Kelly Johnson)
<i>Get Up and Go!</i> (Nancy Carlson)	<i>Teeth</i> (Saviour Pirotta)
<i>Go, Girl! Go Potty!</i> (Harriet Ziefert Inc. Emily Bolam)	<i>The Book of Zzzs</i> (Arlene Alda)
<i>Going to the Dentist</i> (Sally Hewitt)	<i>The Prince and the Potty</i> (Wendy Lewison & Keiko Motoyama)
<i>Going to the Doctor</i> (Ian Smith)	<i>Time to Get Up, Time to Go</i> (David Milgrim)
<i>Hands Can</i> (Cheryl Hudson & John-Francis Bourke)	<i>Time to Pee!</i> (Mo Willems)
<i>How Do Dinosaurs Get Well Soon?</i> (Jane Yolen & Mark Teague)	<i>When Sheep Sleep</i> (L. Numeroff & D. McPhail)
<i>Keeping You Healthy: A Book about Doctors</i> (Ann Owen & Eric Thomas)	

BOOKS ON COGNITIVE DEVELOPMENT

A-B	C-E
<i>A High Low Near Far Loud Quiet Story</i> (Nina Crews)	<i>Cheep! Cheep!</i> (Julie Stiegemeier)

<i>All Sorts of Numbers</i> (Hannah Reidy)	<i>Colors & Shapes</i> (DK Publishing)
<i>Are You My Mother?</i> (P.D. Eastman)	<i>Color Zoo</i> (Lois Ehlert)
<i>Baby Animals and Zoom Zoom</i> (K. Warube)	<i>Counting Farm</i> (Kathy Henderson)
<i>Barnyard Banter</i> (Denise Fleming)	<i>Counting Kisses</i> (Karen Katz)
<i>Big and Wild</i> (Christiane Gunzi)	<i>Dear Zoo</i> (Rod Campbell)
<i>Big Fat Hen</i> (Keith Baker)	<i>Duckie's Ducklings</i> (Frances Barry)
<i>Big Red Barn</i> (Margaret Wise Brown)	<i>Duckie's Rainbow</i> (Frances Barry)
<i>Big Small</i> (Sharon Gordon)	<i>Everywhere Babies</i> (Susan Meyers)
<i>Big Wheels</i> (Anne Rockwell)	<i>Eye Spy Shapes</i> (Debbie MacKinnon)
<i>Bear in a Square</i> (Stella Blackstone)	
<i>Bird Fly High</i> (Petr Horacek)	
<i>Blue Hat, Green Hat</i> (Sandra Boynton)	

F-G	H-K
<i>Fast Slow</i> (Sharon Gordon)	<i>Have You Seen My Duckling?</i> (Nancy Tafuri)
<i>Fish Eyes: A Book You Can Count On</i> (Lois Ehlert)	<i>How Do Dinosaurs Learn Their Colors?</i> (J. Yolen & M. Teague)
<i>Five Little Chicks</i> (Nancy Tafuri)	<i>How Many Kisses Do You Want Tonight?</i> (V. Bajaj)
<i>Five Little Ducks</i> (Dan Yaccarino)	<i>I Drive a Fire Engine</i> (Sarah Bridges)
<i>Flower in the Garden</i> (Lucy Cousins)	<i>I Like it When ---</i> (Mary Murphy)
<i>From the Garden: a Counting Book About Growing Food</i> (Michael Dahl)	<i>It Looked Like Spilt Milk</i> (Charles Shaw)
<i>Go Away Big Green Monster</i> (Ed Emberley)	<i>Island Counting 1 2 3</i> (Frane Lessac)
<i>Goodnight, My Duckling</i> (Nancy Tafuri)	<i>Keeping You Healthy</i> (Ann Owen & Eric Thomas)
<i>Gossie Friends: A First Flap Book</i> (Olivier Dunrea)	<i>Let's Count</i> (Tana Hoban)
	<i>Look Baby Books</i> (Margaret Miller)

M-N	O
<i>Machines at Work</i> (Byron Barton)	<i>Off to Bed</i> (Michel Blake)
<i>Maisy, Charley, and the Wobbly Tooth</i> (Lucy Cousins)	<i>One Cool Watermelon</i> (Hannah Tofts)
<i>Mice Squeak, We Speak</i> (Tomie de Paola)	<i>One Duck Stuck</i> (Phyllis Root)
<i>Mouse Count</i> (Ellen Stoll Walsh)	<i>One for Me One for You: A Book About Sharing</i> (Sarah Albee)
<i>Mouse Paint</i> (Ellen Stoll Walsh)	<i>Overboard!</i> (Sarah Weeks)
<i>My Car</i> (Byron Barton)	<i>Over in the Grassland</i> (Anna Wilson)
<i>My Numbers</i> (R. Emberley)	<i>Over in the Ocean</i> (Marianne Berkes)
<i>My Truck is Stuck</i> (Kevin Lewis)	

P-S	T
<i>Panda Bear, Panda Bear, What Do You See?</i> (Eric Carle)	<i>Ten Little Fish</i> (Audrey Wood)
<i>Pat the Bunny</i> (Dorothy Kunhardt)	<i>Ten Little Rubber Ducks</i> (Eric Carle)

<i>Peek-a-Who?</i> (Nina Laden)	<i>Ten Little Sleepyheads</i> (Elizabeth Provost)
<i>Planting a Rainbow</i> (Lois Ehlert)	<i>Ten Red Apples</i> (Pat Hutchins)
<i>Polar Bear, Polar Bear, What Do You Hear?</i> (Eric Carle)	<i>Ten Tiny Tickles</i> (Karen Katz)
<i>Red</i> (Sarah L. Schuette)	<i>The Carrot Seed</i> (Ruth Kraus)
<i>Red, Blue, Yellow Shoe</i> (Tana Hoban)	<i>The Freight Train</i> (Donald Crews)
<i>Roar: A Noisy Counting Book</i>	<i>The Very Busy Spider</i> (Eric Carle)
<i>Run, Mouse, Run!</i> (Petr Horacek)	<i>The Very Hungry Caterpillar</i> (Eric Carle)
<i>Sleepy Places</i> (J. Hindley & T. Freeman)	<i>The Very Lonely Firefly</i> (Eric Carle)
<i>Snapshot Series and Touch and Feel Series Board Books</i> (DK Publishing)	<i>The Very Quiet Cricket</i> (Eric Carle)
<i>Soft Shapes: Where is My Baby?</i>	<i>Today is Monday</i> (Eric Carle)
<i>Strawberries Are Red</i> (Petr Horacek)	<i>Touch and Feel Library Baby Animals</i> (DK Publishing)

W-Z

<i>When Sheep Sleep</i> (L. Numeroff & D. McPhail)	<i>Who Said Moo?</i> (Harriet Ziefert)
<i>Where is My Friend?</i> (Simms Taback)	<i>What Shall We Do with the Boo-hoo Baby?</i> (Cressida Cowell)
<i>Where is My House?</i> (S. Taback & H. Ziefertand)	<i>Where Does it Go?</i> (Margaret Miller)
<i>Where's Spot?</i> (Eric Hill)	<i>Where's My Sock?</i> (Joyce Dunbar)

SING ALONG BOOKS

<i>Baby Beluga</i> (Raffi & Ashley Wolff)	<i>Sing-Along Stories 2</i> (Mary Ann Hoberman & Nadine Bernard Westcott)
<i>Five Little Ducks</i> (D. Tarbett)	<i>Teddy Bear, Teddy Bear !</i> (Steve Scott)
<i>Head, Shoulders, Knees and Toes</i> (Annie Kubler)	<i>Ten Little Fingers</i> (Annie Kubler)
<i>Hush Little Baby</i> (Sylvia Long)	<i>The Eensy Weensy Spider</i> (Mary Ann Hoberman & Nadine Bernard Westcott)
<i>Little Scholastic: Five Little Ducks</i> (Scholastic Inc.)	<i>There Was an Old Lady Who Swallowed a Fly</i> (Melissa Web)
<i>Ring Around the Rosie</i> (Annie Kubler)	<i>Twinkle, Twinkle, Little Star: And Other Favorite Nursery Rhymes</i> (Sonya Rescek)
<i>Row, Row, Row Your Boat</i> (Annie Keebler)	<i>Wheels on the Bus Pop Up Sound Book</i> (DK Publishing)
<i>Sign & Sing Along: Baa, Baa, Black Sheep</i> (Annie Kubler)	

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