



Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of *Teaching Strategies GOLD*® Objectives for Development & Learning: Birth Through Kindergarten
With
*Louisiana's Early Learning Guidelines: Birth to Three***

This document aligns the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*® assessment system with the goals, objectives , and examples of the developmental indicators in the Louisiana's *Early Learning Guideline: Birth through Three*.

References

Louisiana Department of Education. (September 2011). *Louisiana's early learning guidelines: Birth to three (Revised)*. Retrieved from http://www.dcf.louisiana.gov/assets/docs/searchable/ChildDevEarlyLearning/Louisiana%20Continuum/20120203_BirthToThree.pdf

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD*® Objectives for Development & Learning: Birth Through Kindergarten. Washington, DC: Teaching Strategies, LLC.

<i>Louisiana's Early Learning Guidelines: Birth to Three</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Goal 1: To learn social and emotional competence	
Infants 0-12 months	
Objective 1.1 – To learn about others	
Developmental Indicators for this objective	
<p>0-6 Month Indicators:</p> <ul style="list-style-type: none"> • prefer human face and human sound • look at human face, make eye contact • prefer sight, smell, and sound of primary caregiver (usually within first 2 weeks) • show social interaction with smile and mutual gazing • can both initiate and terminate these interactions • respond to and are comforted by being held, rocked, and/or talked to • smile and show pleasure when talked to 	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p style="padding-left: 40px;">2. Demonstrates a secure attachment to one or more adults</p>
<p>6 -12 Month Indicators:</p> <ul style="list-style-type: none"> • anticipate being lifted or fed and move body towards caregiver when she approaches • see adults as objects of interest and novelty • enjoy games with others like “Where Is Your Nose?” • seek out adults • stretch arms to be picked up • depend on caregivers to meet needs (very young infant) • express needs through sound, facial expressions, and movements • exhibit anxious behavior around unfamiliar adults (fear of strangers) • enjoy exploring objects with another as the basis for establishing relationships • get others to do things for his pleasure 	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p style="padding-left: 40px;">2. Demonstrates a secure attachment to one or more adults</p>

Toddlers 12 – 30 months	
Objective 1.1 – To learn about others	
Developmental Indicators for this objective	
<p>12 – 18 Month Indicators:</p> <ul style="list-style-type: none"> • show considerable interest in peers • demonstrate intense attention to adult language • check in with familiar adults while playing; for example, go over to touch them • cling to leg of primary caregiver • try to follow departing parent (separation fears) • imitate parent(s) and caregiver(s) • point to pictures of family • begin to explore environment independently, at first in close contact with, then venturing farther away from, caregiver 	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p style="padding-left: 20px;">4. Uses trusted adults as a secure base from which to explore the world</p> <p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p style="padding-left: 20px;">2. Plays near other children; uses similar materials or actions</p> <p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p style="padding-left: 20px;">2. Seeks a preferred playmate; shows pleasure when seeing a friend</p>
<p>18 – 24 Month Indicators:</p> <ul style="list-style-type: none"> • show increased awareness of being seen and watched over by others • see others as a barrier to immediate gratification • begin to realize others have rights and privileges • gain greater enjoyment from peer play and joint exploration • begin to see benefits of cooperation • identify self with children of same age and sex • show some awareness of the feelings of others • point out family picture in a scrapbook • after seeing who is present, react to absence of another child • look to caregivers for comfort and at times may comfort caregiver • begin to realize that parent(s) will return • actively seek out parents, caregivers, and teachers • seek help from parents, caregivers, and teachers • show empathy for familiar others, especially those perceived to be hurt or sad 	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p style="padding-left: 20px;">4. Uses trusted adult as a secure base from which to explore the world</p> <p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p style="padding-left: 20px;">2. Plays near other children; uses similar materials or actions</p> <p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p style="padding-left: 20px;">2. Seeks a preferred playmate; shows pleasure when seeing a friend</p>

<p>24 – 30 Month Indicators:</p> <ul style="list-style-type: none"> • are more aware of feelings and their impact on others • exhibit more impulse control and self-regulation in relation to others • enjoy small group activities • seek support from parents, caregivers, and teachers to address conflict with peers 	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p style="padding-left: 20px;">6. Manages separations without distress and engages with trusted adults</p> <p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p style="padding-left: 20px;">2. Plays near other children; uses similar materials or actions</p> <p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p style="padding-left: 20px;">2. Seeks a preferred playmate; shows pleasure when seeing a friend</p>
Older Toddlers 30 – 36 months	
Objective 1.1 – To learn about others	
Developmental Indicators for this objective	
<p>30 – 36 Month Indicators:</p> <ul style="list-style-type: none"> • show understanding that parents will return • engage in positive social play alongside other children and, on occasion, with other children • begin to understand social cause and effect • influence and are influenced by the group 	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p style="padding-left: 20px;">6. Manages separations without distress and engages with trusted adults</p> <p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p style="padding-left: 20px;">2. Plays near other children; uses similar materials or actions</p> <p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p style="padding-left: 20px;">2. Seeks a preferred playmate; shows pleasure when seeing a friend</p>

Infants 0 -12 months	
Objective 1.2 – To learn about self	
Developmental Indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • suck fingers or hand by chance • observe own hands • look to place on body where being touched • reach for and grasp toys • clasp hands together and explore fingers • try to cause things to happen (kick a mobile and smile) • begin to distinguish friends from strangers • show preference for being held by familiar people • push away bottle • pull at diaper when being changed • grab for spoon when being fed • squeeze a rubber toy and show pleasure at its squeak • drop a ball and laugh as it bounces • have own biological rhythm and way of using senses • developing a sense of safety and security • do not distinguish between self and others (very young infant) • begin to look and smile at mirror image 	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p style="padding-left: 40px;">2. Indicates needs and wants; participates as adult attends to needs</p> <p>29. Demonstrates knowledge about self</p>

<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • begin to discover that he/she is a separate human being • know own name • smile or play with self in mirror • use large and small muscles to explore confidently when a sense of security is offered by presence of caregiver • frequently check for caregiver’s presence • have a heightened awareness of opportunities to make things happen • have limited awareness of responsibility for own actions • indicate strong sense of self through assertiveness (directs actions of others) • recognize that he/she is a separate person from caregiver • begin to identify parts of body 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p> <p>29. Demonstrates knowledge about self</p>
Toddlers 12 – 30 months	
Objective 1.2 – To learn about self	
Developmental Indicators of this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • begin to use pronouns (I, you, and me) • acknowledge accomplishments (fit a triangle into a shape box and clap) • look to caregiver for acknowledgement of accomplishments (climb up the slide and proudly look around for caregiver) • begin to make own choices (choose slice of pear at snack-time and smile while taking a bite, insist on choosing what shirt to wear) • practice independence while staying connected to caregivers (eye contact, vocalizing, gestures) • move away the hand of an adult who is helping with a puzzle • say "me do" when adult offers help in dressing • shake head "No" • become upset if shamed or ridiculed 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p> <p>29. Demonstrates knowledge about self</p>

<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • show strong sense of self as an individual, as evidenced by saying “no” to adult requests • experience self as a powerful, potent, creative doer who explores everything • make an attempt at self-regulation • use names of self and others • point to self in photograph • show interest in own body and bodies of others • identify gender (boy or girl) • begin to have a notion about own concepts as a person (big/little) • feed self with spoon, with spilling gradually decreasing • pour own juice at snack time and say, "I did it!" • help another child find the crayons • stand on one foot and call, "Look at me!" • use fork • dress self with assistance/supervision • assist with picking up toys • insist on putting on own jacket • begin to use toilet with adult assistance • say "good-bye" cheerfully to parents and go to play • say "no" frequently • resist change; transitions are difficult • are both dependent and interdependent 	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>4. Seeks to do things for self</p> <p>29. Demonstrates knowledge about self</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • show interest in own body and bodies of others • identify gender (boy or girl) • say “mine, mine” when another child picks up a toy • talk about family members • climb higher and higher on the playground structure even when parents, caregivers, and teachers ask them to stop • put together a four-piece puzzle and show how they did it 	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p> <p>29. Demonstrates knowledge about self</p>

Older Toddlers 30 – 36 months	
Objective 1.2 – To learn about self	
Developmental Indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • attempt to dress self without assistance • show increased interest in toileting • insist on putting on own jacket • begin to use toilet with adult assistance • say "good-bye" cheerfully to parents and go to play • say "me," "mine," "no" • begin to assist adult in daily routines, put manipulatives back into bucket, throw napkin into trash • become embarrassed about behavior 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p> <p>29. Demonstrates knowledge about self</p>
Goal 1. To learn social and emotional competence	
Infants 0 – 12 months	
Objective 1.3 – To learn about feelings	
Developmental indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • show only satisfaction or dissatisfaction (very young infant) • cry at sudden loud noises • express comfort and discomfort in different ways • smile in response to social stimulation • coo and smile when being rocked and sung to • discover ways to calm self • can usually be comforted by familiar adult when distressed • respond with more animation and pleasure to primary caregiver than to others (dramatically toward end of this period) 	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self</p> <p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions</p>

<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • show displeasure at loss of social contact • show displeasure at loss of toy • lift arms to indicate need to be picked up and comforted while crying • laugh aloud when playing peek-a-boo • react to strangers with caution or anxiety • look to familiar adult when a stranger approaches • express several different emotions such as pleasure, anger, anxiety or fear, sadness, joy, excitement, disappointment • show affection for familiar people through activities such as hugs, smiles, running toward familiar person show anxiety at separation from primary caregivers • express positive and negative feelings • show pleasure in new accomplishments • hug, smile at, crawl or toddle toward, or lean against a familiar person • look to adult for help when attempting a new skill (falling down when attempting to walk) • cling to parents as they say "good-bye" • cry when seeing someone in a Halloween mask • move near caregiver when a stranger enters the room 	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 2. Uses adult support to calm self 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ol style="list-style-type: none"> 2. Reacts to others' emotional expressions
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Toddlers 12 – 30 months	
Objective 1.3 – To learn about feelings	
Developmental indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • show anger or frustration with people and objects • scream "no" or "mine" when another child takes a toy • try to help caregiver comfort a crying child • cling to blanket from home during rest time • look to an adult for help when frustrated 	<ol style="list-style-type: none"> 1. Regulates own emotions and behavior <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 2. Uses adult support to calm self 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ol style="list-style-type: none"> 2. Reacts to others' emotional expressions 3. Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> 3a. Balances needs and rights of self and others <ol style="list-style-type: none"> 1 emerging to 2. Responds appropriately to other's expressions of wants 3b. Solves social problems <ol style="list-style-type: none"> 2. Expresses feelings during a conflict

<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys) • show early signs of wanting to please • exhibit contrasting states and mood shifts (stubborn versus compliant) • begin to show new fears (monsters, animals, the dark) • may say "no" even to things he/she wants • experience out-of-control behavior (temper tantrums) • show pleasure and excitement through vocalizations and facial expression • become aware of own feelings and those of others • begin to develop empathy • look confused when confronted with a problem • go to caregiver for comfort and security when stressed • request to be held through action or words 	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 4. Comforts self by seeking out special object or person 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> 2b. Responds to emotional cues <ol style="list-style-type: none"> 3 emerging to 4. Demonstrates concern about the feelings of others 3. Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> 3a. Balances needs and rights of self and others <ol style="list-style-type: none"> 2. Responds appropriately to other’s expressions of wants 3. Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> 3b. Solves social problems <ol style="list-style-type: none"> 2. Expresses feelings during a conflict
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys) • express emotions with increasing control (but will still tantrum) • exhibit contrasting emotional states and mood shifts <ul style="list-style-type: none"> • anger and tenderness • hostility and love • confidence and doubt • fear and power • pride and shame • independence and dependence • say “no” to a child who is trying to take a toy away • begin to develop empathy (pat a friends who is crying) • begin to show fears of new things (monsters, animals, the dark) 	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 4. Comforts self by seeking out special object or person 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> 2b. Responds to emotional cues <ol style="list-style-type: none"> 4. Demonstrates concern about the feelings of others 3. Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> 3a. Balances needs and rights of self and others <ol style="list-style-type: none"> 2. Responds appropriately to other’s expressions of wants 3. Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> 3b. Solves social problems <ol style="list-style-type: none"> 2. Expresses feelings during a conflict

Older Toddlers 30 – 36 months	
Objective 1.3 – To learn about feelings	
Developmental indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • use some language to express feelings (say "I did it!" after using potty successfully) • express affection and preference for some peers (put arm around shoulder) • recognize and react to feelings in others ("Becky is sad.") • verbalize feelings more often • express feelings in symbolic play • have some understanding of choices, rights of self, and rights of others • roar like a lion when angry instead of biting 	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p> 4. Comforts self by seeking out special object or person</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p> 2. Responds appropriately to other’s expressions of wants</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p> 2. Expresses feelings during a conflict</p>
Goal 2. To learn about communication	
Infants 0 – 12 months	
Objective 2.1 – To express needs and thoughts without using words	
Developmental indicators for this objective	
<p>0 – 6 Month Indicators:</p> <ul style="list-style-type: none"> • fidget or cry to signal sleepiness, hunger, anger, discomfort, or boredom • smile to invite an adult to interact • laugh aloud 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p> 2. Vocalizes and gestures to communicate</p>

<p>6 – 12 Month Indicators:</p> <ul style="list-style-type: none"> • hold rattle up for adult to shake • produce different facial expressions, body movements • move body toward caregiver when she approaches • raise arms to familiar adult • experience pleasure when held and read to (coo, babble, smile, squeal, or attend) • shake head “no” when asked if hungry • catch eye of an adult to ask for help 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
Toddlers 12 – 30 months	
Objective 2.1 – To express needs and thoughts without using words	
<p>12 – 18 Month Indicators:</p> <ul style="list-style-type: none"> • point to ask for an out-of-reach toy • gesture to indicate wet or soiled clothing • crawl or walk to express self • use whole body gestures or movements (lean on closed door when moms leave) 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
<p>18 – 24 Month Indicators:</p> <ul style="list-style-type: none"> • use facial expressions to show excitement or distress • catch adult’s eye for attention and reassurance when needed • show awareness of body functions 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
<p>24 – 30 Month Indicators:</p> <ul style="list-style-type: none"> • use facial expression to show excitement or distress • use hand gestures to show recognition of a song 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
Older Toddlers 30 – 36 months	
Objective 2.1 – To express needs and thoughts without using words	
Developmental indicators for this objective	
<p>30 – 36 Month Indicators:</p> <ul style="list-style-type: none"> • tug on pants to indicate need to go to bathroom • use facial expression to show excitement or distress • use hand gestures to show recognition of a song 	<p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

Goal 2. To learn about communication	
Objective 2.2 – To identify with a home language	
Developmental indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • listen to conversations • recognize the voice of familiar adults 	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • recognize and begin imitating sounds of home language • understand names of familiar people and objects in home language • look at a bottle on hearing the word “bottle” in the home language • use same sounds and intonations as parents do 	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
Toddlers 12 – 30 months	
Objective 2.2 – To identify with a home language	
Developmental indicators of this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • say several words in home language clearly 	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>

<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • speak in home language with family members and others • recognize tapes of stories and songs from home culture • see that home language does not enable them to communicate and may stop speaking • continue to use nonverbal communication like pointing • use key words in social situations (“please,” “hi”) 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p> <p>9. Uses spoken language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>4. Uses some words and word-like sounds and is understood by most familiar people</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • Respond when spoken to in home language 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p>
Older Toddlers 30 – 36 months	
Objective 2.2 – To identify with a home language	
Developmental indicators for this objective	
<p>30 – 36 Month Indicators:</p> <ul style="list-style-type: none"> • increasingly use both home language and English (Code mixing: using both languages in one sentence) 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p>
Goal 2. To learn about communication	
Infants 0 – 12 months	
Objective 2.3 – To respond to verbal and nonverbal communication	
Developmental indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • quiet to caregiver’s voice • listen to and gaze at face of person who is talking 	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>2. Engages in simple back-and-forth exchanges with others</p>

<p>6 – 12 month Indicator:</p> <ul style="list-style-type: none"> • listen attentively • coo when spoken to • respond when called by name (look up or turn head) • touch mirror when adult asks, “Where is the baby?” • understand names of familiar people and objects • react to facial expressions of adults • look toward named objects 	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p style="padding-left: 20px;">2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p style="padding-left: 20px;">2. Engages in simple back-and-forth exchanges with others</p>
<p>Toddlers 12 – 30 months</p>	
<p>Objective 2.3 – To respond to verbal and nonverbal communication</p>	
<p>Developmental indicators of this objective</p>	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • follow simple directions such as, “Will you carry these napkins to the table, please?” • push foot into boot as adult pulls it up 	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p style="padding-left: 20px;">2. Responds to changes in an adult’s tone of voice and expression</p> <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p style="padding-left: 20px;">4. Identifies familiar people, animals, and objects when prompted</p> <p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p style="padding-left: 20px;">4. Follows simple requests not accompanied by gestures</p>

<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • follow directions such as, “Bring the book to me, please.” • go over to cot when lights are dimmed for naptime 	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>2. Responds to changes in adult’s tone of voice and expression</p> <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>4. Identifies familiar people, animals, and objects when Prompted</p> <p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>4. Follows simple requests not accompanied by gestures</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • respond to adult’s facial expressions (stop throwing blocks after a stern look from adult) 	<p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
<p>Older Toddlers 30 – 36 months</p>	
<p>Objective 2.3 – To respond to verbal and nonverbal communication</p>	
<p>Developmental indicators for this objective</p>	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • understand a pause in the conversation is a signal for him to take a turn • respond to adult’s facial expressions (stop throwing blocks after a stern look from adult) 	<p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

Goal 2. To learn about communication	
Infants 0 – 12 months	
Objective 2.4 – To communicate through language	
Developmental Indicators for this objective	
0 – 6 Month Indicator: <ul style="list-style-type: none"> • coo • make “raspberry” noises 	9. Uses spoken language to express thoughts and needs 9b. Speaks clearly <ol style="list-style-type: none"> 2. Babbles strings of single consonant sounds and combines sounds
6 – 12 Month Indicator: <ul style="list-style-type: none"> • vocalize to self and others • begin babbling • change pitch / loudness of voice • make vowel-like sounds or a variety of consonant and vowel sounds • imitate inflection • babble to others • recognize familiar person and vocalizes • create long babble sentences 	9. Uses spoken language to express thoughts and needs 9b. Speaks clearly <ol style="list-style-type: none"> 2. Babbles strings of single consonant sounds and combines sounds 9. Uses language to express thoughts and needs 9c. Uses conventional grammar <ol style="list-style-type: none"> 1 emerging to 2. Uses one- or two-word sentences or phrases

Toddlers 12 – 30 months	
Objective 2.4 – To communicate through language	
Developmental Indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • repeat familiar words • call caregiver by name • use words such as “mama” and “dada” • understand many more words than they can say • use gestures and words to communicate needs (“yes,” “no,” “up,” “all gone”) • begin to use “me,” “you,” and “I” 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p style="padding-left: 40px;">4. Names familiar people, animals, and objects</p> <p>9. Uses spoken language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p style="padding-left: 40px;">4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p style="padding-left: 40px;">2. Uses one- or two-word sentences or phrases</p>

<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • participate in sound and word play • request songs and finger plays • expand vocabulary • combine words • use words to indicate wants and needs (toys, food, ownership) • use name to refer to self • show frustration when not understood and may act accordingly • use single words combined with gestures and intonation to communicate 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p style="padding-left: 40px;">4. Names familiar people, animals, and objects</p> <p>9. Uses spoken language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p style="padding-left: 40px;">4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p style="padding-left: 40px;">2. Uses one- or two-word sentences or phrases</p> <p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p style="padding-left: 40px;">2. Makes simple statements about recent events and familiar people and objects that are not present</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • participate in and sustain conversations 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p style="padding-left: 40px;">4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p style="padding-left: 40px;">4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p style="padding-left: 40px;">4. Initiates and attends to brief conversations</p>

Older Toddlers 30 – 36 months	
Objective 2.4 – To communicate through language	
Developmental Indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • ask “why” questions • use phrases and/or simple sentences and questions that incorporate expanding vocabulary • often mix up the tense or use of words to meet their needs (for example, “The plane is highering up!”) • makes developmental errors in pronunciation of sounds and words 	<p>9. Uses spoken language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end.</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>4. Initiates and attends to brief conversations</p>
Goal 2. To learn about communication	
Objective 2.5 – To enjoy books and stories	
Infants 0 – 12 months	
Developmental Indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • enjoy the sound of language and steady rhythm of words • engage in brief moments of joint attention to books 	<p>17. Demonstrate knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>

<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • become an active reading partner through chewing, shaking, banging and observing a book • attempt to turn page of book being held by adult • look at picture books with interest, sometimes pointing at objects 	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
Toddlers 12 – 30 months	
Objective 2.5 – To enjoy books and stories	
Developmental Indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • begin to follow simple stories and may listen for a brief time when read to • select a book and takes it to an adult to read • “play” with a book or carry it around 	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • rotate book to get picture right side up • point to pictures in book and ask “What’s that?” • name some pictures in books • enjoy looking at books on own • make up stories while turning pages of book • request favorite books to be read over and over again 	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p>2. Shows understanding that text is meaningful and can be read</p>

<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • imitate teachers reading a story • recite whole phrases from familiar stories 	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <ol style="list-style-type: none"> 2. Contributes particular language from the book at the appropriate time <p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <ol style="list-style-type: none"> 2. 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>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <ol style="list-style-type: none"> 2. Retells some events from a familiar story with close adult prompting
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Older Toddlers 30 – 36 months	
Objective 2.5 – To enjoy books and stories	
Developmental Indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • imitate teachers reading a story • recognize that pictures may have different orientation (sloth hanging upside down from tree) • begin to act out stories (“Jack and Jill,” “Humpty Dumpty,” “Three Billy Goats Gruff”) • protest when a adult misreads a word in a familiar story and offers correction • recite whole phrases from familiar stories 	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p style="padding-left: 20px;">2. Imitates actions of others during play; uses real objects as props</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p style="padding-left: 20px;">2. Shows understanding that text is meaningful and can be read</p> <p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p style="padding-left: 20px;">2. Contributes particular language from the book at the appropriate time</p> <p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p style="padding-left: 20px;">2. 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>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <p style="padding-left: 20px;">2. Retells some events from a familiar story with close adult prompting</p>

Goal 3. To learn about the world	
Infants 0 – 12 months	
Objective 3.1 – To gain an understanding of basic concepts and relationships	
Developmental Indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • engage primarily in reflexive behavior • respond to sensory stimuli, such as touch, sounds, light, voices • gather information through senses: mouthing, grasping, reaching • look at face of person who is talking • turn head toward sound/voice • recognize familiar objects like bottles 	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • begin to look for dropped toy • differentiate between person attached to and others • come to realize ability to make things happen: hit or kick mobile and it moves • begin to realize that self, people, and objects in the world are each separate. • shake stuffed animal in same way as rattle to hear noise • kick new crib toy to see if it will move • squeeze and taste new finger food, reach for objects within view • use hands to steady self when sitting up • reach for a toy that has rolled away • raise bottle as level of milk drops 	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

Toddlers 12 – 30 months	
Objective 3.1 – To gain an understanding of basic concepts and relationships	
Developmental Indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • enjoy filling bucket with pop beads and dumping them out (spatial concept) • remember games and toys from previous day (hold ideas in memory) • pull cover off toy that has been hidden (object permanence) • ask for wooden spoon to bang on homemade drum • pretend to open door using a toy key • blow on noodles when adult explains they are hot • frequently generalize (say dog for a variety of four-legged animals) • use hammer instead of hand to flatten play dough • point to picture in a storybook and look to adult for name of that object • bring over a stool to help reach a toy • try various pieces in shape-sorting box until one fits • use a stick to gain an out-of-reach toy • pull string to get toy to roll 	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs</p>

<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • get in and out of and sit in laundry baskets or boxes • connect language to more concepts (say, “More milk.”) • use wooden spoon as a drum stick • activates cause and effect toys • explores through sensorimotor manipulation such as <ul style="list-style-type: none"> - banging - twisting - throwing - pushing - opening/closing • see a picture of a zebra and call it a horse • paint on side of building after painting at easel (going beyond direct/immediate imitation) • complete new puzzle using familiar strategy of turning pieces until they fit • imitate others’ activities, emotions, and words • cooperate with others in implementing a plan (carry a pillow across the room for jumping game) • ask “why?” questions • dip a paintbrush in water to clean it • observe and experiment through trial and error 	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11a. Attends and engages <ul style="list-style-type: none"> 2. Pays attention to sights and sounds 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 2. Uses senses to explore the immediate environment 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11e. Shows flexibility and inventiveness in thinking <ul style="list-style-type: none"> 2. Imitates others in using objects in new and/or unanticipated ways 12. Remembers and connects experiences <ul style="list-style-type: none"> 12a. Recognizes and recalls <ul style="list-style-type: none"> 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen 14. Uses symbols and images to represent something not present <ul style="list-style-type: none"> 14a. Thinks symbolically <ul style="list-style-type: none"> 2. Recognizes people, objects, and animals in pictures or photographs
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<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • experiment with mixing colors when painting • tell another child, “Your mommy comes back after nap.” • run to tree and say, “I run fast.” • connect language to more concepts such as size and color • understand opposite meanings (go-stop, big-little, up-down, in-out) • have increased memory of past events 	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>13. Uses classification skills 2. Matches similar objects</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs</p>
Older Toddlers 30 – 36 months	
Objective 3.1 – To gain an understanding of basic concepts and relationships	
Developmental Indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • substitute one object for another (use stick as spoon for feeding baby-doll) • put materials together in unexpected ways (experiment to see what sticks on contact paper collage) • repeat action to cause desired effect • group/sort objects by one feature • show growing ability to predict what will happen next • begin to think about things (finds solutions mentally) 	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p> <p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p> <p>13. Uses classification skills 2. Matches similar objects</p>

Goal 3. To learn about the world	
Infants 0 – 12 months	
Objective 3.2 – To apply knowledge to new situations	
Developmental indicators for this objective	
0 – 6 Month Indicator: <ul style="list-style-type: none"> • shake stuffed animal in same way as rattle to hear noise • kick new crib toy to see if it will move • squeeze and taste new finger food 	11. Demonstrates positive approaches to learning 11b. Persists <ol style="list-style-type: none"> 2. Repeats actions to obtain similar results
6 – 12 Month Indicator: <ul style="list-style-type: none"> • enjoy filling bucket with pop beads and dumping them out (spatial concept) • remember games and toys from previous day (memory) • look for toy that has been hidden (object permanence) • use wooden spoon to bang on homemade drum 	11. Demonstrates positive approaches to learning 11b. Persists <ol style="list-style-type: none"> 2. Repeats actions to obtain similar results 12. Remembers and connects experiences 12a. Recognizes and recalls <ol style="list-style-type: none"> 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Toddlers 12 – 30 months	
Objective 3.2 – To apply knowledge to new situations	
Developmental Indicators for this objective	
12 – 18 Month Indicator: <ul style="list-style-type: none"> • blow on noodles when adult explains they are hot • frequently generalize (say dog for a variety of four-legged animals) • use hammer instead of hand to flatten playdough 	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking <ol style="list-style-type: none"> 2. Imitates others in using objects in new and/or unanticipated ways
18 – 24 Month Indicator: <ul style="list-style-type: none"> • see a picture of a zebra and call it a horse • paint on side of building after painting at easel (going beyond direct/immediate imitation) • complete new puzzle using familiar strategy of turning pieces until they fit • imitate others’ activities, emotions, and words 	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking <ol style="list-style-type: none"> 2. Imitates others in using objects in new and/or unanticipated ways

<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • substitute one object for another (uses stick as spoon for feeding baby-doll) • put materials together in unexpected ways (experiment to see what sticks on contact paper collage) • repeat action to cause desired effect • group/sort objects by one feature 	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
Older Toddlers 30 – 36 months	
Objective 3.2 – To apply knowledge to new situations	
Developmental Indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • substitute one object for another (use stick as spoon for feeding baby-doll) • put materials together in unexpected ways (experiment to see what sticks on contact paper collage) • repeat action to cause desired effect • group/sort objects by one feature 	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
Goal 3. To learn about the world	
Infants 0 – 12 months	
Objective 3.3 – To develop strategies for solving problems	
Developmental indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • reach for objects within view • use hands to steady self when sitting up • reach for a toy that has rolled away • raise bottle as level of milk drops 	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>

<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • point to picture in a storybook and look to adult for name of that object • bring over a stool to help reach a toy • try various pieces in shape-sorting box until one fits, sometimes by chance • still may try ineffective strategies like banging or shaking a piece to a shape-sorting box 	<p>11. Demonstrates positive approaches to learning 11c. Solves problems</p> <ol style="list-style-type: none"> 2. Reacts to a problem; seeks to achieve a specific goal
Toddlers 12 – 30 months	
Objective 3.3 – To develop strategies for solving problems	
Developmental Indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • use tools to get what they want -a stick to gain an out-of-reach toy - pull string to get toy to roll -a stool to reach something • try to fit puzzle piece or piece in a shape sorter with more intent 	<p>11. Demonstrates positive approaches to learning 11c. Solves problems</p> <ol style="list-style-type: none"> 2. Reacts to a problem; seeks to achieve a specific goal
<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • cooperate with others in implementing a plan (carry a pillow across the room for jumping game) • ask “why?” questions • dip a paintbrush in water to clean it • observe and experiment through trial and error, but have eliminated some schemes such as banging and shaking 	<p>11. Demonstrates positive approaches to learning 11c. Solves problems</p> <ol style="list-style-type: none"> 2. Reacts to a problem; seeks to achieve a specific goal
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • use simple verbalizations in problem solving such as “it don’t work.” • may use more sophisticated verbalization such as “it needs batteries.” • still try many trial and error strategies 	<p>11. Demonstrates positive approaches to learning 11c. Solves problems</p> <ol style="list-style-type: none"> 2. Reacts to a problem; seeks to achieve a specific goal

Older Toddlers 30 – 36 months	
Objective 3.3 – To develop strategies for solving problems	
Developmental indicators for this objective	
30 – 36 Month Items: <ul style="list-style-type: none"> • show growing ability to predict what will happen next • begin to think about things (find solutions mentally) 	11. Demonstrates positive approaches to learning 11c. Solves problems <ol style="list-style-type: none"> 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Goal 4. To learn about moving and doing	
Infants 0 – 12 months	
Objective 4.1 – To develop gross motor skills	
Developmental indicators for this objective	
0 – 6 Month Indicator: <ul style="list-style-type: none"> • gain ability to hold head up without support • move arms and legs at random • roll over from front to back • gradually sit with support and then sit alone 	4. Demonstrates traveling skills <ol style="list-style-type: none"> 2. Moves to explore immediate environment 5. Demonstrates balancing skills <ol style="list-style-type: none"> 2. Balances while exploring immediate environment
6 – 12 Month Indicator: <ul style="list-style-type: none"> • begin creeping and crawling • begin to gain control of body starting at head/neck and moving down to waist, then legs (pushing up on arms while on tummy comes after holding head up and before sitting) • have many motor responses that are reflexes (movements the infant has no control over) which protect the infant: searching for something to suck, holding on when falling, turning head to avoid obstruction of breathing, avoiding brightness and things that hurt 	4. Demonstrates traveling skills <ol style="list-style-type: none"> 2. Moves to explore immediate environment 5. Demonstrates balancing skills <ol style="list-style-type: none"> 2. Balances while exploring immediate environment 6. Demonstrates gross-motor manipulative skills <ol style="list-style-type: none"> 2. Reaches, grasps, and releases objects

Toddlers 12 – 30 months	
Objective 4.1 – To develop gross motor skills	
Developmental indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • pull self up to standing and cruise around furniture • stand alone, momentarily holding on to low support • walk with both hands held • walk with one hand held • walk without support • seat self in small chair • climb into adult-sized chair and turn to seat self • climb up and down stairs holding on to support • throw ball • walk into or over a ball in attempt to kick it 	<p>4. Demonstrates traveling skills 4. Experiment with different ways of moving</p> <p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p> <p>6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</p>
<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • may alternate feet going up stairs 	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • jump with one foot up and one still on ground 	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</p>

Older Toddlers 30 – 36 months	
Objective 4.1 – To develop gross motor skills	
Developmental indicators for this objective	
30 – 36 Month Items: <ul style="list-style-type: none"> • run well but may gallop instead • climb well • may use pedals 	4. Demonstrates traveling skills <ul style="list-style-type: none"> 4. Experiments with different ways of moving 5. Demonstrates balancing skills <ul style="list-style-type: none"> 6. Sustains balance during simple movement experiences
Goal 4. To learn about moving and doing	
Infants 0 – 12 months	
Objective 4.2 – To develop fine motor skills	
Developmental indicators for this objective	
0 – 6 Month Indicator: <ul style="list-style-type: none"> • fists remain closed at first and then open easily • begin to reach toward objects • tightly grasp object when placed in hand 	7. Demonstrates fine motor strength and coordination <ul style="list-style-type: none"> 7a. Uses fingers and hands <ul style="list-style-type: none"> 2. Reaches for, touches, and holds objects purposefully
6 – 12 Month Indicator: <ul style="list-style-type: none"> • scoop up small pieces of finger foods and put in mouth • pull large peg out of pegboard • clasp hands together • reach for objects • transfer object from hand to hand 	7. Demonstrates fine motor strength and coordination <ul style="list-style-type: none"> 7a. Uses fingers and hands <ul style="list-style-type: none"> 2. Reaches for, touches, and holds objects purposefully

Toddlers 12 – 30 months	
Objective 4.2 – To develop fine motor skills	
Developmental indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • dot or scribble with crayon, may progress to vertical lines • turn pages of book, often two or three at a time • stack several blocks, one on top of another • empty objects in container (out easier than in) 	<p>7. Demonstrates fine motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>7. Demonstrates fine motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper</p>
<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • thread large beads • pull apart and put together large pop beads • scribble with markers or crayons and begin to imitate marks 	<p>7. Demonstrates fine motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>7. Demonstrates fine motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • paste papers together • turn pages of book • use paintbrush, gradually learning to control drip • attempt to snip paper with child safety scissors 	<p>7. Demonstrates fine motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>7. Demonstrates fine motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper</p>

Older Toddlers 30 – 36 months	
Objective 4.2 – To develop fine motor skills	
Developmental indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • scribble with intent • mimic marks made by adult or older child (approximations) 	<p>7. Demonstrates fine motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
Goal 4. To learn about moving and doing	
Infants 0 – 12 months	
Objective 4.3 – To coordinate eye hand movements	
Developmental indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • mouth fist and all objects • focus very well at approximately 10" (distance between baby's face and Momma's face when held at mother's breast) • follow toys with eyes as adult slowly moves it • have random movements at first, then hit or kick object to make pleasing sight or sound continue • look at hands • reach for and grasp a rattle • may look at edge of faces as contrast is interesting to them 	<p>6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects</p> <p>7. Demonstrates fine motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully</p>

<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • place objects in container • attempt shape sorter • stir in container • begin to look for dropped object 	<p>6. Demonstrates gross-motor manipulative skills</p> <p>4. Manipulates balls or similar objects with stiff body movements</p> <p>7. Demonstrates fine motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
Toddlers 12 – 30 months	
Objective 4.3 – To coordinate eye hand movements	
Developmental indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • isolate index finger • remove peel from half of banana 	<p>7. Demonstrates fine motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • place pieces in a simple puzzle • close Velcro fasteners on shoes 	<p>7. Demonstrates fine motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • stir ingredients when helping to cook • complete tasks using both hands in coordination (hold container with one and place object inside with other) 	<p>6. Demonstrate gross-motor manipulative skills</p> <p>4. Manipulates balls or similar objects with stiff body movements</p> <p>7. Demonstrates fine motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p>

Older Toddlers 30 – 36 months	
Objective 4.3 – To coordinate eye hand movements	
Developmental indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • get paintbrush in and out of containers with little spilling • painting becomes more controlled (squiggles on paper as opposed to covering whole page) • scribbles may take on the form of words • toss small, soft balls back and forth • stand in front of mirror in dramatic play area and take hat on and off • stir items in containers 	<p>6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</p> <p>7. Demonstrates fine motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles</p> <p>19. Demonstrates emergent writing skills 19b. Demonstrates emergent writing skills 2. Controlled linear scribbles</p>
Goal 4. To learn about moving and doing	
Infants 0 – 12 months	
Objective 4.4 – To develop self-help skills	
Developmental indicators for this objective	
<p>0 – 6 Month Indicator:</p> <ul style="list-style-type: none"> • begin to hold own bottle • begin to feed self finger foods • suck thumb or pacifier to comfort self 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p>
<p>6 – 12 Month Indicator:</p> <ul style="list-style-type: none"> • use spoon and cup but may spill • push arm through jacket sleeve • feed self with fingers 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>

Toddlers 12 – 30 months	
Objective 4.4 – To develop self-help skills	
Developmental indicators for this objective	
<p>12 – 18 Month Indicator:</p> <ul style="list-style-type: none"> • undress self if clothing is loose (hats, socks); taking off easier than putting on • cooperate with dressing and undressing • may indicate wet or soiled pants through gestures or vocalizations • may transition to cot or mat for napping 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
<p>18 – 24 Month Indicator:</p> <ul style="list-style-type: none"> • help with diaper/toileting and wash hands • feed self with spoon (still spills some) • assist with pick-up time • express interest in what’s going on in bathroom • unzip, unsnap • use fork with some spilling 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
<p>24 – 30 Month Indicator:</p> <ul style="list-style-type: none"> • assist with pick-up time • express interest in what’s going on in bathroom • unzip, unsnap • use fork with some spilling • wants to do everything by his or herself (“I do it!”) 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>

Older Toddlers 30 – 36 months	
Objective 4.4 – To develop self-help skills	
Developmental indicators for this objective	
<p>30 – 36 Month Items:</p> <ul style="list-style-type: none"> • pour own milk and juice from small plastic pitcher • put on own jacket and hat when going outside • unbutton, untie • put on/take off own shoes and socks • gradually develop an interest in toilet training • interested in helping to clean up own mess 	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p>