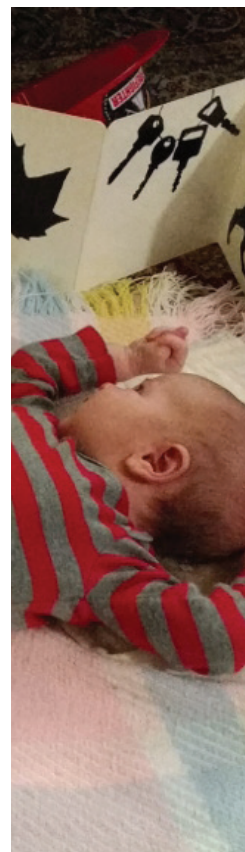
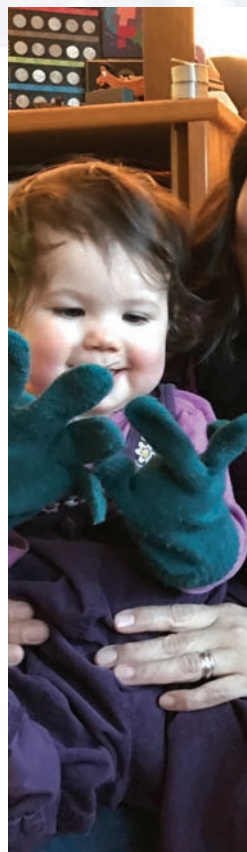


BIRTH TO 9 MONTHS





Purple crying

All babies cry. Some more than others. This can be one of the most challenging times for adults. The Period of Purple Crying is a phrase that can help you know and remember this is a phase that will pass. Babies crying:

Peaks at about 2 months. (Starting around 2 weeks and tapering off by about 14 weeks).

Unexpected and unexplained. It can continue even after you check for hunger, diaper change, temperature, etc.

Resists soothing. This can be frustrating and disheartening for adults. It can help to keep a checklist of things to try.

Pain-like face. Even though a few minutes before, they were smiling and cooing.

Long lasting. A healthy normal baby can cry up to five hours a day or more.

Evenings. This is the time of day when adults are tired and maybe just transitioning home after work.

For ideas about soothing, sleep, and self-calming strategies, visit purplecrying.info, or zerotothree.org. It helps to know this time will pass, and the smiles, sleep, and delightful times will grow.

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

BABIES MAY

- ⊗ Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.
- ⊗ Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib).
- ⊗ Use new skills in different ways. For example, learns the pincer grasp and uses it on many different materials.

YOU CAN

- ⊗ Support baby with self-regulation, such as putting baby in crib when drowsy and letting him/her go to sleep without help.
- ⊗ Show enthusiasm and encouragement when child tries new motor activities.
- ⊗ Actively play with baby every day.
- ⊗ Provide “tummy time” with a small mirror or object to encourage baby to develop muscles.
- ⊗ Recognize and respond to cues from baby for a break (baby looking away from eye contact, yawning).

Goal 2: Children demonstrate strength and coordination of gross motor skills

BABIES MAY

- ⊗ Open and close fingers.
- ⊗ Gain control of arm and leg movements.
- ⊗ Kick legs and bat at dangling objects with hands.
- ⊗ Reach for feet and bring them to mouth.
- ⊗ Transfer objects from hand to hand.
- ⊗ Clap hands.
- ⊗ Roll over.
- ⊗ Once able to roll over, lift head and chest while on tummy.
- ⊗ Move into sitting position.
- ⊗ Sit with support and later, sit without support.
- ⊗ Rock back and forth on hands and knees and later, crawl.

YOU CAN

- ⊗ Play interactive games and sing songs from child’s home cultural background that involve child’s hands and feet.
- ⊗ Provide opportunities for child to move freely during waking hours.
- ⊗ Encourage active movement of arms and legs.
- ⊗ Encourage baby’s effort to attain new positions by reaching, kicking, rolling, sitting and creeping.

Goal 3: Children demonstrate stamina and energy in daily activities

BABIES MAY

- ⊗ Show alertness during waking periods, which increases with age.
- ⊗ Cry persistently until needs are met.
- ⊗ Lift head, make facial expressions.
- ⊗ Initiate active play, exploring and interacting with environment.
- ⊗ Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child).
- ⊗ Sustain strength for increased periods of time as child ages.

YOU CAN

- ⊗ Provide child with several hours of unstructured movement every day.
- ⊗ Provide babies with regular nap and bed-time routines.
- ⊗ Play games together that require movement and physical activity.
- ⊗ Once able to roll over, place young infant every day on floor to encourage tummy time to strengthen muscles.
- ⊗ Limit the time a baby spends in equipment that restricts movement such as strollers, swings.
- ⊗ If using jumpers, bouncers or walkers, closely supervise for safety.
- ⊗ Get to their level; crawl, roll, run. Play rough and tumble games, while still keeping the baby safe.

Goal 4: Children demonstrate strength and coordination of fine motor skills

BABIES MAY

- ⊗ Track objects with eyes.
- ⊗ Grasp caregivers' fingers.
- ⊗ Consistently reach for toys, objects, and bottles with both hands.
- ⊗ Grasp objects with fingers and palm.
- ⊗ Transfer small objects from hand to hand.
- ⊗ Pick up object with thumb and forefinger.

YOU CAN

- ⊗ Hold items out for babies to grasp.
- ⊗ Put babies on floor with different items to reach for (rattles, books, toys).
- ⊗ Play hand games with child (demonstrate Pat-a-Cake).
- ⊗ Give child appropriate finger foods to eat (dry cereal, cooked vegetables).

Build on success - give babies finger food, allow water play for older children with cups and bowls, have children help with simple cooking projects as they get older.

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)

BABIES MAY

- ⊗ Respond by turning toward lights, sound, movement, and touch.
- ⊗ Focus eyes on near and far objects.
- ⊗ Enjoy gentle swinging and rocking.
- ⊗ Enjoy seeing themselves in the mirror.
- ⊗ Calm with caregiver assistance.
- ⊗ Explore the environment with mouth and hands.
- ⊗ Listen to music, nature and animal sounds.
- ⊗ Move objects from one hand to the other.

YOU CAN

- ⊗ Make sure child receives routine vision and hearing screenings.
- ⊗ Monitor child's environment for noise level (avoid putting electronic toys in crib, keep loud noises away from infant's ears).
- ⊗ Play with babies by responding to their cues for sounds, sights and touch.
- ⊗ Keep the sleeping space free from noise or visual stimulation.
- ⊗ Place a mobile near infant's crib, but safely out of reach to stimulate vision and other senses.
- ⊗ Provide time daily for child to move freely on the floor in a safe environment.
- ⊗ Gently rock and swing child using your body, rocking chairs, or play structures.
- ⊗ Avoid prolonged periods in highchairs or devices that restrict movement (mechanical swings, carriers).
- ⊗ Provide materials and objects of various textures, shapes, colors, smells, and sounds.
- ⊗ Offer freedom of movement so baby can explore sights and sounds of interest.
- ⊗ Provides a variety of flavors and tastes.
- ⊗ Offer objects safe for babies to mouth.

Goal 6: Children practice health skills and routines

BABIES MAY

- ⊗ Relax during bathing routines.
- ⊗ Respond to talking during diaper changing routines.
- ⊗ Allow you to wipe their gums after feeding.
- ⊗ Indicate anticipation of feeding on seeing breast, bottle, or food.
- ⊗ Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.
- ⊗ Demonstrate increasing ability to self-soothe and fall asleep.

Goal 7: Children Eat a Variety of Nutritious Foods

BABIES MAY

- ⊗ Breast feed or bottle feed, (family preference).
- ⊗ Regulate when, how much, and how fast they eat.
- ⊗ Begin to try a variety of nutritious foods from all food groups, after 6 months of age.
- ⊗ Explore food with fingers, after 6 months.
- ⊗ Show interest in new foods.

YOU CAN

- ⊗ Understand that babies cry and respond to their needs. Takes care of self – that may mean leaving a crying baby in a crib to cry. Does not shake a baby – just puts him/her down in a safe place.
- ⊗ Avoid tying pacifiers to children, to prevent strangulation.
- ⊗ Always put infant to sleep on his/her back.
- ⊗ Have infants in their own bed / don't sleep with an infant.



Concerns about development.

If there is a concern about a delay or progress in any of the learning domains, there are free resources for a child to be screened and to support their development. For children under age three, the State of Alaska offers the Infant Learning Program throughout the state, and an interactive map helps find their local Infant Learning Program. Staff there can arrange for a free screening and, if needed, free help if a child is found to have some delays. <http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx>

If the child is older than three years old, the same services are available through your local school district, and may include free preschool for children needing some additional support. <https://education.alaska.gov/sped>

The Help Me Grow Alaska website has a free “Ages and Stages Questionnaire” for parents to complete, either online or a paper version. The American Academy of Pediatrics recommends every child be screened at 9, 18, and 24-30 months, or whenever there is a concern.

Parents can also ask their medical provider about developmental screening. Head Start/ Early Head Start, child care providers, and pre-school teachers are additional resources.

Goal 8: Children are kept safe, and learn safety rules

BABIES MAY

- ⊗ Respond to danger cues from caregivers.
- ⊗ Understand difference between primary caregivers and strangers.

YOU CAN

- ⊗ Understand that babies cry and responds to their needs. Takes care of self – that may mean leaving a crying baby in a crib to cry. Does not shake a baby – just puts him/her down in a safe place.
- ⊗ Avoid tying pacifiers to children, to prevent strangulation.
- ⊗ Always put infant to sleep on his/her back.
- ⊗ Have infants in their own bed / don't sleep with an infant.

Safety for all children

- Keep guns, poisons, matches and dangerous tools away from children, using locks, closed cabinets or gun safes.
- Make sure child uses age- and weight-appropriate car seat when riding in vehicles (gets help installing car seats).
- Use personal flotation devices in all types of boats.
- Keep children safe from bodies of water (rivers, ocean, bathtubs, water tanks, mud puddles, etc.).
- Dress children appropriately for the weather (including using insect repellent and sun screen (read instructions regarding age of child).
- Provide especially close supervision during baths, while outside, and in the kitchen.
- Keep balloons away from children through age 5 due to choking hazard (except for mylar balloons).
- Always use adult seat belts, life jackets, bike helmets and dress appropriately for the weather so child wants to imitate your behavior with car seat, life jackets, etc.
- Encourage risk-taking behaviors (using slides, climbing on chairs) with supervision as child becomes more competent. Gradually reduce support as child becomes more capable.

Domain 2: Social & emotional development

Goal 9: Children develop positive relationships with adults

BABIES MAY

- ⊗ Quiet when comforted.
- ⊗ Show preference for familiar adults (reaches for mom when she comes home).
- ⊗ Establish and maintain interactions with adults (cries out and then laughs when adult responds.)
- ⊗ Imitate familiar adults (smiles when adult smiles).
- ⊗ Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).

YOU CAN

- ⊗ Hold, cuddle, hug, smile, and laughs with infants.
- ⊗ Respond quickly to baby's emotional and physical needs.
- ⊗ Talk with and sing to children frequently, especially during feeding and diaper changes.
- ⊗ Tell stories, read, and look at books with infants.
- ⊗ Give children a sense of security when around unfamiliar adults (keeps child close).
- ⊗ Be consistent (daily schedule, people, places, things).

Goal 10: Children develop positive relationships with other children

BABIES MAY

- ⊗ Show interest in and imitate other babies.
- ⊗ Recognize children (vocalizes when familiar child enters room).
- ⊗ Respond positively to other children (smiles and laughs).
- ⊗ Play near other children (solitary and parallel play.)
- ⊗ Respond to upset child (becomes upset when another child cries).
- ⊗ Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).

YOU CAN

- ⊗ Respond positively to children's sounds, cries, and moods.
- ⊗ Echo baby's action back to him/her while playing (mimics verbal and facial expressions).
- ⊗ Offer simple back and forth interactions (places toy in and out of sight).
- ⊗ Demonstrate appropriate interactions with other children (Let's use open hands to gently touch.”).
- ⊗ Place infants face to face for short periods of tummy time play.
- ⊗ Allow siblings to play and help care for younger siblings.
- ⊗ Show respect for children and everyone in his/her environment.

Goal 11: Children demonstrate awareness of behavior and its effects

BABIES MAY

- ⊗ Respond by quieting, smiling, cooing at loved ones and others.
- ⊗ Engage in simple back and forth playful interactions with parent/caregiver.
- ⊗ Explore face and other body parts of others (touch caregiver ears, hair, hands).
- ⊗ Vocalize to caregivers for assistance, attention or need for comfort.

YOU CAN

- ⊗ Play turn-taking games with child (peek-a-boo).
- ⊗ Provide consistent responses, daily routines, and environments.
- ⊗ Be aware of his/her responses to child's behavior.
- ⊗ Make time to give infant your full attention.
- ⊗ Use baby's name during interactions.
- ⊗ Tell stories and sing songs from child's home culture.

Goal 12: Children participate positively in group activities

BABIES MAY

- ⊗ Look at, reach out, or explore others and shows recognition by smiling, reaching, and/or making sounds.
- ⊗ Focus briefly on other children and adults in family and community gatherings.

YOU CAN

- ⊗ Play with child on floor around other children.
- ⊗ Provide opportunities for child to play in a number of different environments with other children (friend's home, outside).
- ⊗ Involve child in family and community gatherings.
- ⊗ Talk with and describe to child what is taking place ("We're going to feed you, and then change your diaper.").

Goal 13: Children adapt to diverse settings

BABIES MAY

- ⊗ Actively observe surroundings.
- ⊗ Show recognition of a new setting by changing behavior (look to parent for response).
- ⊗ Explore new settings with guidance from caregiver.

YOU CAN

- ⊗ Provide child with a variety of safe environments to explore (put a clean blanket on floor of home, library, relative's home, yard for non-crawler/walker).
- ⊗ Reassure child and offer comfort in new settings by staying close.
- ⊗ Establish family rituals, routines and activities.
- ⊗ Provide extra time for transitions and talks with child about upcoming changes.
- ⊗ Provide child with familiar objects (blanket, stuffed animal) to help adapt to changes in settings.

Goal 14: Children demonstrate empathy for others

BABIES MAY

- ⊗ Watch and observe adults and children.
- ⊗ Smile when they see a smiling face.
- ⊗ May cry when another child cries.
- ⊗ With assistance begin to notice animals and plants in nature/outdoors.

YOU CAN

- ⊗ Respond quickly to child's cries in a gentle and reassuring way.
- ⊗ Support and stay with child during stressful situations.
- ⊗ Be aware and respectful of cultural differences in expressions of emotions.
- ⊗ Provide child with regular opportunities to be outside.

Goal 15: Children recognize, appreciate, and respect similarities and differences in people

BABIES MAY

- ⊗ Focus on primary caregivers, family for periods that grow longer as the child ages.
- ⊗ Distinguish primary caregivers from others.
- ⊗ Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc.

YOU CAN

- ⊗ Share and explore own culture with child (attends cultural events).
- ⊗ Learn and practice caregiving strategies that match those at home or childcare.
- ⊗ Speak to child in home language if possible.
- ⊗ Learn and use phrases in child's home language.

Attachment

YOU are the most important person in the world to your baby. Babies learn to trust you when you meet their needs, show affection and keep them safe. The safer a baby feels, the more ready they are to explore their world, which in turn creates stronger brain connections. Who knew things like smiling, singing, snuggling and safety could be so powerful? Look for the “sparkle moments” when you make eye contact and talk to your baby in a soothing voice when changing a diaper, feeding, or bathing. You can almost see the brain connections growing as a baby responds to your delight in them.

Goal 16: Children show awareness of their unique self

BABIES MAY

- ⊗ Vocalize to caregivers for assistance, attention, or need for comfort.
- ⊗ Explore own body (observes hands, reaches for toes).
- ⊗ Explore the face and other body parts of others (touches caregivers' ears, hair, hands).
- ⊗ Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken.
- ⊗ Show preference for primary caregivers.
- ⊗ Identify familiar objects (bottle, blanket.)
- ⊗ Smile at self in mirror.
- ⊗ Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do things.
- ⊗ Point or moves toward desired people or objects.
- ⊗ Play with one object more often than others.
- ⊗ Repeat a motion or noise to see if outcome is the same.
- ⊗ Indicate preferences by accepting or refusing certain foods.

YOU CAN

- ⊗ Cuddle, physically nurture, and be responsive to child's needs.
- ⊗ Make time to give child full attention.
- ⊗ Use child's name during interactions.
- ⊗ Provide unbreakable mirrors for child to look at self.
- ⊗ Tell stories and sing songs from child's home culture.
- ⊗ Play with child, making eye contact, talking, and gesturing.
- ⊗ Involve child in family traditions, rituals, and activities.
- ⊗ Provide a rich variety of experiences and follows child's lead during play and exploration.
- ⊗ Watch for and support child's nonverbal cues that indicate his/her preferences.
- ⊗ Narrate what child sees, does, and hears.

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

BABIES MAY

- ⊗ Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).
- ⊗ Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).
- ⊗ Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.
- ⊗ Smile when succeeding in a task/activity.

YOU CAN

- ⊗ Play with child individually every day.
 - ⊗ Stay near child to provide encouragement.
 - ⊗ Provide a safe environment for child to explore many activities.
-

Goal 18: Children understand and follow rules and routines

BABIES MAY

- ⊗ Develop increasing consistency in sleeping, waking, and eating patterns.
- ⊗ Participate in routine interactions (quiet body when picked up, cooperates in dressing).
- ⊗ Anticipate routine interactions (lift arms toward caregiver to be picked up).

YOU CAN

- ⊗ Be consistent in interactions with child.
 - ⊗ Be emotionally available and sensitive to child and his or her needs.
 - ⊗ Establish consistent routines for eating, sleeping, diapering and other regular activities.
-

Goal 19: Children regulate their feelings and impulses

BABIES MAY

- ⊗ Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort).
- ⊗ Relax or stop crying when comforted (when swaddled or spoken to softly).
- ⊗ Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).
- ⊗ Communicate need for support or help from adults (hold out arms when tired).

YOU CAN

- ⊗ Snuggle, cuddle, and physically nurture child in ways that provide comfort (appropriate to their specific sensory needs).
- ⊗ Respond to child's signals for attention.
- ⊗ Provide child with calming materials (soft blanket or toy).
- ⊗ Check environment for appropriate levels of noise, heat, light, and other stimuli.

Goal 20: Children express appropriately a range of emotions

BABIES MAY

- ⊗ Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.
- ⊗ Frown in response to discomfort or inability to do something.
- ⊗ Smile, wave, or laugh in response to positive adult interaction.

YOU CAN

- ⊗ Be aware young children cry to express a range of feelings and respond.
- ⊗ Comfort a child quickly when he/she cries; this helps him/her feel safe.
- ⊗ Be aware of environmental factors that might cause distress (noise, light).

Goal 21: Children demonstrate awareness of family characteristics and functions

BABIES MAY

- ⊗ Kick legs and squeal when familiar adult appears.
- ⊗ Initiate contact with caregivers.
- ⊗ Develop and maintains trusting relationships with primary caregiver.

YOU CAN

- ⊗ Spend warm, nurturing time with baby.
- ⊗ Bring baby along to family subsistence activities as appropriate (carry child on back during berry picking, let child watch family cutting up fish from a safe place).

Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles

BABIES MAY

- ⊗ Begin to watch other children.
- ⊗ Reach out to touch other children or grab their toys.

YOU CAN

- ⊗ Encourage baby to interact with other people who are in the room.

Goal 23: Children demonstrate civic responsibility

BABIES MAY

- ⊗ Look to caregivers for assistance and guidance.

YOU CAN

- ⊗ Be responsive and nurturing to baby.

Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures

BABIES MAY

- ⊗ Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet).
- ⊗ Use gestures to communicate their interest in objects and people.
- ⊗ Smile when someone familiar smiles at them.
- ⊗ Focus their attention on others and engage in interactions.
- ⊗ Kick their legs or reach with their arms when they see a familiar person.
- ⊗ Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.

YOU CAN

- ⊗ Clarify with child's family what is the child's cultural background.
- ⊗ Immerse child in his/her own culture as much as possible.



Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

BABIES MAY

- ⊗ Show interest in people by changing behavior.
- ⊗ React to new voices or sounds by turning in the direction of sound.
- ⊗ Show interest, explore, manipulate, or stare at new objects in the environment.
- ⊗ Use all senses to explore the environment (reaching out to touch rain).

YOU CAN

- ⊗ Play with child individually every day.
- ⊗ Create an inviting environment for the child to explore with a variety of different materials, toys, textures and sounds.
- ⊗ Respond thoughtfully and promptly to the child.
- ⊗ Read a variety of books and tell stories to child every day.

Goal 26: Children persist when facing challenges

BABIES MAY

- ⊗ Establish eye contact with caregiver(s).
- ⊗ Recognize caregivers and show emotion.
- ⊗ Examine a face, toy, or rattle for brief period of time.
- ⊗ Repeat simple motions or activities (swats at mobile, consistently reaches for objects).

YOU CAN

- ⊗ Imitate or copy infant.
- ⊗ Engage in play often (songs, chants and finger plays).
- ⊗ Name objects as the child focuses on them.
- ⊗ Play hiding games (lap games and peek-a-boo).
- ⊗ Attend to child's needs.
- ⊗ Promote routines.

Goal 27: Children demonstrate initiative

BABIES MAY

- ⊗ Engage in and actively explore new and familiar surroundings.
- ⊗ Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).

YOU CAN

- ⊗ Play with child individually every day.
- ⊗ Follow child's lead and/or choices in daily activities.

Goal 28: Children approach daily activities with creativity and Imagination

BABIES MAY

- ⊗ Inspect own hands and feet by mouthing.
- ⊗ Mouth, shake, bang, drop, or throw objects.
- ⊗ Change behaviors and responses based on other's expressions and motions.

YOU CAN

- ⊗ Play with child individually every day.
- ⊗ Provide toys and experiences with a variety of colors, textures, sounds, shapes, and smells.
- ⊗ Change the materials, toys, and objects in child's environment regularly (rotates toys weekly and introduces new experiences – lifting a clean sheet over a baby's face).
- ⊗ Provide child time and opportunities to be spontaneous, silly, and messy.
- ⊗ Play with child in creative ways (use soft toys to create a puppet show, tell imaginative stories using familiar characters).
- ⊗ Follow child's lead during play.

Goal 29: Children learn through play and exploration

BABIES MAY

- ⊗ Track people and objects by moving his/her head as adult or object moves.
- ⊗ Behave in consistent ways to elicit desired response (kick a mobile).
- ⊗ Play games with primary caregiver that involves repetition (peek-a-boo).
- ⊗ Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).
- ⊗ Use senses to explore objects and toys.

YOU CAN

- ⊗ Play with child individually every day.
- ⊗ Interact with child in consistent and predictable ways.
- ⊗ Provide child with toys and objects that react to specific actions (rattles, ball with bell).
- ⊗ Provide opportunities for child to try same action on a different object (shake a rattle, shake a stuffed animal, shake a ball).

Domain 4: Cognition and general knowledge

Goal 30: Children gain reasoning and critical thinking

BABIES MAY

- ⊗ Bang a block (or other object) on the floor repeatedly to hear the sound it makes.
- ⊗ Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).
- ⊗ After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket).
- ⊗ Shake different toys to see if they make a noise (stuffed animal, rattle).

YOU CAN

- ⊗ Provide baby with experiences and materials that demonstrate cause and effect relationships (places object on blanket, demonstrate to child how to pull blanket toward self to get the object).
- ⊗ Provide opportunities for child to examine his/her environment (point out different colors in the room, shake a variety of containers and toys).

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

BABIES MAY

- ⊗ Reach for a toy or object that has rolled away.
- ⊗ Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures.

YOU CAN

- ⊗ Respond to a child's signals for assistance.
- ⊗ Provide different materials to engage child.

Goal 32: Children use symbols to represent objects

BABIES MAY

- ⊗ Locate an object that has been hidden from view.

YOU CAN

- ⊗ Play games with children that encourage object permanence (peek-a-boo, hide and seek).

Goal 33: Children can distinguish between fantasy and reality

BABIES MAY

- ⊗ Make animal sounds.

YOU CAN

- ⊗ Make animal sounds with child while reading a book about animals.

Goal 34: Children demonstrate knowledge of numbers and counting

BABIES MAY

- ⊗ Understand the concept of “more” in reference to food or play.
- ⊗ Hold two objects, one in each hand.
- ⊗ Gesture for “more” when eating.

YOU CAN

- ⊗ Provides activities that show “more” versus “less” (pouring water, grouping blocks).

Goal 35: Children demonstrate knowledge of measurement: size, volume, height, weight, and length

BABIES MAY

- ⊗ Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- ⊗ Explore volume as they wrap their fingers around an object or an adult’s finger.
- ⊗ Explore weight as they pull a toy toward themselves.
- ⊗ Explore speed by moving hands or legs.

YOU CAN

- ⊗ Provide child with toys that have incremental sizes (nesting cups, stackable rings).

Goal 36: Children sort, classify, and organize objects

BABIES MAY

- ⊗ Classify informally as they recognize items as similar (“Things I can hold”).
- ⊗ Explore the size and shape of objects (banging, mouthing, dropping, etc.).
- ⊗ Follow daily routines or patterns, such as being fed and then going to sleep.
- ⊗ Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.

YOU CAN

- ⊗ Provide child with objects in a variety of shapes, colors, and sizes (plastic containers, jar lids).
- ⊗ Create patterns for the day (diapering after naps, songs before bed, etc.).
- ⊗ Sing songs and read books that name colors or identify shapes and objects with similarities.

Goal 37: Children collect information through observation and manipulation

BABIES MAY

- ⊗ Turn head toward sounds or voices.
- ⊗ Explore objects by holding, mouthing, dropping, etc.
- ⊗ Observe objects in the environment briefly.

YOU CAN

- ⊗ Show child self in mirror.
- ⊗ Offer toys within close range to grab and explore, provide padded surfaces.
- ⊗ Provide objects that invite exploration with multiple senses (rattle with bright colors and different textures).

Goal 38: Children make predictions and experiment

BABIES MAY

- ⊗ Investigate new phenomena (reaches out to touch rain).
- ⊗ Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).

YOU CAN

- ⊗ Take child outside to play regularly.

Goal 39: Children observe and describe the natural world

BABIES MAY

- ⊗ Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog).
- ⊗ Observe sun and clouds.

YOU CAN

- ⊗ Provide opportunities for the child to observe living things.
- ⊗ Take child on walks, describe what you see.

Goal 40: Children differentiate between events that happen in the past, present, and future

BABIES MAY

- ⊗ Begin to show he/she expects familiar routines.
- ⊗ Recognize the beginning and end of an event (claps at the end of a song).

YOU CAN

- ⊗ Provide routines, talking about what happens before and after.

Goal 41: Children demonstrate awareness of location and spatial relationships

BABIES MAY

- ⊗ Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- ⊗ Explore the way objects move by tracking objects with their eyes and head.
- ⊗ Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).

YOU CAN

- ⊗ Provide a safe, child-proof environment.
- ⊗ Provide child with opportunities to experience different physical positions (floor time, carrying time).

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

BABIES MAY

- ⊗ Show caution around strangers or new events.

YOU CAN

- ⊗ Introduce baby to new people, places, and events at their own comfort level.
-

Goal 43: Children demonstrate awareness of economic concepts

BABIES MAY

- ⊗ Depend on others to provide for wants and needs.

YOU CAN

- ⊗ Respond to child's signals for assistance or socialization.
-

Goal 44: Children demonstrate awareness of the relationship between humans and the environment

BABIES MAY

- ⊗ Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.

YOU CAN

- ⊗ Include baby in regular social activities.
-

Goal 45: Children use technology appropriately

BABIES MAY

- ⊗ Use their bodies as "tools" (reaching out and grasping to get a rattle).
- ⊗ Show interest in technology (turns toward a ringing telephone or speakers where music is playing).

YOU CAN

- ⊗ Avoid use of TV, tablets, phones and other screens when babies are present.
- ⊗ Provide a child-proof environment.

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

BABIES MAY

- ⊗ Attend to bright and/or contrasting colors.
- ⊗ Imitate by babbling during or after an adult sings or chants.
- ⊗ Move bodies with some intent and control.
- ⊗ Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.
- ⊗ Use objects as tools to make sounds, (banging blocks together with adult help).

YOU CAN

- ⊗ Imitate and respond to child's sounds.
- ⊗ Provide visual and tactile textures for child to see and touch.

Goal 47: Children demonstrate understanding and appreciation of creative arts

BABIES MAY

- ⊗ Respond to music by listening and moving their heads, arms, and legs.
- ⊗ Make eye contact with singers.
- ⊗ Gaze at pictures, photographs, and mirror images.

YOU CAN

- ⊗ Expose child to a range of voice sounds (singing, speaking, humming).
- ⊗ Expose child to music from a variety of cultures and styles (jazz, rock, world beat, Latin, classical).
- ⊗ Show an enjoyment of music and participate in musical activities around child (sings, dances and moves to the beat).
- ⊗ Take walks with child and explore shapes in the immediate environment.
- ⊗ Comment aloud about interesting colors, pictures, or a nice view.

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

BABIES MAY

- ⊗ Study caregiver's face.
- ⊗ Show preference for familiar human voices to other sounds (animal sounds).
- ⊗ Pay attention to what the speaker is looking at or pointing to.
- ⊗ Vocalize or gesture in response to another person's voice or gesture.
- ⊗ Quiet/calm body movement at the sound of a recognized caregiver's voice.
- ⊗ Shift listening attention to a variety of sounds (caregiver's singing/words/making environmental sounds to attract baby).
- ⊗ Use eyes and move head to look for caregiver's voice.
- ⊗ Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo").
- ⊗ Start to respond to their name when called by looking and smiling at caregiver.
- ⊗ Make sounds/facial expressions/gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort.

For English language learners, building a strong foundation in the family's home language first is essential, valued and must be celebrated. The indicators below apply to the development of the child's home language.

- ⊗ Change volume and pitch to convey meaning.
- ⊗ Play with speech sounds in crib or during quiet time.
- ⊗ Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave "bye" with support.
- ⊗ Participate in turn-taking during one-on-one communication by making sounds or using words.

Goal 48: Children demonstrate understanding of social communication (continued)

YOU CAN

- ⊗ Play and interact face to face to encourage infant to watch your face, body language and facial expressions to model and encourage turn taking (wait for the child to make a sound or movement or expression).
- ⊗ Introduce simple baby games (Peek-a-boo, Pat-a-cake).
- ⊗ Carry the child in a snuggly or other device to keep them close as much as possible as you talk and interact during routine activities (diapering, cooking, household chores). Avoid using a car seat, stroller or other carrier when possible.
- ⊗ Respond to the child's cues regarding needs for comfort, diapering, food, etc.
- ⊗ Interact with child during play with toys, books, and pictures familiar to the child.
- ⊗ Tell child stories, sing songs, and repeat rhymes from the child's own culture and language while cradling baby in arms.
- ⊗ Use talking throughout the day during daily routines and play ("Now I'm changing your diaper").
- ⊗ Introduce simple sign language along with spoken word.
- ⊗ Interpret and give meaning to what child says ("You are saying 'baba.' Do you want some water?").
- ⊗ Repeat child's sounds playfully, using different types of voices.
- ⊗ "Tune in" and match facial expressions to the different ways child attempts to communicate with appropriate response (match feelings, verbal response, gesture).
- ⊗ Assist child to use nonverbal ways to express self so he/she feels that attempts to communicate are valued (sign language, show, point).
- ⊗ Engage in turn-taking play with the child, (simple games requiring turn taking such as rolling a ball back and forth and watching for child's communication to request another turn).
- ⊗ Provide daily opportunities to join baby on the floor for joyful and interactive play based on the baby's interests and attention (play with crinkly paper together).
- ⊗ Avoid screen time, other than video chatting with caregivers and relatives.

Goal 49: Children listen and understand communication (receptive language)

BABIES MAY

- ⊗ Startle to loud and unexpected sounds.
- ⊗ Alert to sounds and older infant will turn to locate source of a sound.
- ⊗ Turn to look toward caregiver calling their name.
- ⊗ Recognize songs by smiling, singing or joining in finger play or body movements.
- ⊗ Follow early directions, such as “Give me the block” (caregiver may extend hand).
- ⊗ Respond to voices by quieting or calming
- ⊗ Respond differently to familiar and unfamiliar voices
- ⊗ Look for sound source (hears a dog bark and looks for dog).
- ⊗ Start to respond differently to firm voice vs. playful voice.
- ⊗ Turn to look at familiar object when it is named.
- ⊗ Imitate adult actions that go along with simple songs, rhymes and traditional songs (“Row, row, row your boat”).
- ⊗ Follow single-step directions (“Please bring me the ball.”).

YOU CAN

- ⊗ Explain what daily routines are being done so words are linked with the actions as they occur (“I’m washing your face and hands”).
- ⊗ Tell child what you think they’re saying with their gestures or expressions.
- ⊗ Engage in conversations with child about things seen or experienced in familiar environments.
- ⊗ Repeat questions and instructions as needed.
- ⊗ Play early listening games, such as peek-a-boo, pat-a-cake or “Where is daddy?”.
- ⊗ Explore and play with sound makers and musical instruments.
- ⊗ Use singing to help baby calm, ready for bed, routines (diapering song).
- ⊗ Share books together, following baby’s lead to flip through pages and simplifying story as needed.
- ⊗ Keep language and sounds simple, watching for baby’s interest and understanding.

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

BABIES MAY

- ⊗ Cry when hungry or uncomfortable.
- ⊗ Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort).
- ⊗ Join in singing songs using rhythm of actual words.
- ⊗ Play with speech sounds in crib or during quiet time.
- ⊗ Make facial expressions, gestures and changes tones.
- ⊗ Coo, make vowel sounds and progress to babbling.
- ⊗ Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (“Ba ba ba da da da...”).
- ⊗ Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle).
- ⊗ Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing).
- ⊗ Enjoy playing back-and-forth games with caregiver using sounds.

YOU CAN

- ⊗ Recognize and appreciate child’s efforts to use new words or emergent sign language.
- ⊗ Assume child has something important to say and listen carefully.
- ⊗ Expand upon child’s attempts to use words (child says “Baba,” you say, “yes, here is the bottle” or “your bottle is empty” and combine words with signs).
- ⊗ Respond to child’s use of gestures and “signs” by using the word (“I see you want ‘more’”).
- ⊗ Expose child to language by talking, singing and reading with him/her.
- ⊗ Try to understand the meaning of what the child is trying to say before responding.
- ⊗ Imitate child’s speech sounds and see if it can be turned into a back-and-forth game.
- ⊗ Work with all child’s caregivers to identify and use words, signs, gestures familiar to child (when she says “baba,” she means her pacifier”).

Goal 51: Children demonstrate appreciation and enjoyment of reading

BABIES MAY

- ⊗ Show beginning sound awareness by reacting differently to different sounds.
- ⊗ Imitate vocalizations and sounds.
- ⊗ Recite last word of familiar rhymes, with assistance.
- ⊗ Imitate sounds when looking at words in a book.
- ⊗ Pay attention to and/or pat pictures in book with help of caregiver.
- ⊗ Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).
- ⊗ Use interactive books, with assistance (opens flaps on flap books, feels soft fur).
- ⊗ Identify familiar people and objects in photographs (pats picture when asked “Where is Grandma?”).
- ⊗ Enjoy books about daily routines (eating, toileting).
- ⊗ Hand or offer book to an adult to read.
- ⊗ Show recognition of certain preferred or favorite books.
- ⊗ Focus attention for short periods of time when looking at books.
- ⊗ Show pleasure when read to (smiles, vocalizes).

YOU CAN

- ⊗ Make a photobook of family, toys, pets, cultural background, home language and places. Look at the book together and pat pictures as you talk about what you see together.
- ⊗ Provide books at baby’s level on floor or low shelves so baby can access and look at books.
- ⊗ Combine gestures and baby signs while reading books together (Make sign for “fish” when looking at pictures of salmon and fishing).
- ⊗ Create family routines with reading time. For example, after meals or before bed is “book time.”
- ⊗ Engage in familiar sound play with child (tap drums at different tempos).
- ⊗ Practice and play with words with child.
- ⊗ Read books with rhymes, songs, and repetitive language with child.
- ⊗ Read with child one-on-one, so the child observes and handles books often.
- ⊗ Engage child in playing with board books, cloth and plastic books, that can be manipulated and explored with assistance.
- ⊗ Read wordless or simple books, talking about what they see.
- ⊗ Point to pictures while reading and encourage child to do so as well.
- ⊗ Explore pictures and print that might be of interest to child (labels, boxes, mail, magazines, newspapers).
- ⊗ Read with child daily in a relaxed and fun manner (sitting on your lap or together on the floor). Re-read favorite stories.
- ⊗ Let child observe you reading daily.
- ⊗ Place interesting books where children can reach them.
- ⊗ Provide a variety of multicultural books from home culture and other cultures.
- ⊗ Use books with photographs or drawings of animals, people, and single brightly-colored objects to draw child’s attention and interest.
- ⊗ Use books that are easy to hold and can withstand lots of wear and tear.



Goal 52: Children use writing for a variety of purposes

BABIES MAY

- ⊗ Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).
- ⊗ Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools).
- ⊗ Experiment with grasp when using different writing tools (crayon, paint brush, marker).
- ⊗ Focus on marks on paper.
- ⊗ Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location.
- ⊗ Scribble on paper spontaneously.

YOU CAN

- ⊗ Provide writing and drawing tools (crayons, chalk, finger paint) that can be used both indoors and outdoors.
- ⊗ Provide opportunities to “write.”
- ⊗ Write child’s name saying each letter out loud.
- ⊗ Display pictures and posters with word labels in home language.
- ⊗ Engage child in writing, scribbling, and drawing; acknowledge their work and comments without trying to interpret.
- ⊗ Provide sensory experiences during play and outings by allowing child to explore with hands and feet while in indoor and outdoor environments.