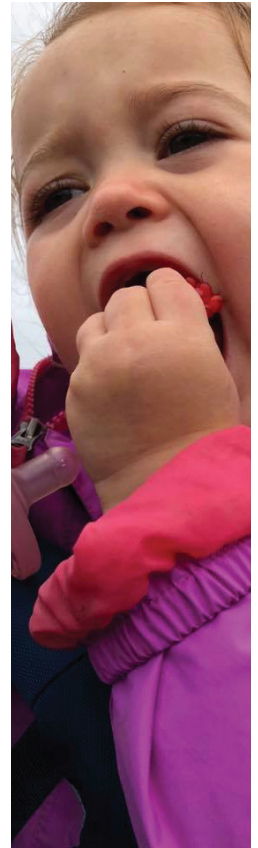
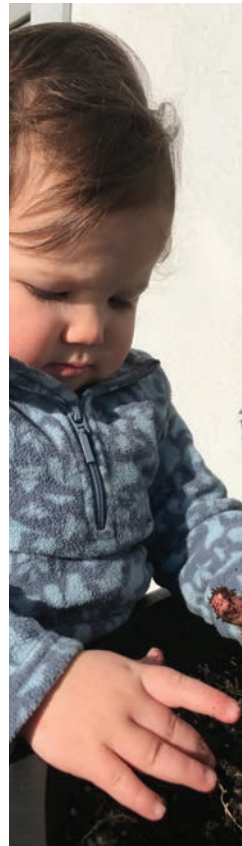


9 MONTHS TO 18 MONTHS





Time out for adults

Sleepless nights, toddler tantrums, strong willed preschoolers - even the most laid back adult can reach their boiling point. We are only human! But before having a tantrum of your own, remember - they are watching and learning from you. The next time you're starting to boil, make sure your child is in a safe space and then give yourself permission to take a short time out. Giving yourself a moment to calm down with deep breathing allows you to regain your balance and remember, you're the adult. The more you practice your own self calming, the more calmly you will be able to respond to daily stress. And you are guaranteed to get lots of opportunities to practice! Most of all, children need your love and understanding...even when it's hard.

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

MOBILE BABIES MAY

- ⊗ Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs).
- ⊗ Show excitement when new toys and objects are used in play.

YOU CAN

- ⊗ Provide play area with a variety of options and materials to encourage movement (empty water bottles filled with crinkled aluminum foil, or with colored pompoms).
- ⊗ Engage child in simple movement games like “So Big,” “Pat-a-cake,” “Ring around the Rosie”.
- ⊗ Avoid screen time (computer, iPads, TV, movies) for child younger than 18 months except for brief chats with family members.

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

MOBILE BABIES MAY

- ⊗ Pull up self to standing, holding on to something or someone; later stand independently.
- ⊗ Walk holding on to furniture, then later as the primary means of moving around.
- ⊗ Enjoy pushing and pulling objects.
- ⊗ Throw objects while maintaining balance.
- ⊗ Stoop over to explore things on the ground.
- ⊗ Squat and stand back up again while maintaining balance.
- ⊗ Crawl or climb stairs, with assistance.

YOU CAN

- ⊗ Place furnishings close together so child can take short steps between items.
- ⊗ Provide ample space and time for active movement including climbing, jumping and tumbling on soft surfaces.
- ⊗ Play catch with balls or bean bags, first rolling, then gently tossing.
- ⊗ Provide beginning riding toys.
- ⊗ Comfort children when they fall, and encourage them to try new skills.

Goal 3: Children demonstrate stamina in daily activities

MOBILE BABIES MAY

- ⊗ Crawl, scoot, or crab walk. Look for the body moving in a coordinated movement one side then the other as opposed to a baby just pulling with arms and dragging legs behind.
- ⊗ Be eager to pull up and stand.
- ⊗ Enjoy walking with support such as cruising along furniture or holding on to fingers.
- ⊗ Be eager to climb up and down on furniture.
- ⊗ May climb out of crib.
- ⊗ Show persistence when crawling, walking or running.
- ⊗ Run with increasing speed and over greater distances.
- ⊗ Be on the move for longer periods of time.

YOU CAN

- ⊗ Keep a watchful eye on mobile babies - their increased mobility can put them at risk.
- ⊗ Provide child with several hours of unstructured movement every day.
- ⊗ Ensure child has a regular nap and bedtime routine.
- ⊗ Provide physical challenges that can be accomplished with determination, such as moving a heavy item across a floor.
- ⊗ Provide a baby crib mattress or couch cushions on the floor for jumping, where there is no risk of falling onto a hard object or over a drop.
- ⊗ Provide rocking horses, or small riding toys.
- ⊗ Show children that activity is fun by doing it yourself – bicycling, lifting weights, playing soccer, beachcombing.

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

MOBILE BABIES MAY

- ⊗ Mimic hand clapping or a good-bye wave.
- ⊗ Point with one finger.
- ⊗ Empty objects from containers.
- ⊗ Turn pages of large books, often turning multiple pages at the same time.
- ⊗ Stack 2-3 small square blocks.
- ⊗ Make marks on paper with large writing/ drawing implements (thick pencil, crayon, marker).

YOU CAN

- ⊗ Model and encourages child to play with bath toys (scooping and pouring).
- ⊗ Read with children and promote fine motor skills (turning pages, pointing).
- ⊗ Provide small wooden blocks such as the traditional ABC cube style for stacking and to dump and fill in containers.

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

MOBILE BABIES MAY

- ⊗ Coordinate eye and hand movements (puts objects into large container).
- ⊗ Explore and responds to different surface textures (hard top tables, soft cushions).
- ⊗ Accept new flavors and textures in food.
- ⊗ Explore making sounds with instruments such as pianos/keyboards, horns, drums.
- ⊗ Practice small motor strength in areas other than fingers (sounds with tongue, tip toes, kisses).

YOU CAN

- ⊗ Talk with child about the colors, sounds, temperatures, tastes, and smells of things during daily activities, for sensory exploration.
- ⊗ Explain when things are hot and too hot to touch safely; cold and too cold to touch safely.
- ⊗ Sing, play music, and encourage movement to the beat of the music.
- ⊗ Provide challenges that require fine motor muscles (balance, pouring).
- ⊗ Ensure that children at all ages are checked for vision and hearing, as suggested by doctor or early educator.

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 6: Children practice health skills and routines

MOBILE BABIES MAY

- ⊗ Wash and dry hands, with assistance.
- ⊗ Begin to brush gums and teeth with assistance.
- ⊗ Indicate needs and wants such as hunger or a dirty diaper.
- ⊗ Start to wean off pacifier (if used).
- ⊗ Go to bed without a bottle.
- ⊗ Remove loose clothing (socks, hats, mittens).
- ⊗ Assist with undressing, dressing, and diapering.
- ⊗ Start to drink out of a cup.
- ⊗ Retrieve and put own shoes/coat away upon request.
- ⊗ Begin to clean up after meals with assistance.

YOU CAN

- ⊗ Establish on-going and regular medical and dental homes for child and make sure child receives routine preventative care.
- ⊗ Make sure child receives all immunizations.
- ⊗ Talk with child about what you are doing when bathing, diapering, dressing, and cleaning.
- ⊗ Start using a washcloth or infant gum brush to clean the baby's gums after feedings.
- ⊗ Establish hygiene routines and model them (washing hands before eating, brushing teeth).
- ⊗ Make bath time enjoyable (provide safe bath toys, sing songs, tell stories).
- ⊗ Understand and recognize typical signs of illness or discomfort in child and respond appropriately, seeking assistance as needed (teething, earache, diaper rash, diarrhea).
- ⊗ Encourage the child to put the pacifier away except for sleeping or soothing.
- ⊗ Learn infant's cues, so they are able to judge when a baby needs to eat or is uncomfortable.
- ⊗ Put infants in cribs to sleep, not to play.
- ⊗ Respond positively and promptly when child indicates needs (food, diaper change, blanket).
- ⊗ Model basic personal care routines (brush teeth, comb hair in front of child).
- ⊗ Provide opportunities for older child to select safe foods and feed self.
- ⊗ Provide child-size eating utensils and cups with lids.
- ⊗ Transition to cup starting at 12 months (sippy cup or open cup).
- ⊗ Provide child with a safe and comfortable sleeping environment.
- ⊗ Provide older babies with a consistent bedtime routine and schedule.
- ⊗ Wash your hands and child's hands frequently to help prevent the spread of colds and viruses.
- ⊗ Provide oral health care (brushing teeth and gums).
- ⊗ Ask and show the child where their shoes go, asks them to put their shoes away.
- ⊗ Offer open cups to drink small amounts of water.



Goal 7: Children eat a variety of nutritious foods

MOBILE BABIES MAY

- ⊗ Begin to scoop food onto their plates with assistance.
- ⊗ Begin to eat finger foods.
- ⊗ Feed self with a spoon.
- ⊗ Grasp and drink from a cup.
- ⊗ Control how much, how fast, and what foods they eat.

YOU CAN

- ⊗ Plan feeding times and practices around the needs of child.
- ⊗ Follow child's cues for when he/she is full or hungry.
- ⊗ Serve only breast milk, formula, or water.
- ⊗ Avoid most processed foods, and foods with added sugar.
- ⊗ Provide enough time at meals to help child enjoy food and become an independent eater.
- ⊗ Model nutritious eating habits.
- ⊗ Provide child with nutritious foods and snacks, including traditional foods from their own culture.
- ⊗ Provide plenty of water rather than juice.
- ⊗ Never use sweets as an incentive (to put on a coat or go to bed).
- ⊗ Ask the family what sounds, words, and nonverbal cues their toddler uses to better understand health and nutrition needs.
- ⊗ Until infants can sit up, place them in secure chairs such as highchairs or have them held by a familiar adult while being fed.

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

MOBILE BABIES MAY

- ⊗ React when caregiver says “no” but may need assistance to stop unsafe behavior.
- ⊗ Look to adults before starting an unsafe behavior.
- ⊗ Be able to tell who are his or her main caregivers, and who are strangers.

YOU CAN

- ⊗ Avoid tying pacifiers to children, to prevent strangulation.
- ⊗ Keep choking hazards out of child’s reach, (such as coins, marbles, toys with small parts such as Legos, pen or marker caps, small balls, small batteries, medicine syringes, hair barrettes, beads, paper clips).
- ⊗ Put poisons out of reach (cleansers, makeup, alcohol, deodorant, toothpaste).
- ⊗ Cover all electrical outlets within children’s reach.
- ⊗ Provide safe household items as play objects (wooden spoons instead of canned goods, for example).
- ⊗ Introduce hot and cold, and explain when things are too hot or too cold to touch.
- ⊗ Understand the risk factors and signs of child abuse and neglect and follow reporting procedures.
- ⊗ Use reminder strategies such as putting purses or wallets next to the seat where child’s car seat is located to avoid leaving the child in the vehicle.
- ⊗ Keep diaper supplies within reach when changing infant.
- ⊗ Use diapering surfaces that prevent falls and injury (diaper on pad on floor or uses restraint strap).
- ⊗ Use age-appropriate art materials.
- ⊗ Use walkers with extreme caution (makes it easier to fall down stairs or reach hot stoves, ovens).

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

MOBILE BABIES MAY

- ⊗ Become upset when separated from familiar adults.
- ⊗ Seek comfort from a familiar adult when upset or tired.
- ⊗ Respond to adult's verbal greeting (waves and smiles).
- ⊗ Engage with adults during play (puts shapes in shape sorter).
- ⊗ Respond positively to adult help most of the time.
- ⊗ Use familiar adult as a "secure base" to explore (looks to adult for indication of appropriate and inappropriate behavior).

YOU CAN

- ⊗ Provide consistent, predictable routines and experiences.
- ⊗ Align home and school (routines, supportive language and strategies).
- ⊗ Show respect for children and everyone in his/her environment (listens, considers, responds).
- ⊗ Encourage attempts by infant for attention ("You wanted me to pick you up so you put your arms up like this!").
- ⊗ Describe what they're doing as they do it ("I am going to put your dirty diaper here and get a clean one.").
- ⊗ Describe child's actions ("You crawled to the toy box to get your favorite toy!").
- ⊗ Talk about feelings ("That was scary for me. When I'm scared I breathe and calm myself.").
- ⊗ Use comfort items to calm and ease separations (child brings blanket to school and grandma's).

Goal 10: Children develop positive relationships with other children

MOBILE BABIES MAY

- ⊗ Show interest in children (moves closer, offers a toy, vocalizes to get attention of child).
- ⊗ Engage in problems regarding possession of items (takes toy, cries when toy is taken).
- ⊗ Imitate another child's behavior or activity (follows, laughs, pounds on drum).
- ⊗ Respond to other children's emotions (when another child is upset child pats upset child's head or back to console).
- ⊗ Use gestures and a few words to communicate (says "mine" or "no").
- ⊗ Trade and shares toys with assistance.
- ⊗ Accept adult help to solve problems.

YOU CAN

- ⊗ Provide opportunities for children to play with other children from their own and other cultural backgrounds (library, play groups, church, family events).
- ⊗ Show child how to care for a baby in play (rocking, feeding and reading to baby or doll).
- ⊗ Show child how to gesture or sign to communicate their wants and needs ("Can I have a turn?" hold out hand palm up, sign language "more").
- ⊗ Involve children in problem solving (shows calm, guided breaths and then offering choice to the children).
- ⊗ Demonstrate cooperation and problem solving with others in daily tasks (preparing a meal with other family members).
- ⊗ Show how to take turns (trades a preferred item for a non-preferred item and asks if you can have it when he/she is done).
- ⊗ Engage children in books about children in other cultures playing together.
- ⊗ Provide more than one of the children's favorite toys to reduce problems and begins trading and sharing.
- ⊗ Play turn-taking games with child (peek-a-boo, stacking toys).
- ⊗ Listen respectfully and responds to child's needs and requests.
- ⊗ Practice with children noticing and naming their feelings and the feelings of others.

Goal 11: Children demonstrate awareness of behavior and its effects

MOBILE BABIES MAY

- ⊗ Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh).
- ⊗ Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds).
- ⊗ Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).

YOU CAN

- ⊗ Respond consistently to child's behaviors with similar actions, tones and words.
- ⊗ Be aware of his/her responses to child's behavior; reinforces positive behavior and redirects negative behavior.
- ⊗ Tell stories and sings songs from child's home culture.

Goal 12: Children participate positively in group activities

MOBILE BABIES MAY

- ⊗ Express joy with other children or when a familiar adult is present.
- ⊗ Begin to participate in simple play, side by side with other children.
- ⊗ Show increasing interest in family and community gatherings.

YOU CAN

- ⊗ Play with child near other children (park, gym, community center).
- ⊗ Provide opportunities for child to be part of groups (story time, toddler gyms, play dates).
- ⊗ Involve child in family and community gatherings.
- ⊗ Talk with and describe to child what is taking place ("We are going to the library story hour, where there will be other children.").

Goal 13: children adapt to diverse settings

MOBILE BABIES MAY

- ⊗ Begin to separate from primary caregiver in familiar settings outside home.
- ⊗ Begin to explore and play in a range of familiar settings.
- ⊗ Initiate simple social interactions with peers.

YOU CAN

- ⊗ Accept that child may be uncomfortable when routines change and provide comfort when needed.
- ⊗ Create a caregiving environment that reflects child's home culture and to create consistent settings.

Goal 14: Children demonstrate empathy for others

MOBILE BABIES MAY

- ⊗ Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child.
- ⊗ Begin to help other children who are sad or hurt.
- ⊗ Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).

YOU CAN

- ⊗ Support child in stressful situations.
- ⊗ Provide mirrors and chances for child to see faces and emotions.
- ⊗ Name emotions.
- ⊗ Show empathy with adults, children, animals.
- ⊗ Provide regular opportunities to play outdoors.

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

MOBILE BABIES MAY

- ⊗ Observe body parts and self in mirror.
- ⊗ Focus attention on others.
- ⊗ Notice others' physical characteristics.
- ⊗ Interact with others who are of different ethnic and cultural backgrounds, of different gender, speak other languages or have special needs.

YOU CAN

- ⊗ Tell stories and reads books to child that explore people with diverse abilities and cultures.
- ⊗ Provide infants with dolls and toys from other ethnicities and cultures.

Goal 16: Children show awareness of their unique self

MOBILE BABIES MAY

- ⊗ Respond with head turn, gesture or vocalization when name is spoken.
- ⊗ Respond or come when called by a familiar adult.
- ⊗ Show awareness of self in voice, mirror image, and body.
- ⊗ Attempt to complete basic daily living tasks (eating, getting dressed).
- ⊗ Show preference for familiar adults and peers.
- ⊗ Point or move toward desired people or objects.
- ⊗ Repeat a motion or noise to see if outcome is the same.
- ⊗ Protest when does not want to do something (arch back when doesn't want to sit in high chair).
- ⊗ Respond to requests for action (claps for the song).
- ⊗ Point to at least two body parts, when asked.

YOU CAN

- ⊗ Help child learn to calm self (show calming behavior, offers soothing objects).
- ⊗ Notice and supports child's efforts to calm self.
- ⊗ Gives child time to remain engaged in activities.
- ⊗ Accept varying levels of independence and stronger bonds with family and community.
- ⊗ Tell stories and sings songs from child's home culture.
- ⊗ Provide child with choices of activities and objects to play with.
- ⊗ Provide safe environments for active exploration.
- ⊗ Talk with child about body parts and body functions ("We use our teeth to chew.").
- ⊗ Delight with child over accomplishments and explorations.
- ⊗ Provide a rich variety of experiences and follow child's lead during play and exploration.

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

MOBILE BABIES MAY

- ⊗ Explore environment at increasing distances from caregiver, returning for reassurances.
- ⊗ Look to caregiver when accomplishing new tasks (standing or walking).
- ⊗ Give objects or toys to others (pick up ball, then reach to give it to caregiver).
- ⊗ Smile and express joy 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.
- ⊗ Describe and acknowledge child's actions and accomplishments (by smiling and saying "you took off your socks.").

Goal 18: Children understand and follow rules and routines

MOBILE BABIES MAY

- ⊗ Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.)
- ⊗ Follow some consistently set rules and routines.
- ⊗ Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time).
- ⊗ Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.

YOU CAN

- ⊗ Be emotionally available and sensitive to child and his/her needs.
- ⊗ Establish consistent routines while being flexible to meet child's needs.

Goal 19: Children regulate their feelings and impulses

MOBILE BABIES MAY

- ⊗ Look to or seek comfort when distressed and accept comfort from a familiar adult.
- ⊗ Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).

YOU CAN

- ⊗ Snuggle, cuddle, and physically nurture child in ways that provide comfort (appropriate to their specific sensory needs; not forcing a child to accept a hug).
- ⊗ Stay with child during stressful situations to help him/her regulate emotions.
- ⊗ Manage own emotions and impulses, including naming own emotions, with the child.
- ⊗ Accept child's expression of a full range of emotions (display understanding when child shows anger).
- ⊗ Notice and support child's efforts to calm self and connect with caregivers.

Goal 20: Children express appropriately a range of emotions

MOBILE BABIES MAY

- ⊗ Respond to emotional cues and social situations (cry when other babies cry).
- ⊗ Smile, wave, or laugh in response to positive adult interaction.

YOU CAN

- ⊗ Respond to child's displays of distress by staying with child and sensitively helping child with difficult feelings.
- ⊗ Show facial expressions to express emotions.
- ⊗ Nurture child with kind words, hugs, and cuddles, being sensitive to individual sensory needs (not forcing a child to accept a hug).
- ⊗ Respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words, describing and identifying emotions.
- ⊗ Use words and pictures to teach child to associate feelings with their proper names, using language from child's home and school if different.

Goal 21: Children demonstrate awareness of family characteristics and functions

MOBILE BABIES MAY

- ⊗ Show affection (hugs and kisses) to familiar adults.
- ⊗ Address at least two family members by name.
- ⊗ Recognize immediate family members in photographs.

YOU CAN

- ⊗ Involve child in family traditions, rituals, and activities. Help child identify and name family members and their relationships.
- ⊗ Provide opportunities for child to spend time together with family.
- ⊗ Create a baby-proof family album the child can explore.

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

MOBILE BABIES MAY

- ⊗ Recognize the names of other children.
- ⊗ Recognize family members of other children.
- ⊗ Begin to participate in simple parallel play with other children.

YOU CAN

- ⊗ Provide opportunities for child to play in diverse environments with other children (play group, park, friend's home).
- ⊗ Read books about different types of occupations with child.
- ⊗ Read books with child about families in other communities, cultures, or countries.

Goal 23: Children demonstrate civic responsibility

MOBILE BABIES MAY

- ⚙ Follow simple directions.
- ⚙ Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).
- ⚙ Request assistance when needed.

YOU CAN

- ⚙ State rules in a manner that promotes positive thinking rather than negative thinking (“We use walking feet” instead of “No running.”).
- ⚙ Offer child easy-to-follow directions, starting with one step at a time.

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



MOBILE BABIES MAY

- ⚙ Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.

YOU CAN

- ⚙ Immerse child in his/her own culture as much as possible. Share stories, songs, and poems about child’s own and other cultures.
- ⚙ Show caring and kindness for all people and treat others with respect and fairness.
- ⚙ Engage child in activities and interactions with many children. Establish family traditions, rituals, and activities.

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

MOBILE BABIES MAY

- ⊗ Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).
- ⊗ Express desire to feed self.
- ⊗ Select a book, toy, or item from several options.
- ⊗ Point to desired people, places, objects and take action.
- ⊗ Show likes and dislikes for activities, experiences, and interactions.
- ⊗ Actively resist items or actions that are unwanted.

YOU CAN

- ⊗ Play with child individually every day.
- ⊗ Follow child's lead and/or choices in daily activities.
- ⊗ Provide opportunities for child to choose toys to play with and books to read.
- ⊗ Provide opportunities for child to take reasonable and safe risks (stretch for an object beyond reach).

Goal 26: Children persist when facing challenges

MOBILE BABIES MAY

- ⊗ Remember where favorite items are stored.
- ⊗ Attempt in self-help activities.
- ⊗ Try different ways of doing things.
- ⊗ Focus on caregiver, material or toy (such as a book) for short periods of time.

YOU CAN

- ⊗ Provide games to promote predictable memories (memory games, add patterns and more complexity to the games).
- ⊗ Communicate about tasks and experiences with simple words and conversations, include role playing.
- ⊗ Point out interesting objects and events to focus attention.
- ⊗ Promote routines.
- ⊗ Provide child with opportunities to explore different characteristics of an object (the toy has several parts; a face has eyes, ears, nose, and mouth).
- ⊗ Observe child to learn which activities increase or sustain his/her interest.

Goal 27: Children demonstrate initiative

MOBILE BABIES MAY

- ⊗ Express desire to feed self.
- ⊗ Select a book, toy, or item from several options.
- ⊗ Show likes and dislikes for activities, experiences, and interactions.

YOU CAN

- ⊗ Provide opportunities for child to choose toys to play with and books to read.
- ⊗ Provide opportunities for child to take reasonable and safe risks (e.g., to stretch for an object beyond reach).
- ⊗ Provide many opportunities for active exploration.

Goal 28: Children approach daily activities with creativity and imagination

MOBILE BABIES MAY

- ⊗ Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event).
- ⊗ Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum).
- ⊗ Play with dolls, stuffed animals, puppets.
- ⊗ Pretend one object is really another (use a wood block as a telephone).

YOU CAN

- ⊗ Play with child individually every day.
- ⊗ Change the materials, toys, and objects in child's environment regularly (rotate toys weekly).
- ⊗ 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 and the local environment).
- ⊗ Follow child's lead during play.
- ⊗ Engage in songs and finger plays with child.
- ⊗ Read picture books and tell stories.

Goal 29: Children learn through play and exploration

MOBILE BABIES MAY

- ⚙ Behave in consistent ways to elicit desired response (kick a mobile).
- ⚙ Play games with primary caregiver that involve repetition (peek-a-boo).
- ⚙ Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise).
- ⚙ Display recognition and excitement about game or toys from previous day.
- ⚙ Apply knowledge to new situations (bang on bucket instead of drum).

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 (sound-making toys).
- ⚙ Provide opportunities for child to try same action on a different object (shake a rattle, shake a stuffed animal, shake a ball).
- ⚙ Comment when child applies knowledge to new situations, using descriptive language.
- ⚙ Provide sensory materials for exploration.



Domain 4: Cognition and general knowledge

Goal 30: Reasoning and critical thinking

MOBILE BABIES MAY

- ⊗ Show he/she understands cause-and-effect relationships (pushing on a toy truck and watching it roll away). Stacks and then knocks down towers and then stacks them up again.
- ⊗ Explore small openings and looks for items to put in the openings, including their fingers.
- ⊗ Remember where to find favorite toys, pacifier, blanket.
- ⊗ Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal.
- ⊗ Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet).
- ⊗ Distinguish sounds and combinations of sounds.
- ⊗ Follow the edge of objects in space, such as a blanket, bed, or room.
- ⊗ Recognize different facial expressions.

YOU CAN

- ⊗ Demonstrate and explain the relationships between things (“If you throw your toy out of the crib, you can’t reach it.”).
- ⊗ Play turn-taking games with child (peek-a-boo).
- ⊗ Provide child with different toys and objects from a variety of cultures to examine, compare, and contrast.
- ⊗ Describe comparisons during playful interactions (“This pillow is soft, but your toy is hard”).

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

MOBILE BABIES MAY

- ⊗ Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food).
- ⊗ Solve simple problems independently (by climbing to retrieve an out-of-reach object).

YOU CAN

- ⊗ Encourage child to try new things in different ways (stack blocks of different shapes and sizes, trying different combinations, such as square blocks on bottom, then round blocks on bottom).
- ⊗ Compliment a child when he/she tries new things.

Goal 32: Children use symbols to represent objects

MOBILE BABIES MAY

- ⊗ Recognize people, animals, or objects in pictures or photographs.

YOU CAN

- ⊗ Model symbolic use of objects (“Drinks” from a toy cup).
- ⊗ Ensure that pictures and books have children who look like the child as well as children from other cultural groups.

Goal 33: Children can distinguish between fantasy and reality

MOBILE BABIES MAY

- ⊗ Begin make-believe play (rocking or feeding a baby doll).

YOU CAN

- ⊗ Expose child to fantasy stories and songs from a variety of cultures.

Goal 34: Children demonstrate knowledge of numbers and counting

MOBILE BABIES MAY

- ⊗ Use words or gestures for action phrases (“all gone” and “more”).
- ⊗ Recognize there are one or two of something.
- ⊗ Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time).
- ⊗ Usually choose a set that has more of something they prefer over a set that has less, when given the option.
- ⊗ Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).

YOU CAN

- ⊗ Count objects in child’s environment out loud.
- ⊗ Sing songs, tell stories, and read books with numbers and counting.
- ⊗ Provide number/numeral materials in child’s environment (magnetic numbers, numbers on blocks, books).

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

MOBILE BABIES MAY

- ⊗ Notice size differences (if large) between two objects (pointing to the bigger ball).
- ⊗ Use such words as “big” and “little” to differentiate sizes.
- ⊗ Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).

YOU CAN

- ⊗ Provide opportunities to develop an understanding of volume (filling and emptying).
- ⊗ Describe size, weight, and length of people, toys, and objects (“This is a big bowl. Will it hold more blocks than the little bowl?”).

Goal 36: Children sort, classify, and organize objects

MOBILE BABIES MAY

- ⊗ Identify objects or creatures by recognizing their similarities (canines are “doggies”; all felines are “kitties”).
- ⊗ Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another).
- ⊗ Repeat some actions, such as filling and emptying containers.
- ⊗ Make patterns by repeating songs and rhymes.
- ⊗ Watch, bounce, or clap to rhythmic sounds or sing-alongs.

YOU CAN

- ⊗ Help teach children to sort (“Pick up all of the toys that are animals.”).
- ⊗ Point to different patterns and identify them (“red, black, red, black...”).

Goal 37: Children collect information through observation and manipulation

MOBILE BABIES MAY

- ⊗ Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy).
- ⊗ Use another object or person as a tool (expresses the desire to be picked up to reach something, use block to push buttons on a toy).

YOU CAN

- ⊗ Follow child’s lead as he/she explores the environment.
- ⊗ Show how objects can be manipulated to make them different and/or more useful.

Goal 38: Children make predictions and experiment

MOBILE BABIES MAY

- ⊗ Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).

YOU CAN

- ⊗ Explore objects and the environment together with child. Bring plants and animals into the environment for child to explore.

Goal 39: Children observe and describe the natural world

MOBILE BABIES MAY

- ⊗ Explore characteristics of certain living things (pick up an earthworm, try to catch ants).
- ⊗ Enjoy outdoor play.
- ⊗ Enjoy playing with water, sand and mud.

YOU CAN

- ⊗ Sing songs and reads books from a variety of cultures with child that describe plants and animals and how they grow and change.
- ⊗ Take child on field trips to observe and explore living things (farm, park, beach, fish hatchery).
- ⊗ Read non-fiction books and sing songs with child that describe the properties of the earth.
- ⊗ Help child explore dirt, sand, and water.

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

MOBILE BABIES MAY

- ⊗ Show anticipation for regularly scheduled daily events.
- ⊗ Recall information about the immediate past (after eating, says “All done!”).

YOU CAN

- ⊗ Label events and routines (use time words such as today, tomorrow, next, later, yesterday).
- ⊗ Look at photo album or family videos with child.

Goal 41: Children demonstrate awareness of location and spatial relationships

MOBILE BABIES MAY

- ⊗ Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).
- ⊗ Explore barriers to movement when not able to walk or push past something.
- ⊗ Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).

YOU CAN

- ⊗ Provide many opportunities for child to explore the environment.

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

MOBILE BABIES MAY

- ⊗ Recognize some familiar places (home, store, grandparents' house).
- ⊗ Know where favorite toys or foods are stored in own home.

YOU CAN

- ⊗ Describe what child sees and finds in the environment, such as local landforms or animals.
- ⊗ Describe the weather outside when walking or looking out the window together.

Goal 43: Children demonstrate awareness of economic concepts

MOBILE BABIES MAY

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

YOU CAN

- ⊗ Read books to child about different types of occupations.
- ⊗ Explain people's different jobs in context ("I'm going to work now.").

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

MOBILE BABIES MAY

- ⊗ Point to, or in some other way indicates, familiar people and objects when they are named.
- ⊗ Express interest in nature (flowers, a breeze, snow).
- ⊗ Recognize trash as trash.
- ⊗ Know location of trash can and recycle bin, if available, in own home or learning setting.

YOU CAN

- ⊗ Provide child with regular outdoor play.
- ⊗ Show environmentally responsible behavior (not littering, picking up trash on a walk).

Goal 45: Children use technology appropriately

MOBILE BABIES MAY

- ⊗ Understand the use of people as “tools” for help (recognizing that an adult can reach an object for them on a high shelf),
- ⊗ Enjoy listening to music.
- ⊗ Enjoy using play technology objects (wind-up toy.)
- ⊗ Turn light switch on and off.

YOU CAN

- ⊗ Continue to discourage use of TV, tablets, phones and other screens.
- ⊗ Help child understand using “tools” (places object on blanket, demonstrates how to pull blanket toward self to get the object).

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

MOBILE BABIES MAY

- ⊗ Use sounds and their voice as they play or look at books with adults.
- ⊗ Make movements and sounds in response to cues in songs and finger plays.
- ⊗ Stand with feet wide apart and sways to the sound of music.
- ⊗ Create marks with crayons, paints, and chalk.
- ⊗ Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.).

YOU CAN

- ⊗ Describe what you see to child.
- ⊗ Sing songs to and with child (while working around the house or waiting for the bus).



Goal 47: Children demonstrate understanding and appreciation of creative arts

MOBILE BABIES MAY

- ⚙ Recognize and associate a certain song or sound with a particular meaning (hearing a nap-time song and thinking that it's safe, secure, and time to nap).
- ⚙ Make loud noises just for fun, such as screaming or yelling.
- ⚙ Make movements and sounds in response to cues in songs and finger plays.
- ⚙ Use facial expressions, sound (vocalizations, clapping), and movement to encourage singers or music to continue.

YOU CAN

- ⚙ Offer daily musical activities, games, instruments, singing, and books.
- ⚙ Display the work of artists through prints, posters, paintings, and books from child's own and other cultural backgrounds.
- ⚙ Provide multiple opportunities for child to listen to music of all cultures and styles.

Domain 5: Communication, language, and literacy

Goal 48: Child demonstrates understanding of social communication

MOBILE BABIES MAY

- ⊗ Respond to simple requests when accompanied by gestures.
- ⊗ Identify familiar people or objects when asked to do so.
- ⊗ Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held).
- ⊗ Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired).
- ⊗ Be able to successfully communicate simple ideas to people who are close and familiar.
- ⊗ Use a small number of real and made-up words that can be understood by familiar adults.
- ⊗ Recognize and respond to mention of own name.
- ⊗ Point to or reach for familiar objects when named.
- ⊗ Enjoy listening to short stories.
- ⊗ Enjoy imitation games.
- ⊗ Watch for signs of being understood by others and repeat efforts if not initially successful.
- ⊗ Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person).
- ⊗ Be able to sustain turn taking in play and simple games (rolls ball back and forth several times).

YOU CAN

- ⊗ Introduce simple baby games .
- ⊗ Respond to the child's cues regarding needs for desire for closeness, comfort, diapering, food, etc.
- ⊗ Provide simple requests to the child ("Where is your teddy bear?").
- ⊗ Use the child's name and the names of people and objects in the child's life.
- ⊗ Join with child during play with toys, books, and pictures familiar to the child.
- ⊗ Invite child to lap sit for storytelling, singing songs, and repeat rhymes from child's own culture and language.
- ⊗ Talk and interact with child during routine times (diaper changing, bath, meals, dressing).
- ⊗ Provide play opportunities for child to "talk" to other children and adults with guidance.
- ⊗ Demonstrate, explain, and provide play opportunities to practice talking and listening (use a play or make-believe telephone, talking to dolls/animals).
- ⊗ Support child's understanding of non-verbal communication and gestures using eye contact and other facial expressions while talking, appropriate to child's culture.
- ⊗ Help child link vocabulary to real-life experiences by using pictures, objects, and events (child sees a picture of boat in book and caregiver comments that it looks like daddy's fishing boat).
- ⊗ Match child's communication of feelings and label feelings (copy child's sad face and say "You look sad").
- ⊗ Avoid screen time, other than video chatting with caregivers and relatives (recommended by American Academy of Pediatrics).

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

MOBILE BABIES MAY

- ⊗ Follow some routine and simple directions with support (“Where is your cup?”).
- ⊗ Show understanding of words by appropriate behavior or gesture (“Can you find your dinosaur?”).
- ⊗ Show enjoyment of music and move body to “dance”.
- ⊗ Show understanding of more words in the home and family routines (50 to 75 words by 15 months).
- ⊗ Follow early directions, such as “Give me the block” (caregiver may extend hand).
- ⊗ Begin to respond to limits, such as “No!”.
- ⊗ Use body movement/gestures when hearing words (Caregiver asks “Want up?” and the child extends their hands up to request being lifted up).
- ⊗ Point to several body parts when asked “Where is your nose?”.
- ⊗ Show understanding of family member names (Child looks toward father when the word “daddy” is mentioned).
- ⊗ Look for objects not present in room (Child runs to other room to find teddy bear when asked).
- ⊗ Point to household objects and pictures in familiar books when asked “Where is the _____?” (16 to 18 months).
- ⊗ Nod head “yes” or shake head “no” when asked a yes/no question.

YOU CAN

- ⊗ Talk about what child wants when he/she points to something.
- ⊗ Talk through actions throughout daily routines.
- ⊗ Describe what the child is looking at.
- ⊗ Give simple directions.
- ⊗ Identify people in the child’s life by name (“Grandma is waving bye bye.”).
- ⊗ Play/sing favorite songs.
- ⊗ Use a variety of words to describe things to increase child’s vocabulary (“This is a dog. This kind of dog is a Labrador.”).
- ⊗ Ask child to pat pictures in books when asked “Where is the ____?”.

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.

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

MOBILE BABIES MAY

- ⊗ Say “dada” or “mama” nonspecifically (calls father, mother and caregiver “mama”).
- ⊗ Show interest in imitating sounds and words they hear during play and routines.
- ⊗ Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation.
- ⊗ Babble when alone in crib.
- ⊗ Use single word speech (one word to communicate message, child says “up” when wanting to be carried by adult) or begin sign language and symbols (“More,” “nurse/bottle,” “All done”).
- ⊗ Say short telegraphic sentences (“Me go,” or “There Mama”).
- ⊗ Take hand or push caregiver to desired areas for assistance.
- ⊗ By 18 months use words to refer to or request caregiver (“mama/dada”).
- ⊗ Use words in conjunction with pointing or gesturing (child reaches hands up and says “up” to be picked up).
- ⊗ Say “hi” and “bye” with accompanying waves.
- ⊗ Speech sound/articulation errors are frequent.
- ⊗ Communication is 25 percent understandable by 18 months.
- ⊗ Use 5 to 20 understandable words by 18 months (“Daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all gone,” “no,” “all done”).

YOU CAN

- ⊗ Talk with other caregivers about ways the child communicates.
- ⊗ Acknowledge child’s efforts when he/she uses words and/or beginning “baby sign” to communicate.
- ⊗ Use language in daily routines, talk with child, associate words with actions (“First, we wash our hands, and then we dry them. Next, we open the refrigerator, then we take out the milk. Next, we pour it in a glass.”)
- ⊗ Use finger play, lullabies, and songs from the child’s home and other languages.
- ⊗ Continue to expand on child’s attempts to communicate words and early sentences (child says “doggy,” caregiver could expand with “big doggy ... you see a big doggy”).
- ⊗ When child uses non-verbal cues, add language to describe what they’re communicating.

Goal 51: Children demonstrate appreciation and enjoyment of reading

MOBILE BABIES MAY

- ⊗ Listen to, participate in and play with a variety of sounds, language, stories, rhymes, poems and songs.
- ⊗ Use sounds, signs or words to identify actions or objects in a book.
- ⊗ Verbally imitate adult model and/or names pictures of familiar words when read to.
- ⊗ Point to picture when asked “where is the _____?”
- ⊗ Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.
- ⊗ Show increasing attention for short periods of time when read to.
- ⊗ Hold a book right side up and turn the pages.
- ⊗ Use ‘book babble’ when holding a book to mimic the sound of reading.
- ⊗ Demonstrate preference for favorite books.
- ⊗ Notice signs (store and restaurant logos).
- ⊗ Learn new words and phrases from those frequently heard, either in conversation or in books.
- ⊗ Ask for the story to be read again.
- ⊗ Answer simple questions about details in the story.
- ⊗ Carry books and use for comfort.

YOU CAN

- ⊗ Sing songs, poems, rhymes and stories with the child and create opportunities for them to repeat.
- ⊗ Engage in finger plays.
- ⊗ Follow your baby’s lead while lap reading. Allow child to flip through the pages as you enjoy book time together.
- ⊗ Create short and repetitive stories as you read together to match your child’s attention span. Don’t worry about reading all of the text.
- ⊗ Create opportunities for child to select texts they are interested in.
- ⊗ Read and re-read child’s preferred text with them.
- ⊗ Ask simple questions about details in the stories or texts being read aloud.
- ⊗ Hold baby and read a variety of books while baby/ child is interested.
- ⊗ Create accessible, cozy spaces to keep books and include attractive books that are not tattered or torn. Include stuffed animals, comfortable seating and pillows to invite children.
- ⊗ Encourage child to recount experiences and describe ideas and events important to them.
- ⊗ Provide books at level on floor or low shelves so child can access and look at books.
- ⊗ Visit public libraries with baby or child often. Join story time and group activities.

Goal 52: Children use writing for a variety of purposes

MOBILE BABIES MAY

- ⊗ Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces.
- ⊗ Imitate other's writing, drawings, or scribbles by making own marks, dots or scribbles.
- ⊗ Use simple tools without adult assistance (makes mark on paper with large marker).
- ⊗ Scribble on paper purposefully.
- ⊗ Adjust body position to enable writing or drawing on paper.
- ⊗ Pretend to write on paper without regard to location or direction.

YOU CAN

- ⊗ Continue to offer a variety of sensory-based play materials where child can imitate and make marks (child imitates patterns in play-dough with pokes and cuts).
- ⊗ Write down what the child says he/she has drawn.
- ⊗ Write child's comments at the bottom of drawings, collages or photos.
- ⊗ Provide opportunities for the child to draw and paint in a variety of settings and on a variety of surfaces. Large paper and writing surfaces encourage whole body motor imitation (buckets of water and house painting brushes to "paint" outside of building).
- ⊗ Engage child in writing in a variety of play settings.

