



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

WITH Arizona's Infant and Toddler Developmental Guidelines and Early Learning Standards

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Arizona's Infant and Toddler Developmental Guidelines and Early Learning Standards

This document aligns *Arizona's Infant and Toddler Developmental Guidelines* [2020] and *Arizona's Early Learning Standards* [2018] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

Arizona Department of Education. (2020). *Arizona's Infant and Toddler Developmental Guidelines, Second Edition*.

Retrieved from:

https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf

Arizona Department of Education. (2018). *Arizona's Early Learning Standards, Fourth Edition*. Retrieved from:

<https://www.azed.gov/sites/default/files/2018/04/ELS%202018%20DRAFT%20FOR%20COMMENT.pdf?id=5acd475b3217e1183c539fa5>

AEPS-3 products can be purchased online at www.brookespublishing.com/aeps or by calling 1-800-638-3775.

Created November 2023

AEPS® is a registered trademark of and the AEPS logo is owned by Paul H. Brookes Publishing, Co., Inc.

Infant and Toddler Developmental Guidelines

Social and Emotional Development

Strand 1: Attachment and Development of Relationships with Familiar Adults

Child participates in behaviors that develop attachment with familiar adults.

Young Infant (Birth-8 months)	Look and listen intently for familiar faces and sounds.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Follow movement of caregiver with eyes.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Look at caregiver's face while being fed, bathed, diaper changed, or other one-to-one interactions.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Older Infant (6-18 months)	Look to a familiar adult for comfort and to support emotional regulation when upset or frustrated.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	React or become distressed when separated from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Develop familiar routines and/or rituals such as reading a book with adult before nap or bedtime.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show happiness or excitement when greeting familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Seek attention from an adult by taking a toy or showing an object to them.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Toddler (15-36 months)	Invites play with familiar adults by bringing a book or toy to caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Look for a familiar adult that supports emotional regulation when upset or frustrated.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Talk to caregiver during mealtimes about their play, previous experience and/or home life.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult

Child shows preference for familiar adults and/or objects.				
Young Infant (Birth-8 months)	Seek out comfort by familiar caregiver when tired, hungry, or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Respond with smiles, cooing, and calming down when picked up by familiar caregiver.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Gaze, vocalize or gesture to familiar adult for needs not met such as hunger, sleepiness, comfort and/or diapering needs.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Infant (6-18 months)	Greet familiar caregiver with a smile, hug, or kiss.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Prefer comfort from familiar adult when tired, hungry, in a new situation, or hurt.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Enjoy looking at, pointing to, or naming familiar people in family photos.	Social-Emotional	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Toddler (15-36 months)	Call for "Mama" or familiar person when in a new situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reach for familiar caregiver when an unfamiliar adult approach.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use verbal or nonverbal cues when familiar people enter or leave the room.	Social-Emotional	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Child responds to unfamiliar adults.				
Young Infant (Birth-8 months)	Avoid eye contact and/or cry.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Turn to familiar adults when unfamiliar adult approaches.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show interest in new adults when being held or near a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Withdraw from unfamiliar adults, such as refusing bottle or comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Infant (6-18 months)	Cry when left with a new caregiver, but may respond to soothing words, holding, and other forms of comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Use cues from familiar adults, such as reassurance, to gauge comfort levels with unfamiliar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek familiar adult over an unfamiliar one for caretaking routines.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Withdraw from unfamiliar adults, such as refusing diaper change or being fed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddler (15-36 months)	Looks at secure base (familiar caregiver), for cues and/or assurance to approach or respond to new adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Demonstrate confidence by inviting an unfamiliar adult to play or read a book.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	State preference for the familiar adult to respond to needs or wants instead of an unfamiliar one.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Withdraw from unfamiliar adults such as running away, hiding, and/or being vocal.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Strand 2: Self-Awareness and Belonging

Child expresses feelings and emotions.

Young Infant (Birth-8 months)	Express feelings of comfort, discomfort, enjoyment, or unhappiness by kicking feet, waving hands, crying or smiling and babbling or cooing.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Look for familiar caregiver when tired, hungry, or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show a spontaneous smile or spontaneous laugh.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Older Infant (6-18 months)	Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Demonstrate a variety of emotions by smiling, squealing, gesturing, crying, frowning, jumping, and etc.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Show likes and dislikes for particular toys, blankets, or other objects.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Toddler (15-36 months)	Notifies another child crying and goes to get his/her blanket to the crying child for comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Recognize and identify own emotions, such as, "I sad" or "I happy".	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Separation anxiety subsides; Be more at-ease with transitions or separation but still use a blanket or stuffed animal for comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Enjoy singing or dancing to show happiness or joy.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Engage in back and forth banter with adult.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior

Child develops awareness of self as separate from others.

Young Infant (Birth-8 months)	Stare at own hands or feet as they move.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Look at own reflection in the mirror.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Cry or show distress when a familiar adult leaves the room.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Older Infant (6-18 months)	Smile at own reflection in mirror or makes sounds when looking at image in the mirror.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Recognize and identify self in pictures, videos, etc.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Name and or point to basic body parts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Toddler (15-36 months)	Call self by name and begins to use words, such as "I" or "me".	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Show independence; behaves in a manner that his thoughts and feelings take precedence over everyone else's.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Begin to state, "I do".	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Begin to talk about and demonstrate preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

Child shows confidence in increasing abilities.

Young Infant (Birth-8 months)	Rolls over and looks for familiar adult and smiles.	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Explores freely during floor time with familiar adult in close proximity.	Gross Motor	A. Body Control and Weight Transfer	All
	Persist at a new task, even if initially unsuccessful.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Infant (6-18 months)	Point, clap, or vocalize when accomplishes a task such as scooting across the floor, taking a step, and/or turning a page of a book.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Show a physical response to new achievements, such as clapping hands.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Play apart from and adults for short periods before moving back to adult for reassurance.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Clap hands and show others after completing a puzzle and then wait for a response.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Toddler (15-36 months)	Seek out independence by testing rules, such as running away while attentive to a caregiver's response.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Call attention to new skills and abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Ask caregiver to "look at me" or "watch me."	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Show interest and attempt to take care of basic needs with the support of adults, for example, washing hands, toileting, dressing, and undressing.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose

Child uses imitation or pretend play to learn new roles and relationships.

Young Infant (Birth-8 months)	Respond to actions or sound when watching others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Mimic facial expressions and sounds or reach out for caregiver.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Babble back and forth with a familiar peer or explore another child's face or body by touching or patting.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Older Infant (6-18 months)	Participate in play such as building blocks next to another child and imitation games such as peek-a-boo.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Play imitation games such as peek-a-boo with adult.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Watch others and imitate daily activities, such as cooking and feeding.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Toddler (15-36 months)	Joins in turn taking, or parallel and imaginative play activities.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Imitate tasks, such as wiping the table, as others do.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Engage in group play with a few peers and demonstrate emerging social skills guided by a familiar adult.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Enjoy pretend play such as using a phone to call Mommy or put a baby doll or stuffed animal to bed.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Strand 3: Self-Regulation

Child manages own behavior and emotions.

Young Infant (Birth-8 months)	Show emerging emotions through facial expressions, body language, and sounds.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Expect a response from a caregiver and calm when attended while crying or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Self soothe by sucking on fist, thumb, or pacifier to calm down when upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Older Infant (6-18 months)	Use a mix of simple words, body language, sign language, facial expression, and sounds to show simple emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Understand what "No" means and may tell self "No-No".	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Play quietly with a toy or book while waiting to get up from a nap.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Toddler (15-36 months)	Use a mix of sentences, body language, sign language, facial expression, and sounds to show more complex emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Say "No" or shake head when doesn't want to do something or doesn't like something.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Label emotions and express themselves, for example, saying, "I am mad!"	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Shows ability to cope with healthy stress.

Young Infant (Birth-8 months)	Develop preference in a consistent technique for self-calming such as sucking thumb or rubbing a soft blanket.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Look for familiar caregiver, favorite toy, or blanket when dealing with stress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Infant (6-18 months)	Suck on fingers or thumb to calm self when upset or in a new situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Cope with stress by playing with familiar toys in a favorite spot.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Toddler (15-36 months)	Seek out a familiar toy or caregiver when feeling upset or overwhelmed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Turn away from loud noises or becomes distressed when overwhelmed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Child develops increasing independence.

Young Infant (Birth-8 months)	Soothe when caregiver respond infant's distress by patting back, or being held.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Attempts to feed self or holds a bottle.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
Older Infant (6-18 months)	Put personal belongings away, with support and modeling from adults.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Begin to insist on working on task by themselves.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Begin to experiment with cause and effect in their environment.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Toddler (15-36 months)	Wait for adult before going outside or crossing the street.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Want to put on shoes or coat without help.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Try to clean up own spills or messes.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose

Child begins to understand and follow simple routines, rules, and boundaries.

Young Infant (Birth-8 months)	Regulate schedule for eating, sleeping, and playing.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Open mouth for spoon while being fed by caregiver.	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
	Expect a response from a caregiver when crying or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Infant (6-18 months)	Begin to bring certain items to caregiver to prompt routines, such as, books, shoes, or a blanket.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Take interest in simple routines, such as feeding themselves, washing their hands, pulling up pants, etc.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Look to familiar caregiver for a reaction before touching or engaging in an action.	Social-Emotional	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Toddler (15-36 months)	Demonstrate familiarity with routines of the day such as washing hands after meals.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Respond to visual or verbal cues.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Predict next steps in rules and/or routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Strand 4: Relationships with Other Children

Child shows interest in and awareness of other children.

Young Infant (Birth-8 months)	Follow other children with eyes.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Watch or listen to children from a distance.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Quiets down and smiles when hears name spoken by familiar person.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Hushes down and smiles when hears name spoken by familiar person.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Older Infant (6-18 months)	Bang blocks together next to a child who is doing the same thing.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Reach out to touch another child's face or hair.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Squeal with joy or run about when other children are happy and excited.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Sits next to and plays with same objects that other children have.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Toddler (15-36 months)	Show preference for some children over other children. "Mary prefers to read with JoJo and likes to play blocks with Charlie."	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Join in a group activity with other children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Imitate tasks, such as wiping the table, that others do.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Play alongside other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers

Child responds to and interacts with other children.

Young Infant (Birth-8 months)	Vocalize when near other children.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Watch or listen to children from a distance.	Social-Emotional	B. Communicative Understanding	2. Locates common objects, people, or events
	Quiets down and smiles when hears name spoken by familiar person.	Social-Emotional	A. Early Social Communication	1.1 Quiets to familiar voice
Older Infant (6-18 months)	Begin to point to or take an object from other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Try to get the attention of another child by waving at him or babbling to him.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Points to or asks for cup, spoon, or objects that other children have.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddler (15-36 months)	Show excitement when greeting other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Take an object away from another child and says, "Mine."	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to demonstrate a preference for interacting with other children.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

Child begins to recognize and respond to other children's feelings and emotions.

Young Infant (Birth-8 months)	Watch another child who is crying or upset and may join in and begin crying.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Imitate facial expressions during games with other children or caregiver.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Older Infant (6-18 months)	Offer or bring a toy to another child who is crying or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Pat and/or hug another crying child.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Smile and laugh with other children during play.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Toddler (15-36 months)	Look for an adult to help when another child is crying.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Mimic and share enjoyment when another child is laughing or excited.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Identify other child's feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Approaches To Learning

Strand 1: Attentiveness, Persistence, and Effort

Child shows emerging ability, with caregiver support, to remain focused and engaged.

Young Infant (Birth-8 months)	Gaze at caregiver's face.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	React positively to caregiver's face, voice, touch, or actions. Smile or gaze at caregiver, make sounds, move body.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Begin noticing people, events, and things.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Continue to communicate with voice and/or body movement until needs are met.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Infant (6-18 months)	Alert a caregiver that they need help (point, pull, cries, gesture).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Notice new people/children and seek security from primary caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Enjoy repetitive playing of games with primary adult.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Focus attention on interesting sights or sounds, often in shared experiences with adults.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Toddler (15-36 months)	Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Express a belief that they can do things for themselves, for example, push adult's hand away, and say "Me do!"	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Notice when the primary caregiver leaves the room.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Strand 2: Initiative, Curiosity, and Information Seeking

Child shows interest in and desire to learn, including the willingness to learn new information through exploration and discovery.

Young Infant (Birth-8 months)	Show interest in the environment and themselves (e.g., playing with their hands and feet).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Explore objects by mouthing, banging, shaking, and hitting them.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Display frustration, through crying or frowning, when the expected does not happen.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Turn their head towards familiar voices and noises.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older Infant (6-18 months)	Show curiosity about things in the environment through words, pointing, and/or facial expression.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Experiment with how objects fit in space. For example, the infant's play may include dumping, filling, pushing, pulling, twisting, stacking, and sorting.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Show willingness to approach new things and experiences.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look to primary caregiver as a support base when exploring.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddler (15-36 months)	Explore through their senses (e.g., jumping in puddles, playing with their food, shouting, mixing colors while finger painting).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use trial and error to understand how things fit and move in space. For example, the toddler might experience getting a toy stuck in a tight space, climbing, and building tall towers with blocks.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Seek more information about people and things around them; for example, running to watch the trash truck and noticing a bird in the tree.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Notice body parts and show interest in toileting.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions

Strand 3: Creativity, Play, and Imagination

Child moves beyond current knowledge through concrete hands-on experiences and interactions with others and the environment (i.e. all senses).

Young Infant (Birth-8 months)	Notice and move to music and/or rhythms.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use a variety of ways to interact with other people, for example, making different facial expressions and engaging in actions based on responses from others.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Use mirrors to imitate facial expressions.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Exhibit flexibility by moving arm side to side, bumping toy with hand, try to grab toy.	Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms
Older Infant (6-18 months)	Explore various ways of moving their body with and without music.	Gross Motor	B. Movement and Coordination	All
	Use mouths and objects to make playful sounds; for example, banging on table with hands, blowing bubbles with their mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Find new things to do with new or familiar objects; for example, using a pot for a hat, using a spoon for a drumstick.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Exhibit flexibility with blocks by first, stacking them, then, banging on surface to create music and then returning to stacking.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Toddler (15-36 months)	Notice and move to music and/or rhythms with props such as scarfs and add words to the music.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use language in creative ways, sometimes making up words or rhymes.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Find new things to do with new or familiar objects; for example, using a box as a boat or house, using a unit block as a phone.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Exhibit flexibility by combining new block toys with familiar blocks to make a new structure or by adding finger movements to a familiar song.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Strand 4: Reasoning and Risk Taking

Child takes reasonable risks while exploring new information with support of a secure base (primary caregiver).

Young Infant (Birth-8 months)	Try to get things that are out of reach; for example, reaching arms out towards desired object.	Fine Motor	A. Reach, Grasp, and Release	All
	Try a variety of approaches to get what is needed or wanted (e.g., crying, making noise, moving arms and legs).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Try new ways to move their bodies (e.g., rolling over, rocking on knees).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Lift arms while crying to be picked up and comforted.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Older Infant (6-18 months)	Uses objects as tools to try to get things that are out of reach; for example, throwing cushions onto floor in order to climb down.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Try a variety of approaches for getting what they need/want (e.g., crying, running away, tapping on adult, and pointing).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Imitate how others will solve problems; for example, child moves toy out of the way to get another toy, child pulls up on furniture to help stand up.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Move away from adult to play or get something, then return.	Cognitive	D. Independent and Group Participation	3. Initiates and completes independent activities
Toddler (15-36 months)	Uses objects as tools to try to get things that are out of reach; for example, pulling a chair over to climb a shelf.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Try a variety of approaches for getting what they need/want; for example, by repeatedly calling to adult, jumping up and down, yelling, or pushing.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Imitate how others solve problems; for example, getting paper towel to help wipe up spills.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use a stick to dig in the sandbox when they cannot find a shovel.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Child develops skills to evaluate and take reasonable risks.

Young Infant (Birth-8 months)	Infant rolls backwards not knowing what is there.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
Older Infant (6-18 months)	Child assesses the risk and begins to crawl and pull up/climb steps and/or stairs.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
Toddler (15-36 months)	Child will move away from secure base and explore a new space, materials, or greet a new person.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Language Development and Communication

Strand 1: Listening and Understanding

Child shows interest in listening to sounds.

Young Infant (Birth-8 months)	Turn head to the direction of familiar voices.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Be startled by loud or surprising sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Be comforted by voices of familiar caregivers.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Attend to or be comforted by music.	Social-Emotional		
Older Infant (6-18 months)	Respond in a variety of ways to new or unusual sounds, such as, sirens, animals, explosions, chimes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show interest and attempt to participate in rhymes, rhythms, and music.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Quiet down or get excited when hearing familiar voices.	Social-Emotional	A. Early Social Communication	1.1 Quiets to familiar voice
	Respond when hearing own or familiar person's name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Attend to others when they are speaking.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Toddler (15-36 months)	Identify new or unusual sounds, such as sirens, animals, explosions, chimes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Actively participate in rhymes, rhythms, and music.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Acknowledge and show anticipation when hearing familiar sounds, like the lunch cart or garbage truck.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Child listens with interest to language of others.

Young Infant (Birth-8 months)	Observe caregiver's face when being spoken to and shapes mouth in a similar manner.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Distinguish other languages from native language, with greater interest paid to nouns.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Listen to the sounds of the language(s) they routinely hear. At this age, infants are universal listeners who are capable of hearing and distinguishing the sounds of all human languages.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Older Infant (6-18 months)	Child responds when hearing familiar sounds such as familiar adults talking outside the door. At this age, infants are universal listeners who are capable of hearing and distinguishing the sounds of all human languages.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Learn and understand nouns and verbs.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Toddler (15-36 months)	Respond to nouns and verbs in native language with greater interest than other words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Listens and responds to others by participating in simple games; they will point to their body parts upon request. They will make simple choices upon request. They understand more words than they can speak.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

Child imitates sounds, signs, gestures, or words for a variety of purposes.

Young Infant (Birth-8 months)	Imitate a range of facial expressions; for example, smiles, frowns, excitement, disgust, and fear.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make cooing sounds and other sounds of home languages. Imitate vowel sounds, such as “ah”, “oh”, or “oo.”	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Cry to express a variety of needs including hunger, discomfort, and a variety of emotions.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Older Infant (6-18 months)	Repeat word-like sounds such as babbling.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Begin to imitate new words and two-word phrases used by caregivers.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Uses a few words to label familiar people or objects.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Copy new signs from caregiver to express needs or wants.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Begin to wave, clap, and point.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddler (15-36 months)	Imitate new words and/or repeats new words to gain needs or wants.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Repeat simple rhymes or songs.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Imitate movements in finger plays.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Make animal sounds or car and truck sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations

Strand 2: Communicating and Speaking

Child uses sounds, signs, gestures, or actions to communicate for a variety of purposes.

Young Infant (Birth-8 months)	Crying is used to express a variety of needs including hunger, discomfort, and a variety of emotions.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begin to make a range of sounds to solicit attention from caregiver, such as cooing and raspberry sounds.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use varying tones, pitch, and volume to play with their voice and learn about their vocal apparatus, such as going from soft cooing to loud screeching.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Older Infant (6-18 months)	Begin to use one-word phrases like “no”, “want”, “more.”	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Produce conversational tones and behaviors, such as turn-taking, eye contact, and recognizable gestures.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Express and use the names of objects, shapes, and colors, after only one exposure (fast mapping).	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Use a vocabulary of ten to twenty words or signs consistently.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Toddler (15-36 months)	Use two - and three - word sentences that contain only the most necessary of words to convey meaning. For example, “juice, please”, “want, more”, “no, me!”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Shake head or use words to respond to “yes” or “no” questions.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Point at objects when saying or signing their name.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use words or signs to tell what is happening.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use a vocabulary of 50 or more words or signs consistently.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Child imitates sounds, signs, gestures, or words for a variety of purposes.

Young Infant (Birth-8 months)	Imitate a range of facial expressions; for example, smiles, frowns, excitement, disgust, and fear.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Make cooing sounds and other sounds of home languages. Imitate vowel sounds, such as “ah”, “oh”, or “oo.”	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Cry to express a variety of needs including hunger, discomfort, and a variety of emotions.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Older Infant (6-18 months)	Repeat word-like sounds such as babbling.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Begin to imitate new words and two-word phrases used by caregivers.	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Uses a few words to label familiar people or objects. Copy new signs from caregiver to express needs or wants.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Begin to wave, clap, and point.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddler (15-36 months)	Imitate new words and/or repeats new words to gain needs or wants.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Repeat simple rhymes or songs.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Imitate movements in finger plays.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Make animal sounds or car and truck sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations

Child shows reciprocity in using language in simple conversations.

Young Infant (Birth-8 months)	Imitate facial expressions and sounds of caregiver.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Take turns by making sounds in response to adult talking with infant.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Smiles or vocalizes to initiate contact with familiar caregiver.	Social-Communication	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Older Infant (6-18 months)	Demonstrate back and forth conversation and behaviors, such as turn-taking, eye contact, and recognizable gestures.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Respond with gestures or words when asked if older infant wants to eat or play.	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
	Initiate conversation using one or two-word phrases to express needs or wants.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Toddler (15-36 months)	Show enjoyment in sharing conversation with caregiver.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Begin to exhibit turn-taking in verbal and sign language exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Initiate conversations, ask questions, and answer questions with two or three-word responses.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Strand 3: Emergent Literacy

Child shows interest in songs, rhymes, and stories.

Young Infant (Birth-8 months)	Respond physically to music or songs, such as calming to a lullaby, kicking feet, or smiling to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Listen and attend to repetitions of familiar songs or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Recognize and respond to enjoyable, familiar music or songs.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Older Infant (6-18 months)	Make motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Join in on familiar songs with caregiver.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Pay attention to simple picture books with a caregiver.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Toddler (15-36 months)	Know and sing along with several simple songs or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Follow along and interact with familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Bring favorite books for caregivers to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Child shows interest in photos, pictures, and drawings.

Young Infant (Birth-8 months)	Look at and attend to pictures of other children or faces.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
Older Infant (6-18 months)	Point to and/or name objects, animals, or people in photos, pictures, or drawings.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
Toddler (15-36 months)	Describe and talk about favorite objects, animals, or people in photos, pictures, or drawings.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Bring favorite picture books for caregivers to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Child develops interest in and involvement with books and other print materials.

Young Infant (Birth-8 months)	Look at books, pat the pictures, or bring books to mouth.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Older Infant (6-18 months)	Turn pages of books, look at the pictures, and name or make the sounds associated with the picture, such as, “choo choo” for train or “bow wow” for dog.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Make marks on a paper with a large crayon or marker.	Literacy	E. Writing	2.1 Makes representational drawings
	Notice road or store signs in the environment.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Toddler (15-36 months)	Talk about favorite objects, animals, or people in books, photos, pictures, or drawings.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Bring favorite picture books for caregivers to read and ask for them to be read and re-read over and over again.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Scribble on paper with large crayon or marker.	Literacy	E. Writing	2.1 Makes representational drawings

Cognitive Development

Strand 1: Exploration and Discovery

Child pays attention to people, objects, and sounds.

Young Infant (Birth-8 months)	Focus on caregiver's voice or face, especially during feeding times.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Attend to the use of parentese by the adults in the child's environment.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Older Infant (6-18 months)	Turn head and follow with eyes when a new person enters the room.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Look and focus on new object when it creates an unfamiliar sound/movement.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Toddler (15-36 months)	Pick up leaves, rocks, and sticks during a walk outside.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Respond to siren of fire engine.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Approach people who seem interesting or new to toddler.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult

Child uses senses to gain perceptual information and explore people, objects, and the environment.

Young Infant (Birth-8 months)	Put foot, hand, or toy in mouth to explore and taste.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Grasp at caregiver's clothing while feeding a bottle.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Infant (6-18 months)	Touch and feel person's hair or put their hands on faces to feel skin.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Examine small objects such as Cheerios.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddler (15-36 months)	Notice differences in textures or feel of different objects like rocks, clothing, or toys.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Splash in the water table, mud puddle, or bathtub.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Child uses senses and caregiver feedback to understand the attributes of objects, such as, textures, colors, shapes, sounds, patterns, or pictures.

Young Infant (Birth-8 months)	Attend to/orient to twinkling lights and objects in motion.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show interest in high-contrast patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Infant (6-18 months)	Explore how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under the table, nesting blocks, or shape sorters.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Look at, pat, or chew on favorite book. Recognize familiar objects in book.	Cognitive	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Toddler (15-36 months)	Match colors or shapes when sorting toys and other objects.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Figure out how to arrange pieces within a puzzle.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Child shows interest and curiosity in new people and objects.

Young Infant (Birth-8 months)	Grasp an object and explore it by turning it over repeatedly.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Respond to eye contact and facial expressions of people.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Respond to seeing reflection in mirror.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older Infant (6-18 months)	Notifies the leaves blowing in the wind, looks at caregiver, and points at the leaves.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Ask to play with the same toy over and over again to learn about its characteristics.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Toddler (15-36 months)	Observe the goldfish in the classroom aquarium and communicate their observation (e.g., "They're eating.").	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Try new experiences or try to figure out how a new toy works.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

Child demonstrates early scientific skills by acting upon the environment and observes results and repeats action.

Young Infant (Birth-8 months)	Push or kick at an object to make it move.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Cry to indicate a need (e.g., hunger, tired, diaper change).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Infant (6-18 months)	Activate pop-up toy or manipulate a lift-a-flap book.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Knock items off high chair repeatedly and look down to see what happened.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Toddler (15-36 months)	Push or sit on riding toy to make it move.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Turn faucet to make water come out.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Strand 2: Memory

Child shows ability to process new information and connect it to past experiences.

Young Infant (Birth-8 months)	Pull blanket off caregiver's head while playing peek-a-boo.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Can predict what is going to happen next (e.g., "When I cry, my caregiver picks me up to comfort me.>").	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
Older Infant (6-18 months)	Look for missing toy when asked, "Where is the ball?"	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Search for objects in their usual location (e.g., find a favorite book on the bookshelf).	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Participate in a familiar activity; for example, putting hands under running water and rubbing when washing hands.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Toddler (15-36 months)	Runs to the door when asked, "Do you want to go outside?"	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Recognize a familiar person, waves, and smiles or says, "Hi."	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Child begins to sway to familiar music being played.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Child recognizes differences between familiar and unfamiliar people, objects, actions, or places.

Young Infant (Birth-8 months)	Cries or turns away when held by an unfamiliar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Turns head when familiar caregiver's voice is heard.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
Older Infant (6-18 months)	Turns head or crawls towards a parent or other familiar adult who leaves the room.	Cognitive	B. Movement and Coordination	1.3 Crawls forward on stomach
	Demonstrate excitement for familiar surroundings and hesitation for new ones.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Toddler (15-36 months)	Bring familiar people their shoes, coat, purse, or some other personal object.	Cognitive	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Notices new items in the room.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Show preference for specific objects, actions, or people (e.g., ask for the same cereal every day; hesitate to experiment with an unfamiliar vegetable; only drinks milk out of blue cup).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

Child recognizes the stability of people and objects in the environment (Object Permanence).

Young Infant (Birth-8 months)	Smile in recognition of a familiar caregiver.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Anticipate familiar actions or routines, such as getting picked up or being fed.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Older Infant (6-18 months)	Show excitement when a familiar person enters the room.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Wait and watch at a door or window for the return of a family member.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Go directly to a toy shelf to get the toy from yesterday's play.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Toddler (15-36 months)	Search for missing or hidden objects.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Squeal in excitement as car pulls into grandma's driveway.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Recognize and respond to family members' photos displayed in the environment.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
	Ask to play with a toy that may not be on display.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location

Strand 3: Reasoning and Problem Solving
Child experiments with different uses for objects.

Young Infant (Birth-8 months)	Hit, shake, or kick toy to make and/or reproduce sounds.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Move body up and down to get caregiver to continue the bouncing on caregiver's knee.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Drop toy repeatedly and wait for someone to pick it up.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Older Infant (6-18 months)	Try many different ways, such as, poking with fingers, shaking, or dumping to get something out of a bottle.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use a spoon and a pan to make noise.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Toddler (15-36 months)	Move a chair close to the counter to reach a toy.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Combine materials together to solve problems, such as using a stick to reach a ball under a chair.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Use a towel as a cape.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

Child demonstrates an emerging awareness of quantity, spatial awareness, and classification (Mathematical Thinking).

Young Infant (Birth-8 months)	Distinguish between caregiver's voice and other voices.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Roll over to get a toy on the other side or just out of reach.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Try to crawl between spaces that are too small, such as into a basket and/or between cribs.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
Older Infant (6-18 months)	Use a few basic words to refer to change in the amount of objects, such as asking for "More" or saying "All done" when plate is empty.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Dump and place materials into a variety of containers.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Indicate a preference for the red cup when offered a variety of cups.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Toddler (15-36 months)	Use language to refer to quantity, such as, "I have more apple slices".	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Try to pick up the watering can full of water and say, "It's too heavy."	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Turn puzzle pieces in many different ways to complete a puzzle.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Child shows purpose, cognitive flexibility, and inventiveness in solving problems.

Young Infant (Birth-8 months)	Roll over to get a toy on the other side, just out of reach.	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Attempt to get whole hand, then fingers and thumb in mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Smile and make noises to get noticed by caregiver.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Infant (6-18 months)	Use a string to pull a toy closer to play with it.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Pushes a chair to climb onto a shelf in order to reach a desired object.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Try many different ways, such as poking with fingers, shaking, or dumping to get something out of a bottle. Think about how to hold something when hands are already full.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Toddler (15-36 months)	Turn puzzle pieces in many different ways to fit them into a puzzle.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Ask caregiver for help with the lid on a jar of paint.	Social-Emotional	A. Early Social Communication	4.1 Makes requests of others
	Uses a block as a phone.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

Child makes connections and transfers knowledge to new situations.

Young Infant (Birth-8 months)	Respond to a familiar bedtime routine when away from home.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	React excitedly to seeing a bottle in anticipation of mealtime.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Infant (6-18 months)	Try to hold onto two objects with one hand while reaching for a third toy even if not successful.	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Hit table, chair, the floor, etc., with spoon after banging on a pan to experiment with sounds.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Toddler (15-36 months)	Follow the same daily routine by running to get a bedtime story after bath time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Combine materials together to solve problems, such as using a stick to reach a ball under a chair.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Strand 4: Imitation and Symbolic Play

Child observes and imitates sounds, gestures, and/or behaviors.

Young Infant (Birth-8 months)	Imitate faces and sounds that familiar caregiver makes.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Coo, squeal, or laugh when familiar caregiver talks and plays games with infant.	Social-Emotional	A. Early Social Communication	2.1 Coos and gurgles
Older Infant (6-18 months)	Imitate adults by using a cloth to wipe the table after eating.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Hold book and flip through pages to "read".	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Toddler (15-36 months)	Imitate adults' actions, such as putting a key in a keyhole, ringing a doorbell, or closing a door.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Put on parent's shirt and say, "I go to work."	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Child uses objects to represent something else.

Young Infant (Birth-8 months)	Emerging.			
Older Infant (6-18 months)	Pretend to comb or brush their own hair using their hand, fingers, or a block.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Use a recycled piece of paper as a blanket for stuffed animals.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Toddler (15-36 months)	Put block up to ear to "call" grandma.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use any round object for a ball and throw it across the room.	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands

Child expresses creativity and imagination through pretend play to increase understanding of culture, environment, and experiences and to cultivate relationships.

Young Infant (Birth-8 months)	Emerging.			
Older Infant (6-18 months)	Pretend to drink from an empty cup by making slurping noises and saying "ah" when finished.	Social-Emotional	2.1 Enacts roles or identities in imaginary play	2.1 Enacts roles or identities in imaginary play
	Grab an object, pretend it is a credit card, and "go shopping".	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Toddler (15-36 months)	"Bake" pies using sand and water outside.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Line up a row of chairs and communicate, "The bus is leaving!"	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Physical and Motor Development

Strand 1: Gross Motor Development

Child demonstrates, with increasing coordination, use of large muscles for movement, position, and to explore the environment.

Young Infant (Birth-8 months)	Turn head in response to environment (sights and sounds).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Move head from side to side when lying on back.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Hold head up with increasing control during brief periods of tummy time.	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Roll to both sides.	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Begins to creep; may scoot backwards.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
Older Infant (6-18 months)	Crawl on hands and knees.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Pulls up, sits down, and squats to get something off of the floor.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Cruise (holding onto something for assistance for balance when walking).	Gross Motor	B. Movement and Coordination	3.4 Cruises
	Reach for toys or objects that are beyond their immediate space.	Gross Motor	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Moves arms and legs in coordination to climb.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Walk up steps with help.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
Toddler (15-36 months)	Coordinate use arms and legs to assist with kicking.	Gross Motor	C. Active Play	1.4 Kicks ball
	Climb stairs without adult help.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Use riding toys.	Gross Motor	C. Active Play	3. Rides and steers bicycle
	Attempt to throw and catch a ball.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand

Child demonstrates use of large muscles for movement, position, and to explore the environment with increasing balance, and control.

Young Infant (Birth-8 months)	Reflexes such as: • Moro • Walking/Stepping • Rooting • Tonic neck reflex • Palmar grasp • Plantar grasp	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Hold head up with increasing control during brief periods of tummy time.	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
Older Infant (6-18 months)	Sit without support.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Sit and hold object with two hands.	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
	Walk more smoothly and with increased independence.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
Toddler (15-36 months)	Stand on tiptoes.	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Jump with two feet.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Squat and stoop, to pick and carry objects.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Walk with purpose.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Run	Gross Motor	B. Movement and Coordination	5.1 Runs

Strand 2: Fine Motor Development

Child demonstrates use of small muscles using either hands or feet to make contact with objects or people. Moves hands, feet, fingers, and toes with increasing control and coordination.

Young Infant (Birth-8 months)	Grasp a finger or small toy placed in their hand.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Move and kick feet when noticing their brightly-colored socks.	Fine Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Explore with hands to pat surfaces and shake toys.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses hands and eyes in coordination to use a pincer grasp.	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
Older Infant (6-18 months)	Release small objects from hands.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	Hold two blocks, one in each hand, and hit them together or on surfaces to make noise.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Throw toys and other objects while sitting or standing.	Fine Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Push or pull toys.	Fine Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Attempt to turn pages of a board book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Use a crayon to make marks on paper.	Literacy	E. Writing	2.1 Makes representational drawings
Toddler (15-36 months)	Stack blocks using both hands.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Push and pat puzzle pieces.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Roll a ball back and forth.	Fine Motor	C. Active Play	1.2 Bounces ball with two hands
	Roll, squeeze, twist, and poke playdough.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Make simple snips with scissors, with supervision.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use spoon and fork to eat.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Attempt to make hand movements during finger plays and action songs.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Child coordinates eye and hand movements to perform different actions.

Young Infant (Birth-8 months)	Bring hand, foot, or object to mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Bat, strike, or kick at toy or mobile hanging over crib.	Fine Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Reach for objects placed in front of them.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
Older Infant (6-18 months)	Clap.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	Transfer a block or other toy from hand to hand and stack 2-3 large blocks in a tower.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Point to objects or people.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Use pincer grasp with thumb and index (or middle) finger together to pick up small objects or food.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Push buttons repetitively.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Toddler (15-36 months)	Jab or make lines, circles, or scribbles with a crayon on paper.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Attempt to dress self.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	String large beads.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Turn pages in books.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

Strand 3: Perceptual Development

Child uses their senses to understand, explore, and interact with objects, people, and their environment.

Young Infant (Birth-8 months)	Kick feet while lying in the crib, feel the crib shake, and then kick feet again.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Look at an object in her hand, mouth it, and then take it out to look at it again.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Observe, handle, and use objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Recognize and have a preference for a familiar caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Infant (6-18 months)	Sway back and forth to the beat of a song.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Stop when they reach the edge of the couch (Visual Cliff).	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Splash and dip toys under water.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Toddler (15-36 months)	Adjust the way he/she is walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement.	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Enjoy movement activities such as walking, dancing, and swinging.	Gross Motor	B. Movement and Coordination	All
	Play with different textures and materials including food.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Walk more slowly and carefully when carrying an open cup of milk than when carrying a cup with a lid.	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Visually track balls or bubbles with the purpose of catching them.	Cognitive	B. Communicative Understanding	1.2 Looks toward object

Strand 4: Health, Safety, and Nutrition

Child demonstrates the use of safe behaviors with the support of adults.

Young Infant (Birth-8 months)	Build a trusting relationship with an adult caregiver (see the Social Emotional Domain).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Older Infant (6-18 months)	Accept suggestions and redirection for unsafe behaviors or when in an unsafe situation, such as stopping when hearing "Hot" or "No", when reaching for a hot surface.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Climb or try challenging activities while looking at adult for reassurance or acceptance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Hesitate when asked to try something new.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Toddler (15-36 months)	Learn to stop when told, "Stop" and begin to wait for an adult before crossing the street.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Understand and identify unsafe behaviors, such as standing on a chair.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Learn, with adult support, the difference between safe and unsafe play behaviors, such as not to stand on chairs or tables or not to put small objects in mouth.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Child demonstrates healthy behaviors regarding personal care, hygiene, and daily routines with the support of adults.

Young Infant (Birth-8 months)	Cooperate during diaper changing, by holding clean diaper and wet wipes and positioning their bodies for the adult.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Regulate sleep routines, consistently taking a nap at regular times each day.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Attempt to hold bottle.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
Older Infant (6-18 months)	Cooperate when getting physical needs met, such as getting nose wiped or teeth brushed.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Identify belongings and help get shoes, boots, coats, and other clothing on by extending their arms and legs as needed.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Feed self with finger foods; hold and drink from cup.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Nap at the same time each day.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Toddler (15-36 months)	Participate in health care routines, such as wiping nose, washing and drying hands, and brushing teeth, with increasing independence.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Hold hands under water to be washed and later insist on washing own hands by saying, "Let me do it!"	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Pull at pants or gives other signs when needs to use the toilet.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Put on or take off some articles of clothing.	Adaptive	C. Dressing and Undressing	All
	Talk about healthy foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

Child engages in developmentally appropriate eating habits and shows interest in a variety of nutritious food choices.

Young Infant (Birth-8 months)	Develop unique signals (such as lip smacking, rooting, putting his/her hand in his/her mouth repeatedly, clenching hand or fist, pulling arms and legs toward his/her middle) to show a caregiver his/her hunger.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Increase the size of feedings and length of time between feedings from newborn through six months of age.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Wake frequently to feed until around four months of age. The amount of time between feedings may then begin to increase.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Show appropriate gains according to physical growth charts.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Older Infant (6-18 months)	Show readiness for single ingredient solid foods by: - Displaying good head control by holding head up for longer periods of time. - Shows texture tolerance by moving foods from the lips to the back of the mouth. - Sitting fully upright with minimal assistance. - Showing interest in foods nearby, eager or excited to be fed.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Show readiness for finger foods by bringing hands or objects to mouth while sitting up.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Show a growing interest in self-feeding with fingers or spoons.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Signal fullness by pushing food away, becoming distracted and playing, or closing mouth when offered food.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Show appropriate gains according to physical growth charts. Growth is most rapid during the first 12 months and then growth begins to slow down after the child's first birthday.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Toddler (15-36 months)	Use a spoon to feed self or drink from a glass or cup.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Eat when hungry and stop when full. A child may reject a once-loved food or change how much food they eat from meal to meal.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Show appropriate gains according to physical growth charts.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

Preschool Standards

Social Emotional

Self-Awareness and Emotional Skills

Self-Awareness

The child demonstrates an awareness of self.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
--	------------------	---	--

Recognizes and Expresses feelings

The child recognizes and expresses feelings of self and others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Self-Regulation

The child manages the expression of feelings, thoughts, impulses, and behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
--	------------------	---	---

Relationships and Social Skills

Attachment

The child demonstrates the ability to engage in and maintain secure relationships.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
--	------------------	-----------------------------	---

Social Interactions

The child displays positive social behavior.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
--	------------------	-----------------------------	---

AZ Standards**AEPS-3 Area****AEPS-3 Strand****AEPS-3 Items****Respect**

The child has an increasing capacity to understand social boundaries with regard to behavior and the environment.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Approaches to Learning

Initiative and Curiosity

Initiative

The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

Curiosity

The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Attentiveness and Persistence

Attentiveness

The child demonstrates the ability to focus on an activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

AZ Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Persistence

The child demonstrates the ability to maintain and sustain a task.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

Confidence and Resilience
Confidence and Resilience

The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

Creativity

Creativity

The child demonstrates the ability to express their own unique way of seeing the world.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cognitive	E. Scientific Discovery	2.3 Makes observations

Reasoning and Problem-Solving

Reasoning

The child demonstrates the ability to think in a logical way.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Problem-Solving

The child demonstrates their ability to focus energies on suitable solutions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

Language and Literacy

Language

Receptive Language Understanding

The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues

Expressive Language and Communication Skills

The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Vocabulary

The child understands and uses increasingly complex vocabulary.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations

Emergent Literacy

Concepts of Print

The child knows that print carries messages.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
--	----------	--------------------------------	---

Book Handling Skills

The child demonstrates how to handle books appropriately and with care.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
---	----------	--------------------------------	---

Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words

Alphabet Knowledge

The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words

Comprehension and Text Structure

The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

Emergent Writing**Writing Processes and Writing Applications**

Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Literacy	E. Writing	2.1 Makes representational drawings
	Literacy	E. Writing	3. Writes words using conventional spelling

Mathematics

Counting and Cardinality

Counts Out Loud

The child counts out loud and uses number words in daily conversations.

Math

A. Counting

1. Counts out 3 items

Math

A. Counting

1.2 Recites numbers 1–3

Knows Numbers, Names, and Symbols

The child identifies numerals and uses number words in daily activities.

Math

C. Reading and Writing Numbers

1. Reads and writes numerals for quantities to 5

Math

C. Reading and Writing Numbers

2. Reads and writes numerals for quantities 6–10

Math

C. Reading and Writing Numbers

3. Reads and writes numerals for quantities 11–20

Compares Numbers and Quantities

The child applies a range of strategies such as matching or counting to compare sets of objects.

Math

B. Quantitative Relations

1. Compares items in sets to 5 by counting

Math

B. Quantitative Relations

1.1 Compares items in sets to 5 by matching

Counts to Tell Number of Objects

The child uses number words and counting to identify quantity.

Math

C. Reading and Writing Numbers

1.2 Labels numerals 1–5

Math

C. Reading and Writing Numbers

2.2 Labels numerals 6–10

Math

C. Reading and Writing Numbers

3.2 Labels numerals 11–20

Operations and Algebraic Thinking

Explores Addition and Subtraction

The child recognizes addition as adding to and subtraction as taking away from.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Patterning

The child recognizes, fixes, duplicates, extends, describes, and creates patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
--	-----------	-------------------------	----------------------------------

Measurement and Data

Sorts and Classifies

The child sorts and groups objects by a variety of attributes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Data Analysis

With prompting and support the child collects, organizes, displays, and describes relevant data.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
--	-----------	-------------------------	---

Measures

The child uses measurement to describe and compare objects in the environment.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Geometry			
Shapes			
The child recognizes names and describes common shapes and their properties.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Spatial Reasoning			
The child uses and demonstrates an understanding of positional terms.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Science

Scientific Inquiry and Application

Exploration, Observations, and Hypotheses

The child observes, explores, and interacts with materials, others, and the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

Investigation

The child researches their own predictions and the ideas of others through active exploration and experimentation.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Analysis and Conclusion

The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

Communication

The child discusses, communicates, and reflects upon the scientific investigation and its findings.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Social Studies

Family

Understands Family

The child demonstrates an understanding of families and the roles and responsibilities of being a family member.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Social-Emotional	E. Meeting Social Expectations	4.1 States birthday
	Social-Emotional	E. Meeting Social Expectations	4.2 States age
	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others

Community

Rights, Responsibilities, and Roles within Community

The child demonstrates a sense of belonging to the community and contributes to its care.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Environment

The child demonstrates awareness of locations within and around their community and of the environment.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

History and Events

Understands Time – Past, Present, and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.	Cognitive	B. Imitation and Memory	3. Relates past events
	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur

Physical Development, Health, and Safety

Physical and Motor Development

Gross Motor Development

The child moves with maturing, fundamental movement skills.

Gross Motor

B. Movement and Coordination

All

Fine Motor Development

The child uses fingers, hands, and wrists to manipulate tools and materials.

Fine Motor

B. Functional Skill Use

All

Health

Personal Health and Hygiene Practices

Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.

Adaptive

A. Eating and Drinking

All

Adaptive

B. Personal Care Routines

All

Fine Arts

Visual Arts

Improvises and Connects with Visual Arts

The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.

Cognitive

D. Reasoning

2.1 Tries different simple actions to achieve goal

Music

Creates and Connects with Musical Concepts and Expressions

The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.

Cognitive

E. Scientific Discovery

1. Expands simple observations and explorations into further inquiry

Cognitive

E. Scientific Discovery

1.1 Uses simple tools to gather information

Cognitive

E. Scientific Discovery

1.2 Uses senses to explore

Creative Movement and Dance

Creates and Connects with Creative Movement and Dance

The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.

Cognitive

A. Sensory Exploration

2. Combines simple actions to examine people, animals, and objects

Cognitive

A. Sensory Exploration

2.1 Uses sensory means to explore people, animals, and objects

Dramatic Play

Creates and Connects with Dramatic Activities

The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.

Social-Emotional

C. Interactions with Peers

2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Social-Emotional

C. Interactions with Peers

2.1 Enacts roles or identities in imaginary play

Social-Emotional

C. Interactions with Peers

2.2 Uses imaginary props in play