



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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With
Maryland Healthy Beginnings: Birth through Age Three Years of Age

This document aligns the content in the *Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

- Maryland State Department of Education. (2010). *Maryland healthy beginnings: supporting development and learning from Birth through Three years of age*. Baltimore, MD: Author. Retrieved April 2, 2013 from <http://cte.jhu.edu/onlinecourses/HealthyBeginnings/HBFINAL.pdf>
- Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

Maryland Healthy Beginnings	How <i>The Creative Curriculum</i>® for Preschool meets Maryland Healthy Beginnings
Personal and Social Development	
Birth to Four Months	
A. Feelings about Self and Others	
1. Express comfort and discomfort, enjoyment and unhappiness in her environment	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
2. Calm herself	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Eight to Twelve Months	
A. Feelings about Self and Others	
1. Start to show more independence	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
2. Show interest in familiar adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
3. Show interest in other children	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
4. Show interest in unfamiliar adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
5. Calm herself	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self

Twelve to Eighteen Months	
A. Feelings about Self and Others	
1. Show self-awareness and likes and dislikes; begin to develop self-worth	Demonstrates knowledge about self
2. Gain in self-control/ regulation	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
3. Begin to express a variety of feelings	Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict
B. Relating to Others	
1. Rely on trusted adults to feel safe trying new activities	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
2. Show awareness of unfamiliar adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
3. Interact with other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
4. Begin to be aware of the feelings of other children	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants

Eighteen to Twenty-Four Months	
A. Learning About Self	
1. Show more awareness of herself and her abilities	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
2. Know resources available in the room, and how to use some of them	Demonstrates knowledge about self
3. Ask for help, if needed, in verbal and non-verbal ways	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
4. Show more, but still limited self regulation	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
B. Relating to Others	
1. Continue to need the security of a trusted adult as she explores	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
2. Continue to show caution around unfamiliar adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
3. Show increased interest and assert independence when with other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend

4. At times shows awareness and concern for other children's feelings	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Twenty-Four to Thirty Months	
A. Learning about Self	
3. Use coping skills with tasks and interactions with peers and adults	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants
4. Share his feelings through talking and pretend play	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
B. Relating to Adults	
1. Continue to need adult support but show more independence	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
2. Be more interested in unfamiliar adults, but still cautious	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
C. Relating to Other Children	
1. Play alongside other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions

2. Show more awareness of the feelings of another child	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Thirty Months to Three Years	
A. Increasing Self-Awareness	
1. Express feelings more freely, showing independence and competence	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
3. Share feelings through talking and pretend play	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
B. Relating to Adults	
1. Imitate and attempt to please familiar adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
2. Demonstrate cautious curiosity about unfamiliar adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

Three Years	
A. Building Self-Concept	
1. Be more confident, self directed, purposeful and inventive in play	(begins in preschool)
2. Relate his needs, wants and feelings to others	(begins in preschool)
3. Have increased self-regulation, following classroom rules and routines with guidance	(begins in preschool)
B. Relating to Adults	
2. Be more comfortable around unfamiliar adults	(begins in preschool)
C. Relating to Other Children	
1. Begin to play cooperatively for brief periods with other children	(begins in preschool)
3. Participate, with help, in the group life of the class	(begins in preschool)

Language Development	
Birth to Four Months	
A. Understanding and Communicating	
1. Listen and express herself	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds</p>
B. Early Literacy: Pre-Reading and Pre-Writing	
2. Recognize and react to the sounds of language	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p>
3. Begin to build a receptive vocabulary	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p>

Four to Eight Months	
A. Understanding and Communicating	
1. Respond to sounds and words heard often	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p>
2. Use various sounds and movements to communicate	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds</p> <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others</p>
B. Early Literacy: Pre-Reading and Pre-Writing	
2. Begin to respond to some of the vocabulary associated with picture books	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>
Eight to Twelve Months	
A. Understanding and Communicating	
1. Show more interest in speech	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>

B. Early Literacy: Pre-Reading and Pre-Writing	
2. Demonstrate increasing vocabulary and comprehension by using words to express herself	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
Twelve to Eighteen Months	
A. Understanding and Communicating	
1. Understand the meaning of many words and gestures	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures</p>
2. Start to understand and use common rules of speech	<p>Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases</p>
3. Communicate using consistent sounds, words, and gestures	<p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>
B. Early Literacy: Pre-Reading and Pre-Writing	
2. Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>

Eighteen to Twenty-Four Months	
A. Understanding and Communicating	
1. Be able to follow simple suggestions and directions with increasing consistency	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows simple requests not accompanied by gestures</p>
2. Use an increasing number of words and put words together into phrases and simple sentences	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses one- or two-word sentences or phrases</p>
B. Early Literacy: Pre-Reading and Pre-Writing	
2. Start to understand and use common rules of speech	<p>Uses appropriate conversational and other communication skills</p> <p>Uses social rules of language</p> <p>Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
3. Communicate using consistent sounds, words, and gestures	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses one- or two-word sentences or phrases</p>
4. Begin to develop imitative reading	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p>Shows interest in books</p>
5. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p>

6. Explore drawing, painting and writing as a way of communicating	<p>Demonstrates emergent writing skills Writes name Scribbles or marks</p> <p>Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks</p> <p>Explores the visual arts</p>
Twenty-Four to Thirty Months	
A. Listening and Speaking	
1. Understand questions and simple directions	<p>Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures</p>
2. Demonstrate active listening strategies	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p>
3. Enter into a conversation	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>
4. Use words and some common rules of speech to express his ideas and thoughts	<p>Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases</p>

B. Early Literacy: Pre-Reading and Pre-Writing	
1. Become aware of the sounds of spoken language	<p>Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds</p>
2. Recognize that symbols have corresponding meaning	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p> <p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
3. Begin to develop fluency by imitative reading	<p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>

<p>4. Recognize that drawings, paintings and writing are meaningful representations</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p> <p>Demonstrates emergent writing skills Writes name Scribbles or marks</p> <p>Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks</p>
<p>5. Use writing tools for scribbles and drawings</p>	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p>
<p>6. Develop vocabulary, language usage and some conventions of speech</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases</p>
<p>7. Show comprehension by demonstrating understanding of text during and after reading</p>	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p> <p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>

Thirty Months to Three Years	
A. Listening and Understanding	
2. Begin to understand some abstract concepts, such as time, order, and positional words	<p>Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)</p> <p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>Explores change related to familiar people or places</p>
3. Demonstrate active listening skills	<p>Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
B. Expressing Ideas	
1. Expand her vocabulary with many more connecting and describing words	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>

C. Entering Into Conversations	
2. Use more conventions of speech as she speaks	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
3. Ask “why” and other questions frequently to keep a conversation going	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>
D. Early Literacy: Pre-Reading and Pre-Writing	
4. Develop vocabulary and language usage	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>
6. Begin to develop writing skills	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p> <p>Demonstrates emergent writing skills Writes name Controlled linear scribbles</p> <p>Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles</p>

Cognitive Development	
Birth to Four Months	
A. Discovering and Learning	
1. Begin to understand that she can make things happen	<p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p> <p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
Four to Eight Months	
A. Discovering and Learning	
2. Remember what has happened recently	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
3. Cause things to happen	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
Eight to Twelve Months	
A. Discovering and Learning	
2. Explore objects in various ways	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
3. Remember what has happened recently, and find hidden objects	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

5. Imitate gestures and use of objects	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
6. Make expected things happen	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Twelve to Eighteen Months	
A. Exploring and Discovering	
1. Use his senses to investigate the world around him, including solving problems	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
2. Show an increasing ability to remember and participate in imitative play	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
3. Use objects and toys more purposefully, exploring cause and effect relationships	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
5. Begin to understand rules and routines	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults

Eighteen to Twenty-Four Months	
A. Mathematical Exploring and Learning	
1. Begin to sort objects according to one criterion	Uses classification skills Matches similar objects
2. Begin to explore concepts of number, size, and position	Uses number concepts and operations Counts Verbally counts (not always in the correct order) Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)
B. Scientific Exploring and Learning	
2. Expect certain things to happen as a result of her actions	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Demonstrates knowledge of the physical properties of objects and materials
3. Improve memory for details	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
4. Explore and solve problems	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
C. Exploring Social Learning	
1. Begin to understand rules and routines	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
2. Have beginning awareness of the order of her environment	Shows basic understanding of people and how they live

Twenty-Four to Thirty Months	
A. Exploring and Learning Math Concepts	
1. Show interest in concepts, such as matching and sorting according to color, shape and size	<p>Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <p>Compares and measures Makes simple comparisons between two objects</p>
2. Show interest in quantity and number relationships	<p>Uses number concepts and operations Counts Verbally counts (not always in the correct order)</p> <p>Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more</p>
B. Exploring and Learning Science Concepts	
1. Seek information through observation, exploration and investigations	Uses scientific inquiry skills
2. Improve memory for details	<p>Comprehends and responds to books and other texts Retells stories Retells some events from a familiar story with close adult prompting</p>
3. Explore new ways to do things	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p>

Thirty Months to Three Years	
A. Exploring and Learning Math Concepts	
1. Use mathematical thinking in daily situations	<p>Uses number concepts and operations</p> <p>Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <p>Uses number concepts and operations</p> <p>Quantifies Demonstrates understanding of the concepts of one, two, and more</p>
2. Show interest in concepts such as matching and sorting according to a single criterion	<p>Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
B. Exploring and Learning Science Concepts	
1. Think ahead and explore ideas	<p>Demonstrates positive approaches to learning</p> <p>Shows flexibility and inventiveness in thinking</p> <p>Uses creativity and imagination during play and routine tasks</p>
3. Explore new ways to do things, showing more independence in problem solving	<p>Demonstrates positive approaches to learning</p> <p>Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation</p> <p>Explores and investigates ways to make something happen</p>

Physical Development	
Birth to Four Months	
A. Coordinating Movements	
1. Use many repetitions to move various body parts	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Four to Eight Months	
A. Coordinating Movements	
1. Change the position of his body	Demonstrates balancing skills Balances while exploring immediate environment
2. Use his hands in more coordinated movements	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Eight to Twelve Months	
A. Coordinating Movements	
1. Coordinate eyes and hands while exploring or holding objects	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
2. Change position and begin to move from place to place	Demonstrates traveling skills Moves to explore immediate environment Demonstrates balancing skills Balances while exploring immediate environment

Twelve to Eighteen Months	
A. Coordinating Movements	
1. Move constantly, showing increasing large muscle control	<p>Demonstrates traveling skills Experiments with different ways of moving</p> <p>Demonstrates balancing skills Experiments with different ways of balancing</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements</p>
2. Use hands in various ways	<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p>
Eighteen to Twenty-Four Months	
A. Coordinating Movements	
1. Show increased balance and coordination in play activities	<p>Demonstrates traveling skills Experiments with different ways of moving</p> <p>Demonstrates balancing skills Experiments with different ways of balancing</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements</p>

2. Have increased eye-hand coordination	<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully</p> <p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p>
3. Be able to do more things for herself	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p>
Twenty-Four to Thirty Months	
A. Coordinating Large and Small Muscle Groups	
1. Perform more complex movements with his arms and legs	<p>Demonstrates traveling skills Experiments with different ways of moving</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements</p>
2. Use his whole body to develop spatial awareness	<p>Demonstrates balancing skills Sustains balance during simple movement experiences</p>
3. Use improved eye-hand coordination to explore and manipulate objects	<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully</p> <p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p>
B. Improving Self-Help Abilities	
1. Enjoy doing for himself whatever he thinks he can do	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p>

Thirty Months to Three Years	
A. Using Large Muscle Groups	
1. Use riding toys easily	Demonstrates balancing skills Sustains balance during simple movement experiences
2. Move her body through space with more balance and control	Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
B. Using Small Muscle Groups	
1. Explore art materials	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
2. Use smaller manipulatives and finger plays to develop small muscle strength and coordination	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
C. Building Self-Help Skills	
1. Depend on routines to practice self-help skills and feel confident	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs