Acknowledgements

Dear Training Participant,

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- Behavioral and Observation Screening
- Child Abuse and Neglect
- Child Growth and Development
- Child Care Facilities Rules and Regulations
- Family Child Care Home Rules and Regulations
- Health, Safety and Nutrition

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**Project Leadership Team**

The Project Leadership Team built cohesive, motivated teams of credentialed professionals and ensured that the project’s vision was communicated successfully throughout the State.

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Support Services Team

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The Florida Department of Children and Families conducts courses and competency exams to fulfill its mission to “ensure the health, safety and well-being of the children of the state” as mandated by the Florida Statutes and Florida Administrative Code. The Florida Center for Interactive Media is pleased join the Department of Children and Families in presenting these materials, and hopes this project will further the physical, intellectual and emotional welfare of the thousands of children enrolled in child care each year.

Michael Ferguson, Executive Director
Florida Center for Interactive Media
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<table>
<thead>
<tr>
<th>DATE</th>
<th>PAGE</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/20/2012</td>
<td>10a</td>
<td>• New instructional content on Supporting Children with Developmental Disabilities (new page)</td>
</tr>
<tr>
<td>11/20/2012</td>
<td>10b</td>
<td>• New instructional content on Supporting Children with Developmental Disabilities (new page)</td>
</tr>
<tr>
<td>11/20/2012</td>
<td>25</td>
<td>• Additional information added to the Jean Piaget: Cognitive Development chart</td>
</tr>
</tbody>
</table>
Overview
This module introduces the basic principles of child growth and development and brain development. It also includes implications for learning, considerations for children who are developmentally delayed and/or have special needs and implications for the child care professional.

Module Goal
Participants will understand the basic principles of child growth and development. Participants will understand that these principles have implications for children’s learning.

Learning Objective
Participants will name and give an example of each of the five basic principles of child growth and development. Participants will be able to explain at least one implication of a development principle as it relates to children’s learning.
Module 1 Welcome and Introduction

This course will teach you basic principles of child growth and development. You will also learn how these principles affect children’s learning.

As the questions are presented to the group, write them down in your participant’s guide. As the questions are answered during the course, record the answers. We will check back on the question list periodically as we go through the course. All the questions will be answered by the end of the course.

We often hear people refer to children’s growth and development. Are “growth” and “development” the same thing? What does each of these terms mean?
Principles of Child Growth

We define growth as specific ___________________________ changes and increases in the child’s size. During the first year of an infant’s life, babies can grow __________ inches in length and triple their birth weight. After the first year, a baby’s growth in length slows to ______________ inches a year for the next two years and continues from age two or three to puberty at a rate of two to three inches each year. A major growth spurt occurs at the time of puberty.

• Girls generally enter puberty between age ____________ to ____________ years of age.
• Boys usually enter puberty at age ____________ to ________________ years of age.

Similarities in growth:
• Growth proceeds from the __________________ downward and from the center of the ______________ outward.
• Children gain control of the _______________ and _______________ first, then the arms and finally the legs.
• At birth, the brain, heart, and spinal cord are ______________ functioning to support the infant.
• As children grow, the _______________ and _______________ muscles develop followed by the finger and toe muscles.

Differences in growth:
• Children __________________ in their growth. Some children are taller, some shorter. Some children are smaller, while others are larger.
• These differences are completely normal. Normal growth is supported by good _________________________.
  adequate ________________, and regular ________________________.
• Children do not grow at perfectly steady rates throughout childhood.
• Children will experience weeks or months of slightly slower growth followed by _________________.
• Difference in the amount of growth can be a source of self-consciousness for some children. It is important to help the children in your care understand that these differences are ________________________, that each child is special, and to help children develop a sense of self-acceptance.
How can you help children understand their differences in growth?

If you detect that a child is self-conscious about her size, how would you help her work on increasing her self acceptance?

If you have some concern about a growth-related issue about a child, how would you approach this issue with the parent(s)?

**Key Point:** Growth is defined as specific body changes and increases in the child's size. Growth proceeds from the head downward and from the center of the body outward. Children differ in their growth.
Principles of Child Development

Principle 2—Development Proceeds from General to Specific

- Development progresses from a beginning point moving in a forward direction.
- Just as growth of an infant proceeds from the top down and from the center of the body to the limbs, development of behaviors and skills moves from general to specific.
- As children mature, their bodily changes occur in a sequential order and give children new abilities.
- As the brain and nervous system develops, a child’s thinking cognitive skills and motor physical skills improve.
- In motor development, an infant’s large muscles develop first and result in the ability to wave the arms and kick the legs.
- Development continues in the smaller muscles in the fingers and toes and results in the ability of the fingers to grasp objects and the toes to help with balance when standing and walking.

Notes:

Development typically refers to an increase in complexity, a change from relatively simple to more complicated. Development usually involves a progression along a continuous sequential pathway on which the child acquires more refined knowledge, behaviors, and skills. The sequence is basically the same for all children; however, the rate varies.

Principle 1—Developmental Sequence is Similar for All

- Children develop in relatively the same ways.
- There is a typical sequence of development that occurs as a child grows.
- While the sequence is similar and the behaviors or skills emerge in the same order, children can take more or less time with each behavior or skill.
- They can move forward, regress for a short time, then move forward again.
- Some children may skip a behavior or skill as they move forward.
Principle 3-Development is Continuous

- In children who develop normally, behaviors and skills they have already acquired become the basis for new behaviors and skills.
- There is continuity from one phase of development to the next.
- Children continue to add new behaviors and skills as they perfect their ability to walk, to write or draw and to speak. For example, speech development proceeds from gurgles and coos to chattering, then to words, then phrases and finally sentences. Sentences become paragraphs and stories, both oral and written.
- In order for children to write or draw, they must have developed the control of their hands and fingers to hold a crayon and pencil. Holding a pencil develops into writing and drawing.
- The continuation of development can easily be seen in children as they mature from age two to age twelve. Holding a pencil develops into writing and drawing.

Notes:

Principle 4-Development Proceeds at Different Rates

- Each child is different, and the rates at which individual children develop are different.
- Although the sequences for development are usually the same for all children, the rates at which individual children reach each stage will be different.
- Some children will walk at ten months while others walk at eighteen months of age.
- Development is never uniform, but it is constant.

Notes:
Principle 5-All Areas of Development are Interrelated

- Development in children is interrelated.
- There are several examples in Principles 1 through 4 that show how the body has to grow and develop before new behaviors and skills can occur.
- These examples also demonstrate the first 2 of 6 areas of development, called Domains.
- These 6 Domains of development are Physical Health, Motor Development, Cognitive Development and General Knowledge, Language & Communication, Social & Emotional, and Approaches to Learning. Each area of development influences development in other areas.
- Each of these developmental domains can be defined by one or more characteristics.
- The characteristics of the Physical Health and Motor Development Domains involve increased physical growth and abilities.
- There are many characteristics of the Cognitive Development & General Knowledge and Approaches to Learning Domains which include thinking, planning, creating, exploring, and questioning.
- The Language & Communication Domain of Development includes a child’s ability to see, hear, speak, read, and write.
- The Social & Emotional Domain of Development is defined by forming relationships and attachments.

Notes:
Key Point: There are certain periods of time when children are especially receptive to their surroundings and interactions with other people. These periods of time are tied to brain development and readiness for learning. Both will directly affect the achievement of developmental milestones.

- There are 100 billion brain cells at birth, but there is minimal “wiring” between them.
- A synapse is the connection between two nerve cells. Synaptic connections are being formed throughout the brain throughout life.
- Early on, these new pathways are simple, vulnerable, and grow rapidly.
- Later, the brain begins to surround them with a kind of insulation (myelin) that offers some protection to the connections.
- Messages between synapses are sent electrochemically.
- Researchers have identified several chemicals, such as serotonin, norepinephrine, epinephrine, dopamine, and tryptamine, which are involved in conveying messages.
- Some seem to be specialized and indicate pleasure, pain or alarm.
- Stimulation and experience determine what connections are initially formed.
- Stimuli that are encountered early and often, as well as the child’s successful responses, get "wired" into the brain.
- Practice and repetition help determine the strength and durability of a connection.
- The saying “use it or lose it” applies to brain development.
- Much of a baby’s early repertoire of responses is exercised at random. Responses that seem to bring about a pleasurable outcome are tried again. Responses that seem ineffective are eventually abandoned.
- Some synaptic pathways are strengthened and others are disused and shut down.
- There are times in a child’s growth that are referred to as “developmental windows.” These are certain periods of time when children are especially receptive to their surroundings and interactions with other people.
- These periods of time are tied to brain development and readiness for learning that will directly affect the achievement of developmental milestones. For example, language skills depend on hearing other people speak.
- If there is not adequate verbal stimulation in the first years of life, language skills, especially grammar and pronunciation, are negatively affected.
- This is critically important for young children since the window of opportunity for learning language skills begins to close around 5 years old and greatly diminishes around puberty.

There is a lot going on in the brain between birth and age three.
- The brain of a newborn baby will undergo an incredible amount of growth and change.
- At birth, the brain stem and spinal cord are developed and control vital bodily functions like breathing and heartbeat. It also controls the kicking, crying, sleeping and feeding that are characteristic of infants.
- The rest of the brain will undergo considerable development as the infant grows. This growth is influenced by the baby’s environment and experiences.
A child’s heredity, the genes that are passed along from the parents, determines part of the child’s brain development. In addition, early experiences in the environment also affect brain structure. Together these help determine the child’s brain growth and potential. Children are a product of their genetics and their experiences. “Nature,” their genetics, and “nurture,” their environment and experiences, both determine how children develop.

Negative experiences create one set of connections, and positive experiences create a different set. An infant who is often picked up and cuddled and “coo-ed to” might learn to call attention to herself when she wants to be comforted. A different infant who is essentially ignored might learn that he can’t count on his caregiver to meet his needs.

What types of experiences and environmental influences do you think have an impact on brain development?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Everything you do in the child care setting has an effect on the child’s development and learning.

• How you di, ___________________________________________________________________, and put to sleep;
• The way you greet, and the way you comfort;
• The amount of ___________________________ the child has to play in, and the ambient lighting;
• The songs you sing;
• The toys you provide;
• The meals you serve;
• These things and more all have an affect on the development of a child’s brain and their ability to socialize and ____________________________________________.

Write down some examples of how these things affect development.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Implications for Learning

Why should child care professionals learn about principles of child development?

All of your interactions with a child have an effect on the child’s development and learning. It is important to be aware of what the child is learning while in your care.

As a child care provider you should always be on the lookout for signs of developmental delays and be aware of appropriate methods of dealing with children experiencing developmental delays.

- You may use your knowledge about the principles of child growth and development to spot the child who is not yet showing the skills and behaviors we would expect in a certain age range.

- Certain aspects of development may be ________________ or non-existent, depending on the child.

- Just because a child may be developmentally ________________ in an area, it is important to continue to help the child develop as much as possible in the area in which he is delayed.

- Developmentally appropriate practices for this child may differ from those expected for the child’s age.

- Include the child in all activities in which he can ________________ participate.

- Increased supervision or attention may be required to ensure safety and well-being. Such a child may also be in need of professional help such as ________________ therapy, vision correction, ________________ therapy or hearing aids.

- It is important to remember that you should NOT diagnose children. If you have any concerns regarding the growth and development of a child, the concerns should be presented to the appropriate individuals and/or agencies.

Key Point: The skills and behaviors generally typical for children at a certain age range may not be possible for some children who are developmentally delayed.
Child care professionals who have a basic understanding of some common developmental disabilities may be better prepared to support these children and the other children in the program.

_____________________________ - A chronic condition that is diagnosed in childhood and substantially limits major life activities in adulthood.

In general, people who have an intellectual disability have difficulties caring for themselves, understanding health and safety issues, communicating with others, and learning necessary life skills.

Appropriate support in the first three years of life of a child with special needs is called ________________________ _____________________________, and the sooner intervention services begin, the better.

A child care professional’s role in the intervention process is to recognize the signs of the most prevalent developmental disabilities, ensure families are aware of intervention services and provide individualized, compassionate, and developmentally appropriate care at the child care program.

Note: Child care professionals should never try to diagnose children or attempt to treat or remedy a developmental disability on their own. They do, however, need to recognize the characteristics of some of the most prevalent ones, so they can make referrals appropriately in accordance with their child care program’s policies and procedures.

Two specific developmental disabilities that you may see in children in your care are:

• Autism

• Down syndrome

Notes:
When child care programs fully support children with developmental disabilities, they are said to be *inclusive*. Here are some things you should know about inclusion.

The ____________________________________________, or ADA, a federal law, requires child care programs to comply with specific accessibility guidelines to support children with developmental disabilities. Achieving inclusion may require special training for staff members, enhanced learning opportunities for children, or adaptive or modified materials, toys, and equipment.

Another federal law that you should be familiar with is the ________________________________, also known as IDEA. It ensures that children with disabilities ages 3 to 21 receive a free and appropriate public education and that early intervention services are provided to eligible infants and toddlers.

Additionally, child care professionals:

- use ______________________________________________________________ (DAP)
- establish a routine and schedule
- foster friendships
- nurture _____________________________________________________________
- facilitate imaginative play
- ________________________________ families in meeting their children’s needs

The best way to guide the behavior of children with developmental disabilities is to use ________________________________ while providing developmentally appropriate individualized care.

- ________________________________ is a strategy that stops challenging behaviors before they begin, and it is the primary method child care professionals use to encourage children to discard these behaviors.
- ________________________________ is a strategy that is used to guide children’s behavior by recognizing challenging behavior at its earliest stages and taking steps to stop it from escalating.
- ________________________________ is a strategy in which desired behaviors are rewarded so that the child is encouraged to repeat them.

Notes:
Now let’s talk about the Americans with Disabilities Act (ADA) in 1990 sent a clear message to the American people that children and adults with disabilities are entitled to the entitlements and privileges that others enjoy.

• Passage of the Americans with Disabilities Act (ADA) in 1990 sent a clear message to the American people that children and adults with disabilities are entitled to the entitlements and privileges that others enjoy.
• This means that children with disabilities are legally entitled to community-based child care settings.
• However, a legal mandate by itself is not sufficient to make realistic and responsive child care options available to children with disabilities.
• Although the situation is improving, families continue to have difficulty finding inclusive child care programs for their children with special needs.

Discuss how you would address the special needs of each of these children.

• A child who is physically-challenged (a child who wears leg braces)

• A child who is socially-challenged (a child who has autism)

• A child who is shy or emotionally-challenged

• A child who is gifted

• A child who is mentally-challenged
Key Point: Children with disabilities are legally entitled to equal access to community-based child care settings.

For more information about working with children with special needs, contact the Department of Children and Families.
Implication for Child Care Professionals

Activity: A Day in the Life
Fill in the schedule with the appropriate time for each event.

_________________________ Child wakes up in the morning.
_________________________ Child is driven to their child care program.
_________________________ Parent picks their child up from the child care program.
_________________________ Child is fed dinner.
_________________________ Child is given a bath.
_________________________ Child is put to bed.

• How much time does this child spend in interaction with a parent?

• How much opportunity does the parent get to observe the child’s growing repertoire of skills?

Key Point: Child care professionals may spot developmental issues before the parents do. This is why it is important to understand the basic child growth and development principles.
Module 1 Summary

Module 1 introduced the:

- basic principles and concepts of child growth and development.
- basic principles of brain development.
- implications for learning as it relates to children with developmental delays and special needs.
Overview
This module introduces the child development theories of Abraham Maslow, Erik Erikson, Jean Piaget, and Lev Vygotsky. Each of these authorities developed and advanced a theory about how children learn and grow.

Module Goal
The goal of this course is to understand the main ideas from the child development theories of Maslow, Erikson, Piaget and Vygotsky.

Learning Objective
Participant will name the four theorists and be able to match the main ideas of each theory with the theorist. Participant will be able to explain at least one implication of two of the theorists as it relates to children’s learning.
Module 2 Introduction
You will understand the main ideas from the child development theories of Maslow, Erikson, Piaget and Vygotsky. You will understand that these theories have implications for children’s learning.

What is a theory?
Abraham Maslow and the Hierarchy of Needs

Maslow’s hierarchy of needs:

- Maslow developed a hierarchy of __________________________ needs.
- Maslow’s hierarchy has __________________________ levels.
- Satisfying the needs on the second level depend on the __________________________ level needs.

Write the name of each of Maslow’s needs in the appropriate place in the pyramid below.
### Abraham Maslow: Hierarchy of Needs

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>HUMAN NEED</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| 1     |            | - Air to breathe  
|       |            | - Shelter to protect  
|       |            | - Water to drink  
|       |            | - Food to eat  
|       |            | - Clothes to wear  |
| 2     |            | - Safety  
|       |            | - Security  
|       |            | - Stability  |
| 3     |            | - Belonging  
|       |            | - Love and Attention  
|       |            | - Acceptance  |
| 4     |            | - Adequacy  
|       |            | - Confidence  
|       |            | - Importance  |
| 5     |            | - Fulfill one’s life with purpose and meaning  
|       |            | - Being all that one is able to be  |

What does the hierarchy of needs mean to you as a child care professional?
## Family Hierarchy

- Rest; sleep
- Food, water, formula
- Shelter, heat, beds
- Health care
- Employment or income
- Clothes

- Transportation
- Neighborhood
- Safe relationships (not domestic violence, abuse)
- Child care

- Sense of belonging, of being connected
- Adult-adult affiliation, companionship (significant other)
- Parent-child relationship
- Positive relationships with extended family
- Positive informal social support network
- Positive formal social support network

- Sense of competency as parent, worker, significant other, friend
- Sense of efficacy, capability
- Sense of resiliency, hopefulness
- Ability to cope and problem solve
- Sense of well-being (individual to family levels)
- Opportunities for enjoyment

- Spirituality
- Personal emotional response
- Refinement of interpersonal skills (empathy, communication, relating)

Here are some hints to help you remember Maslow’s theory.

- If you close the “M” at the bottom, it will form triangles or pyramids.
- Maslow studies human needs.
- What motivates children to act the way they do? Needs being met.
Maslow’s Hierarchy of Needs include Physical, Comfort and Safety, Social, Self-Esteem, and Self-Actualization. The lowest levels of needs must be met before higher needs can be accomplished. Successfully meeting the needs at each level results in fulfilling one’s life with purpose and meaning.


Erik Erikson and the Eight Conflicts in Emotional Development

Some facts about Erik Erikson.

- Erikson is recognized as a _______________________________ psychologist who can be compared to _______________________________ because of his theory that humans develop in stages.
- He developed _______________________________ psychosocial stages through which humans develop throughout their entire lifetime.
- Individuals must go through each of these stages, called _______________________________.
- Moving successfully through these develops a strong _______________________________ and _______________________________ life.
<table>
<thead>
<tr>
<th>NUMBER</th>
<th>AGE</th>
<th>CONFLICT</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Infant</td>
<td>Trust vs. Mistrust</td>
<td>• Trust is developed over time by providing an infant with a consistent, comforting environment.</td>
</tr>
<tr>
<td>2</td>
<td>Toddler</td>
<td>Autonomy vs. Shame and Doubt</td>
<td>• Toddlers need to explore their own bodies and environment in order to become confident about themselves.</td>
</tr>
<tr>
<td>3</td>
<td>Preschool</td>
<td>Initiative vs. Guilt</td>
<td>• When initiative is encouraged, a person experiments within one’s environment.</td>
</tr>
<tr>
<td>4</td>
<td>Grade School</td>
<td>Industry vs. Inferiority</td>
<td>• When children experience success they attain a sense of adequacy and pride.</td>
</tr>
<tr>
<td>5</td>
<td>High School</td>
<td>Identity vs. Role Confusion</td>
<td>Note: While Erikson’s Conflicts 5-8 are important in the study of human development, they are less significant in child development, because Erikson believes that they occur after the age of 12.</td>
</tr>
<tr>
<td>6</td>
<td>Early Adult</td>
<td>Intimacy vs. Isolation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Middle Adult</td>
<td>Generativity vs. Stagnation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Late Adult</td>
<td>Integrity vs. Despair</td>
<td></td>
</tr>
</tbody>
</table>
What does Erikson’s theory mean to a child care professional?

Here are some hints to help you remember Erikson’s theory.

- E. Erikson contains 8 letters---8 stages.
- E. E. = two “E’s” playing together---social behaviors.
- Focus on emotional and personality development.
- Major conflict at each stage and how they are dealt with affect development.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust vs. Mistrust</td>
<td>birth to 1 year</td>
<td>(I am all right.)</td>
</tr>
<tr>
<td>Autonomy vs. Shame and Doubt</td>
<td>1 to 3 years</td>
<td>(I can make choices.)</td>
</tr>
<tr>
<td>Initiative vs. Guilt</td>
<td>4 to 5 years</td>
<td>(I can do and I can make.)</td>
</tr>
<tr>
<td>Industry vs. Inferiority</td>
<td>6 to 12 years</td>
<td>(I can do it well and be successful.)</td>
</tr>
</tbody>
</table>

Erikson’s theory on emotional and personality development describes eight conflicts that must be resolved at stages of throughout life. During the childhood years, encouraging trust, autonomy, initiative and industry can resolve conflicts and create a resilient social and emotional life.
Jean Piaget and the Four Stages of Cognitive Development

Now we are going to discuss some facts about Jean Piaget:

- He is most known for his work on the psychology of ____________________________.

Information about Piaget's theory:

- Piaget was interested in learning how children develop an ____________________________ of the world.
- His theory was based on the concept of ____________________________ structures.
- These structures are patterns of ____________________________ or ____________________________ action that underlie acts of intelligence and correspond to stages of child development.
- Piaget assumes that humans take the information that they receive and process it, then react to it.
- According to Piaget, children develop the ability to learn in ____________________________ basic stages.
- In each stage, development focuses around acquiring a different set of related ____________________________ and ____________________________.
<table>
<thead>
<tr>
<th>NUMBER</th>
<th>STAGE</th>
<th>AGE</th>
<th>SIGNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sensorimotor</td>
<td>0–2 years</td>
<td>• Explore their world through senses and motor skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Understand the world by physically manipulating objects</td>
</tr>
<tr>
<td>2</td>
<td>Preoperational</td>
<td>2–7 years</td>
<td>• Preschoolers and early school-age children learn about their world through their actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• They use symbols to mentally represent objects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• There is an increase in development of language and concepts</td>
</tr>
<tr>
<td>3</td>
<td>Concrete-Operational</td>
<td>7–11 years</td>
<td>• Older school-age children learn about their world by applying logic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• They deal with changes and process</td>
</tr>
<tr>
<td>4</td>
<td>Formal Operations</td>
<td>11+ years</td>
<td>• Early high-school children learn about their world through constructing and solving problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• They begin to think about thinking</td>
</tr>
</tbody>
</table>
How can child care professionals use the information from Piaget’s theory?

Here are some hints to help you remember Piaget’s theory.

1. First name, Jean…4 letters…4 stages.
2. 4 Stages:
   • Sensorimotor – sensory perception
   • Pre-operational – thinking is based on how things are perceived rather than logic
   • Concrete Operational – thinking is rational
   • Formal Operations – thinking becomes abstract

Piaget’s four stages of cognitive development explain how children interact with their environment to construct knowledge. Each stage represents a change from one type of thought or behavior to another and builds on the stage before.
Lev Vygotsky and Sociocultural Theory of Cognitive Development

Let's discuss some facts about Lev Vygotsky:

- He developed the __________________________ theory of learning.
- Vygotsky theorized that social and cultural interactions are the primary sources of learning and behavior.

Some of the major ideas in Vygotsky's theory include:

- Children acquire __________________________ through culture.
- Children learn through __________________________ experiences shared with a knowledgeable adult or peer. Initially, the person interacting with the child assumes more responsibility for guiding the learning. As the child learns, the responsibility is gradually transferred to him. This is an instructional technique called __________________________.
- A child can perform a task under adult guidance or with peer __________________________ that could not be achieved alone. Vygotsky called this the __________________________ and claimed that learning occurred in this zone.

How can child care professionals use the information from Vygotsky's theory?
To apply Vygotsky’s theory for learning:

- Learning environments must be developed where children play an active role in their own education as well as the education of their peers. The adult collaborates with children in order to create meaning in ways that children can make their own.
- The environment is set up so that children can work together in collaborative groups in a community of learners. Likewise, the learning materials have to support and encourage interaction and collaboration among children.
- Scaffolding and reciprocal teaching are teaching strategies that access the Zone of Proximal Development, the area where Vygotsky says learning takes place.
  - In scaffolding, the adult provides children with the opportunity to extend their current skills and knowledge.
  - Reciprocal teaching encourages a conversation between children and the adult. This conversation leads to children going beyond answering questions. It leads to the adult and children taking turns leading small group discussions. Reciprocal teaching is best understood as a dialogue between child care professional and child in which participants take turns taking on the role of teacher.
    - The group “talks” their way through the learning material with frequent stops for understanding.
    - The process has four main strategies for success. They are:
      - ________________ a question for understanding;
      - ________________ that they are understanding what they are reading;
      - Stopping to ________________ from clues what they think will happen in the learning material and
      - ________________ what they have learned.

Here are some hints to remember Vygotsky’s theory:
- Think of Victor on a bicycle. As he learns to ride he has help at first and then less and less as he becomes more skilled.
- Adults & other children help him learn.
- As he grows he will improve this skill and use it to develop new skills.
Module 2 Summary

Module 2 introduced the:

- child development theories of Maslow, Erikson, Piaget, and Vygotsky. Each of these authorities has a theory about how children learn and grow.
- Maslow hierarchy of five sets of needs must be met for optimum development.
- Erikson theory that children and adults have to resolve eight conflicts to grow into a strong social and emotional life.
- Piaget theory of four stages that children move through and build on to maximize their cognitive development.
- Vygotsky theory that deals with cognitive development. He states that children learn through social and cultural interactions.
Overview
This module introduces the factors that influence children’s growth and development. Five influences will be studied: environment, heredity, birth order, health status and developmental obstacles. Ideas on how to incorporate support for children who are affected positively or negatively by these influences are given.

Module Goal
The goal of this module is to understand the role of environment, heredity, birth order, health status and developmental obstacles on the development of children.

Learning Objective
The participant will describe how environment, heredity, birth order, health status and developmental obstacles influence the development of a child and link best practices in these areas to successful child care strategies.
Module 3 Introduction

The goal of this module is to teach you to understand the role of environment, heredity, birth order, health status and developmental obstacles on the development of children. At the end of this module you will be able to describe how these influences affect the development of a child and link best practices in these areas to successful child care strategies.

Activity: Meet the Children

1. Kierra has learned how to scribble with a crayon from her big sister. She can stand on her tiptoes. When she starts to sing the “ABC” song, she usually winds up with lines from “Twinkle-twinkle Little Star.” She has become pretty good at following simple instructions. She gets frustrated when she has trouble doing something. Only about half of what she says is understandable by strangers and many of her words are a mixture of Spanish and English.

Notes:

2. Julie doesn’t sleep at nap time anymore. She is very friendly and adores her older sister. She likes playing with dolls and changing their clothes. She has started to admonish the younger children, reminding them of “the rules.” She does not yet reliably count to ten, getting scrambled with random “teens.”

Notes:

3. Teddy can stand and can walk while holding onto an adult’s fingers. He recognizes and responds to his own name about half of the time, but cannot hear well. He can babble, but hasn’t yet said his first really intelligible word. He gets very focused when he plays with blocks and cups. He is still drinking from a bottle, and doesn’t yet have the hang of a sippy-cup.

Notes:
4. Tina will look at you when you talk to her, and she can ask for something by pointing and saying “please.” She has a vocabulary of about 12 words that are clearly understandable. She gets anxious for a little while when one of her parents drops her off in the morning. She gets frequent stomachaches. She can pull herself up on furniture and can take a step or two before sitting down. She can pull off her hat, but not her socks.

Notes:

5. Vaughn has a large vocabulary and talks almost non-stop. He really enjoys being your “helper.” He asks a lot of questions. He likes to play tag, but changes the rules on the spot to his own advantage. He can write his name, but uses a lot of space. He can remove his own clothes and put on his pajamas. He can brush his teeth without help. If offered a piece of candy, he will request that his younger brother receive a piece too.

Notes:

6. Jose usually prefers to play with the other boys rather than the girls. He knows his left from his right, and can tie his own shoelaces. He “tattles” on other kids. He can balance on one foot, and can ride a bicycle without training wheels. He likes knock-knock jokes, and knows days of the week and months of the year.

Notes:

**Key Point:** Children develop at different rates. Internal and external factors have a great influence on the development of children and the decisions you make as a child care professional in planning for their learning and care.
Activity: Remembering a Favorite Book

Take a few minutes to write down a favorite childhood book, and why you loved it. If you didn’t have a favorite book, share one you’ve seen as an adult that you admired, and state why you think it is good.

We see the impact that a single factor in a childhood (in this case, a book) can make. There are five influences on child development that we are going to study in this module. These influences are environment, heredity, birth order, health status and developmental obstacles.
The Influence of Environment on Child Development

Environment plays a powerful role in determining how children develop. Nutrition, exercise levels, daily routines in physical activities, daily routines in learning, and relationships with family and friends are important environmental influences on children’s growth and development. The environmental conditions of your program may be the most stable part of the child’s life. Unfortunately, some home environments are not healthy environments.

Activity: Environmental Influences

Get into groups of 2 to 3 people. As you have just learned, there are five areas of a child’s environment that determine how children develop.

Why is nutrition important?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why are exercise levels important?
________________________________________________________________________
________________________________________________________________________

Why are daily physical and learning routines important?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why are relationships with family and friends important?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Why is promoting social interaction important?

[Blank]

Why are social interaction and children with disabilities important?

[Blank]

**Key Point:** Environmental influences such as nutrition, exercise levels, daily routines in physical activities and learning and relationships with adults and other children are important for children’s growth and development.
The Influence of Heredity on Child Development

- Heredity is the passing down of genetic characteristics from parents to their children.
- Heredity influences a child through the inheritance of physical characteristics and temperament from birth parents at the time of conception.
- The influence of heredity exists before the child is conceived. The egg of the mother and the sperm of the father carry genetic materials (genes and chromosomes) that combine to form a unique child.
- Genes are the blueprints for cells. They contain all the instructions necessary to create the human body.
- Genes are made up of large, complex molecules called DNA (deoxyribonucleic acid). A defect existing in the genetic material from either the father or mother is called a genotype disorder and may be inherited by the child.
- Hundreds of characteristics are determined through hereditary factors.
- Not all of them, however, are favorable. A defect existing in the genetic material from either the father or mother is called a genotype disorder and may be inherited by the child.
- For example, a defect in the genes of a parent might result in a physical defect such as weak eyes or a cleft lip.
- Hereditary factors may place certain limitations on a child, but by the same token, they may also provide him with great capabilities.
- Some children inherit characteristics that help their development, such as ability with language and strong bones.
- Other inherent characteristics that hinder development, like health conditions, and still others have no influence at all, such as eye and hair color.
- Temperament describes the emotional response of a child.
- In the same situation, one child may be quiet while another may react intensely, one may be considered shy and another bold. It is reflected in the consistent responses of an individual while encountering similar situations.

Temperament and Personality:
- Temperament is different from personality.
- ___________________________ is a prevailing or dominant quality that characterizes a person.
- ___________________________ is the totality of a person’s attitudes, interests, behavioral patterns, emotional responses, social roles and individual traits that endure over long periods of time.

Key Point: Heredity is the blend of physical and temperamental characteristics inherited by a child from the birth parents. Inherited characteristics may have positive or negative influences on a child.
Activity: Identifying the Effects of Environmental Influences

Get into groups of 2 or 3. Review the case studies of the children who were described at the beginning of this module. Identify any of these children who exhibit effects of the influences of environment and/or heredity. Be prepared to share your findings with the class.

Kierra:


Julie:


Teddy:


Tina:


Vaughn:


Jose:
The Influence of Birth Order on Child Development

Here are a few facts about birth order:

- Birth order affects a child by determining how he sees himself.
- Research shows that generalizations can be made as to the typical characteristics of placement.
- Firstborn children are more likely to go to college.
- Middle children seem to have the strongest feelings of neglect by parents, often feeling that they were “squeezed out” by the other siblings.
- The ________________________________ may be more pampered and creative.


**Activity: Personal Birth Order Influences**

Let’s form groups by birth order. In your group, make a list of three positive and three negative characteristics of children in your birth order.

Positive

1. __________________________________________

2. __________________________________________

3. __________________________________________

Negative

1. __________________________________________

2. __________________________________________

3. __________________________________________
Did your group identify any of the same characteristics?

____________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________

What would you want to add to the chart?

____________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________

A chart describing some of the differences in development and behavior of children depending on birth order can be found on the website, www.childdevelopmentinfo.com.

The Only Child may:

• Be the center of attention; often enjoys position. May feel special.
• Rely on service from others rather than own efforts.

Notes:

____________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________

The First Child may:

• Develop competent, responsible behavior or become very discouraged.
• Sometimes strive to protect and help others and accept responsibility.

Notes:

____________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________
Let's look back again at the lists we make based on your memories. Which of these memories might have been based on heredity or birth order influences?

The Second Child may:

- Act as if in a race, trying to catch up or overtake first child. If first child is “good,” second may be labeled “bad.”
- Be rebellious. Often doesn’t like this position in the family.

Notes:

The Third Child or Middle Children may:

- Feel unloved, left out, “squeezed.”
- Be adaptable. May learn to deal with both oldest and youngest sibling.

Notes:

The Youngest Child may:

- Behave like an only child. May feel that everyone is bigger and more capable.
- Remain “The Baby.” If youngest of three, often allies with oldest child against middle child.

Notes:

Let’s look back again at the lists we make based on your memories. Which of these memories might have been based on heredity or birth order influences?
Key Point: Birth order affects a child by determining how he sees himself. Research shows that generalizations can be made as to the typical characteristics of placement.
The Influence of Health Status on Child Development

General facts about health status:

- A child in good health has a better opportunity to grow with fewer developmental challenges than an unhealthy child.
- The higher the number of illnesses, accidents, injuries and diseases that affect a child, the more likely the child will encounter a developmental delay.
- Health status is a critical influence on the growth and development of a child from the pre-natal period through each age and stage.
- Factors such as socioeconomic status, gender and race also seem to affect the health of children.
- Being healthy generally happens when a child eats well, gets a lot of physical activity and exercise, and has a healthy weight.
- Getting sufficient rest (sleep and naps for younger children), exhibiting appropriate emotions, behavior and response to discipline appropriate for the age, practicing oral hygiene and developing speech and language proficiency are all healthy behaviors that have to be started with young children and continued through adolescence.
- If a child is healthy, his body works well, feels good, and can do all the things he wants to do, like run and play with friends.

One growing health issue is the increasing number of children who are overweight.

- While some children may have medical conditions that result in weight gain or loss, the majority of weight gain is the result of too many calories and too little exercise.
- The conditions of life in the 21st Century often make it difficult for parents to cook well-balanced meals everyday.
- Children's time in front of the television, video games and computers often replace physical play and exercise.

Notes:
There are several practices you can use to assist with overweight children:

- Don’t reward children for good behavior or try to stop bad behavior with treats.
- Don’t insist that children finish all the food on their plates.
- Do provide healthy foods and drinks.
- Teach the children why these foods and drinks are healthy.
- Plan activities that give children numerous opportunities to engage in physical play and exercise.
- Sharing information with parents on the healthy eating, as well as the exercise the children are participating in while in child care, could remind them of improvements they could make at home.

**Key Point:** Health status is a critical influence on the growth and development of a child from the pre-natal period through each age and stage. A child in good health has a better opportunity to grow with fewer developmental challenges than an unhealthy child.
The Influence of Developmental Obstacles on Child Development

- Developmental obstacles vary widely but all affect development.
- Impairment resulting from prenatal problems, trauma during birth, accidents, illness, or disease that damages the body or mind may disturb or delay normal development.
- Other external influences can also affect development.
- Certain circumstances, such as parents who cannot read, who do not talk frequently with their children or homes where English is not spoken may affect the learning opportunities of a child and the child’s ability to relate with others.
- The quantity and nutritional value of food consumed affects the child’s development throughout life.
- As you know, the nutritional status of the mother during prenatal development is vital to the health of the developing child.
- The child’s nutritional intake is also especially important during the early years while rapid growth is occurring and while bones and muscles are maturing.

A child with a developmental obstacle may experience slowed development.

- Children with multiple developmental challenges such as poor eyesight, poor motor control and language impairment, may progress more slowly than a child with only one of these developmental obstacles.
- Overcoming or reducing the effect of developmental obstacles requires teamwork between the child, parents and the child care professional.
- Such teamwork can promote more normal development.

Public Law 94-142 is also known as the Inclusion Rule.

- In 1975, the 94th Congress passed a federal law known as Public Law 94-142.
- Many people refer to it now as the Inclusion Rule.
- Inclusion is exactly what it sounds like - including children with special needs, side by side, with their non-handicapped peers. This allows the children to learn from each other.
- Research tells us this has many benefits. It can speed up development, result in fewer children being retained in later grades and improve the quality of family relationships.

A child’s family has an impact on their health status.

- There are a number of health issues that the family controls, such as serving healthy meals, frequency of doctor visits and getting the necessary immunizations.
- Parental responsibility begins with good pre-natal care. Unfortunately some children are victims of bad choices made by parents.
- One of the more devastating examples of how health status influences child development is the effect of alcohol on the developing child.
- Fetal Alcohol Syndrome (FAS) results in a variety of mental and physical defects that develop in unborn babies when the mother drinks too much alcohol during pregnancy.
- Growth, skeletal, facial, organ and central nervous system abnormalities can be symptoms of FAS.
- A baby born with FAS may be seriously disabled and require a lifetime of special care.

Additional information about FAS can be found on these websites:
www.cdc.gov/ncbddd/fas/
www.mayoclinic.com/health/fetal-alcohol-syndrome/DS00184
www.come-over.to/FAS/
When working with children, we need to remember that each child develops at a different rate of speed. Sometimes what we see in a certain child is not slower development but rather a signal that the child is having a problem. The following material is a checklist adapted from Miami-Dade Community College, South Campus, Child care Training Program that helps us identify areas of concern when a child is having problems.

**Identifying Children with Special Needs**

The following areas of concerns are organized into a checklist to help identify children with special needs:

**Possible Physical Disabilities**
- Difficulty with large muscle motor activities such as climbing stairs, crawling, riding a tricycle.
- Frequently walking or bumping into things.
- Shows a lack of energy.
- Difficulty with activities such as building a tower of blocks.

**Possible Visual Problems**
- Difficulty in seeing distant things clearly.
- Holds toys or books very close to eyes.
- Rubs eyes frequently.
- Blinking eyes often when doing work.

**Possible Hearing Problems**
- Poor speech, omits sounds, loud voice.
- Does not understand directions.
- Does not answer when called.
- Trouble paying attention in large group activities.
- Often gives the wrong answers to the questions.
- Avoids playing with other children.
- Becomes tired early in the day.

**Possible Speech or Language Problems**
- No speech by age two.
- Does not use two or three word sentences by age three.
- Difficulty understanding after age three.
- Stutters after age five.
- Has poor voice quality.
- Problems understanding what is said.

**Possible Learning Problems**
- Unable to follow directions because they cannot remember what was said.
- Frequently bumping into things, knocking things over.
- Unable to see differences in size, shape and color.
- Cannot remember what is seen or heard.
- Cannot tell the difference between sounds and textures.

**Possible Attention Problems**
- Acts very quickly without thinking about consequences.
- Very short attention span.
- Cannot complete task.
- Switches from one task to another.
- Easily distracted by another situation.
- Unable to return to original task.
- Excessive movement.
- Constant motion even when classroom is quiet.
Activity: Addressing Special Needs

Discuss how you would address the special needs of each of these 4 year old children while you are teaching them to correctly complete a 20 piece puzzle.

1. A child that is physically challenged

2. A child that is socially challenged

3. A child that is shy or emotionally challenged

4. A child that is gifted

5. A child that is mentally challenged
Children with special needs can be accommodated in a child care environment with the help of assistive technologies and additional training of the staff. What are some of questions child care professionals need to ask themselves or the family regarding the child with special needs?

**Key Point:** Developmental obstacles vary widely but all affect development. Prenatal problems, trauma during birth, accidents, illness, disease, a lack of parent and child interaction, or poor nutrition damages the body and/or the mind and may disturb or delay normal development. Overcoming or reducing the effect of developmental obstacles requires teamwork between the child, parents, and the childcare professional.

**Key Point:** Knowledge of developmental stages and influences on a child is crucial in making your decisions as a child care professional.
Module 3 Summary

Module 3 introduced the:

- factors that influence children’s growth and development.
- five influences were studied: environment, heredity, birth order, health status and developmental obstacles.
- ideas on how to incorporate supports for children who are affected positively or negatively by these influences.
Overview
This module introduces the Physical Health, Motor Development and Social & Emotional Domains. Developmental domain charts for children ages birth to school age are studied. There is instruction on the elements of the chart and how to read it effectively. Implications for the child care professional are given for each of the domains.

Module Goal
The goal of this module is to understand the typical growth, behavior or skill expectancies in the Physical Health, Motor Development and Social & Emotional Domains.

Learning Objective
The participant will identify and categorize typical growth, behavior or skill expectancies in the Physical Health, Motor Development and Social & Emotional Domains.
Module 4 Introduction

As you watch Audrey, Bianca and Luke put puzzles together you notice them using the skills you have taught them, like looking carefully at the picture, pointing out curved and straight edges of the pieces, tracing shapes and edges with their fingers and looking for corners. You also notice a few additional things:

- Audrey is working on a ten-piece puzzle and is turning puzzle pieces several ways to find the right fit.
- Bianca is attempting a 25-piece puzzle with great success.
- Luke can put a wooden puzzle together when the shape fits in the corresponding cutout, especially if each piece has little handles.
- All three children are busy and happy as they complete their puzzles.

It is obvious that each child is functioning at a different level in their skills at solving these puzzles.

As a child care professional, you have the responsibility of choosing learning strategies that are both age appropriate and challenging. You must have an understanding of:

- Typical behaviors and abilities of children at certain ages
- What children should know and be able to do from birth through school age

Key Point: A child care professional who is knowledgeable of typical behaviors and abilities of children can support learning new skills and detect problems.
Age Ranges, Domains and Learning to Read the Domain Charts

As we have just observed:
• Children's development progresses in “__________.”
• It is quite normal for there to be “__________” in the patterns and timing of growth and development rather than a smooth progression.
• “__________” is uneven—children don’t progress in all skills at the same time.
• A child grows and learns “__________,” not in pieces.
• Skills such as sitting up, grasping, or walking are examples of increasing “__________.”
• These skills, for example, involve muscle strength and coordination that in turn are influenced by things such as nutrition and opportunities to practice.

Physical, cognitive, language, and social development blend to form the personal style of each child. Each area of development influences growth in other areas. This progress is best seen by categorizing predictable growth, behavior and skills into domains, which are groups of similar and interdependent expectancies necessary for maturation. The six areas of a child’s development include the following domains:

1. “__________” refers to typical growth patterns, changes in weight and height, general health and safety, visual perception, hearing and understanding the roles of health care professionals.

2. “__________” refers to a child’s ability to move about and control various body parts. Examples would be performances like grasping, rolling over, sitting up, hopping on one foot, writing their names and using tools for tasks.

3. “__________” is a broad area that focuses on how children feel about themselves and their relationships with others. It refers to children’s individual behaviors and responses to play and work activities, attachments to parents and caregivers, relationships with siblings and friends and prosocial behaviors.

Learning to read Domain Charts is essential to your understanding of Modules 4 and 5. The Domain Charts we are using contain a lot of information. Let’s look at how the charts are constructed.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Birth to 8 months</th>
</tr>
</thead>
</table>
| Shows characteristics of appropriate health and development | • Sitting with support  
• Rolling over back to front  
• Teething |

Summary statement common to the items in that row: typical growth, behavior or skill expectancies
Now look across the tops of each column where the age ranges of children are shown.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Birth to 8 months</th>
<th>8 to 18 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows characteristics of appropriate health and development</td>
<td>Sitting with support</td>
<td>Sitting, crawling and walking independently</td>
</tr>
<tr>
<td></td>
<td>Rolling over back to front</td>
<td>Developing regular sleep habits</td>
</tr>
<tr>
<td></td>
<td>Teething</td>
<td>Showing interest in people and objects in their environment</td>
</tr>
<tr>
<td>Shows characteristics of nutritional health</td>
<td>Breastfeeding, if appropriate</td>
<td>Eating adequate meal on a fairly regular schedule</td>
</tr>
<tr>
<td></td>
<td>Taking adequate nutrition</td>
<td>Consuming a variety of healthy foods from all food groups</td>
</tr>
<tr>
<td></td>
<td>Beginning to be introduced to a variety of solid foods</td>
<td>Feeding themselves finger foods that they enjoy</td>
</tr>
<tr>
<td>Demonstrates visual abilities to facilitate healthy growth and development</td>
<td>Tracking a moving object</td>
<td>Tracking a moving object</td>
</tr>
<tr>
<td></td>
<td>Following a human face with their eyes</td>
<td>Seeing and pointing at things that attract their attention</td>
</tr>
<tr>
<td></td>
<td>Gradually coordinating their eye movements to what is in their field of vision</td>
<td>Grasping small objects with thumb and forefinger</td>
</tr>
</tbody>
</table>

The charts cover children's ages, birth to 12 years old. The age range represents a period of months or years rather than an exact point in time when typical expectancies will be achieved. Generally, the information presented in the charts should be interpreted as occurring at the approximate mid-point within the range of months or years.

Under each age column are the typical growth, behavior or skill expectancies within each characteristic at the given age range.

These charts are guides – they should NEVER be used as a checklist.

Remember, it is the __________ of growth and development, not the age that is the important factor in evaluating a child’s progress. The Domain Charts of all six domains are set up in the exact same format.
Key Point: By knowing the typical growth, behavior or skill expectancies found in the domains and understanding the age ranges where these expectancies may occur prepares the child care professional to set up the child care environment, design the curriculum and learning strategies and assist parents in evaluating their children’s progress.
The Physical Health Domain

The Physical Health Domain involves typical growth patterns, changes in weight and height, general health and safety, visual perception, hearing and understanding the roles of health care professionals.

The first year of a child’s life involves some of the most rapid changes during their lifetime. For example,

- _________________ control most of a newborn child’s movements, while an eight-month old may already be pulling up on furniture and taking his first deliberate steps.

- The newborn does very little at first. Most of his movements are reflexive, that is, they occur ________________.

- Each infant is born with a set of reflexes that allows response to the ______________________ even before he has had a chance to learn.
- Most of these reflexes begin to disappear after a few months.

As you now look at the whole Physical Health Domain Chart, you can see that children change a great deal during the first few years of life. In order for a child care professional to be completely effective, you must understand where the child is developmentally and be able to respond to that level.

Between eight and eighteen months:
- Discovery and exploration take center stage.

Notes:

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At the older toddler stage, ages 18 to 36 months:
- They become more confident when they can wash and dry their own hands, feed themselves without help and ride a tricycle.

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Preschoolers ages 3 to 5 years old:
- Can do many things independently.

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School-Age children:
- Continue to act more independently each year.

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To ensure the children in your care are healthy and well nourished, it is important to:
- ____________________________ their eating patterns and bodily functions.
- Provide ____________________________ opportunities for them to be physically active.
- Encourage good hygiene ____________________________.
- ____________________________ and practice safety rules.

Communication with parents is vital in the areas of health and safety:
- Your records on regular medical care and immunizations should be up to date.
- You are alert to symptoms of illness.
- You have conversations with families about home and child care routines.

There are actions you can take on a daily basis to promote good health.
- ____________________________ hand-washing and tooth-brushing on a regular basis.
- ____________________________ children to exercise by jogging, walking, jumping, running and dancing.
- ____________________________ nutritious snacks and meals.
**Key Point:** The Physical Health Domain involves typical growth patterns, changes in weight and height, general health and safety, visual perception, hearing and understanding the roles of health care professionals. Some children are able to do more with their bodies at an earlier age than others. Children may have great variation in their abilities between areas of physical development.
The Motor Development Domain

The Physical Health Domain and the Motor Development Domain are interrelated. Motor development refers to a child’s ability to move about and control various body parts. Examples would be performances like grasping, rolling over, sitting up, hopping on one foot, writing their name and using tools for tasks. Instruction in and practice of motor skills is effective only after the appropriate physical development has occurred. For example, the muscles in the hand and fingers need to be developed before the fine motor skill of grasping can occur.

- During the first few months, a child begins to gain control over parts of the body.
- As we learned in Module 1, motor development starts at the top and works its way down. This means that an infant will develop control of the head before he learns to control the hands. Also, use of the hands and arms will develop before use of the legs.
- Normally, a newborn infant has some control over the head. Infants may be able to turn their heads from side to side and within a few weeks may be able to raise their heads and look around.

To aid in the development of both gross and fine motor skills in the children in your care, it is important to:

Growth occurs in spurts. A child may suddenly be able to do something that was impossible for her a week ago.
- Don’t leave a baby alone during diapering. She may pick that moment to roll over for the first time.
- Size and increasing maturation may determine how quickly a child can accomplish physical tasks.

When you want to create opportunities for skill development try:

**Key Point:** Motor development refers to a child’s ability to move about and control various body parts. Motor skills are developed only after the appropriate physical development has occurred.
The Social & Emotional Domain

Social & emotional development is a broad area that focuses on how children feel about themselves and their relationships with others. It refers to children's individual behaviors and responses to play and work activities, attachments to parents and caregivers, relationships with siblings and friends and pro-social behavior. Early brain development research states that Social & Emotional development and cognitive development are interdependent. A child cannot learn when his emotional and social well-being are threatened.

• Encourage toddlers to try _________________; however, be sure to set limits when needed.

• Children ___________________________ that take into account their particular stage of development and capabilities.

• It is also during this time that you may first hear children use the word, “No!” This can sometimes seem like a toddler’s favorite word.

• A child who, previously, was very easy and adaptable, may now run from you when you try to dress him or refuse to pick up his toys when asked. Don’t assume that the child is trying to annoy you. This is all a normal part of the child’s attempts to become independent.

• A toddler’s job is to ______________________ because he can.

Notes:

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During the preschool years children begin to form true relationships with peers. In a peer group, children learn how to cooperate with others, form true friendships, and settle disagreements. Although the ability to make friends seems to come naturally to many children, some need additional help.

• Rather than exposing a child to a large group of peers, parents or caregivers can introduce one friend at a time. This allows the child to practice getting along with other children in a comfortable, relaxed atmosphere.

• Children for whom English is a second language may need a buddy to help her transition into the peer group.

• Children with special needs may profit by the same buddy system as they become accepted by their peers.

Notes:

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__________________________________________________________________________
Children are not born knowing how to form friendships, nor do they come into this world understanding the rules their society has established. Remember that much of what children learn about making friends and getting along with others is learned by watching others. Even young children pick up on basic qualities such as kindness, friendliness, and give-and-take. Modeling appropriate pro-social behaviors is a very important tool for teaching young children how to get along with others.

- When difficulties do arise between children, parents and caregivers should resist the temptation to get involved too quickly.
- Learning to handle disputes and resolve conflicts is an important skill for children to learn.
- If a child seems unable to solve the problem, you may then want to help the child by making gentle suggestions such as, “Why don’t you try … If that doesn’t work, come back and we’ll think of something else.” By doing this, you can help children work out their differences and learn to settle disagreements on their own.

Learning to get along with others and develop friendships is a good indicator of a child’s healthy development. Children, who have difficulty making friends early on, are often at risk for later difficulties. A child who is isolated from the playgroup or rejected by classmates may need some support and suggestions from an adult.

Notes:

- People once believed that if we were taught to think about the needs of others, corresponding ___________ would follow. Unfortunately this is not true.
- As a child care professional, you can increase children’s kindnesses to others by creating situations in which you model the behaviors and attitudes you expect of children.
- Look for instances of positive behaviors and acknowledge them. Actively teach children to think and act with social responsibility.

Implications of the Social & Emotional Domain of the child care professional:

- ______________ feelings of attachment and help the infant build a close, trusting relationship with his/her caregiver.
- ______________ separations.
- ______________ independence and sense of self.

**Key Point:** Social & Emotional development is a broad area that focuses on how children feel about themselves and their relationships with others. It refers to children’s individual behaviors and responses to play and work activities, attachments to parents and caregivers, relationships with siblings and friends and pro-social behaviors.
Importance of Routines

A routine is a predictable sequence of steps or activities that are performed to complete a task. A routine is based on the children’s developmental level and skills and helps them feel secure and comfortable by letting them know what to expect.

Establishing a schedule and a familiar set of routines helps children feel secure and comfortable by letting them know what to expect. For example, an infant who is familiar with the feeding routine will be more relaxed and ready to eat. The way in which routines are carried out, as well as the actual content of the routine, have a terrific impact on children. During daily routines, children learn many things not necessarily related to the specific lesson of the routine. For example, through routines children develop:

- a sense of ____________ and self-esteem. (“My needs will be met.” “I am worthy of this person’s attention.”)
- a sense of time and _________________. (“Toys go here.” “This is when we have a snack.”)
- feelings of ________________ and competence. (“I can do this by myself.”)
- cognitive and ________________ skills. (“Pants go on before shoes.” “I can ask for something I want.”)

Caregiving routines should be based on the child’s developmental level and skills. Here are some things to keep in mind about routines:

- Routines for older infants and toddlers should take into account the child’s efforts to become _________________.
- Toddlers are quickly learning to do things for themselves such as ________________, ________________, and _________________.
- Try to let them do as many things as they can by themselves.
- Toddlers can be quite cooperative one minute and running from you the next. As a result, routines should be carried out in a way that is open and ________________, yet there is a ________________ sequence to the routine.
- In any routine, making a smooth transition from one activity to the next can help minimize the stress.
- Let children know what will be happening next with statements such as, “In a few minutes, we are going to stop, and I’m going to change your diaper.” This helps children feel safe and secure.

Key Point: A routine is a predictable sequence of steps or activities that are performed to complete a task. A routine is based on the children’s developmental level and skills and helps them feel secure and comfortable by letting them know what to expect.
Feeding
Beginning with being bottle- or breast-fed and growing into a child’s ability to feed herself, feeding children becomes a major part of a caregivers day. By understanding the feeding activity of children at various ages, you can develop feeding routines that help children know what to expect at meals and snack time.

Infants
• Most infants will be bottle-fed by caregivers, regardless of whether the bottle contains breast milk or formula.
• Young infants should always be held for feeding. Regular milk, formula, and mother’s milk should be kept refrigerated.
• Young infants may start to eat solid foods at about 4-6 months, beginning with smooth cereals and strained fruits and vegetables.
• New foods should be introduced gradually, one at a time.

Young Toddlers
• Most toddlers can communicate when they are hungry and when they have had enough.
• They may be able to sit for feedings.
• They can have strained fruits and vegetables, and also, small pieces of soft foods such as cooked carrots or potatoes.
• You should not give raisins, hot dogs, and other chewy foods to young toddlers because they cannot chew well.
• Young toddlers may begin to drink from cups as well as bottles, and they like to practice using the spoon as you feed them.

Older Toddlers
• Older toddlers are ready for a wider range of foods.
• They continue to eat cereal, fruits, and vegetables, adding other foods to create more of a variety.
• Through feeding themselves finger food and using bowls and spoons, they are developing greater coordination and independence.
• Foods that are a little bit harder to chew may be appropriate for toddlers, when cut into very small pieces.
• Popcorn, nuts, and other hard foods are still not appropriate for toddlers.

Preschoolers
• Children’s appetites diminish as they grow more slowly.
• They have become more independent and often assert their wills by rejecting foods offered to them.
• Young children tend to enjoy meats, cereals, baked products, fruits, desserts, and sweet juices.
• Young children dislike cooked vegetables, mixed dishes, and foods that have a coarse texture.
• Fibrous meats, such as roasts, are the most difficult foods for preschoolers to eat.

Notes:
Toileting

Older Toddlers
• Most children have the muscle control to regulate themselves between eighteen months and three years of age.
• Children with disabilities may not have this ability until a later age.
• Certain medical problems may delay or prohibit a child from developing the muscle control needed for self-regulation.

More important than chronological age is the level of readiness. There are a number of readiness signals that caregivers should look for that will make training easier and faster:

• Excitement over learning to walk and run
• Able to sit down and play quietly for about five minutes
• Able to help dress and undress self (as long as the process does not involve complicated unbuttoning or untiring)
• Shows imitative behavior
• Wants to put toys and other possessions where they belong
• Able to understand and follow simple directions
• Takes pride in accomplishments
• Has bowel movements at regular times every day
• Bowel movements are well formed.
• Able to remain dry for about two hours at a time
• Able to urinate a good amount at one time
• Aware of the process of elimination
• Has a name for urine and bowel movement

In addition to considering readiness signals, a child should not be experiencing a stressful situation when toilet training is started. Stressful situations may include weaning from the breast or bottle, the birth of a new baby in the family, or changes in child care arrangements. Four to six weeks after the stressful situation should pass before beginning toilet training.

Notes:
Dressing and Undressing
Dressing and undressing are good opportunities for one-on-one interaction that help make the caregiver-child relationship a special one.

Young Infants
- Dressing and undressing a young infant can be rather frustrating.
- Their hands and elbows stick out at strange angles and catch in sleeves.
- They become more cooperative partners and dressing/undressing becomes much easier.

Young Toddlers
- Dressing and undressing the young toddler can be much trickier.
- They often do not want to stand still and may even try to get away.
- They are likely to be more cooperative with undressing than dressing.
- Young toddlers can usually push arms through armholes and legs through pants.
- They can untie shoes and pull off socks.
- Tying, buttoning, and snapping comes much later. You can help the process by providing dolls with easy-to-handle clothes and button boards or frames with a variety of fasteners such as buttons, snaps, or zippers.

Older Toddlers
- Older toddlers have improved dressing skills and some children may be able to dress themselves if the clothes are simple and large enough. Most children, however, still need help. Again, remember that independence and autonomy are an issue for this age and children should be allowed to make choices if possible. For example, “Do you want to wear the red shirt or the blue one?”

Preschoolers
- Can usually dress and undress without assistance.
- Are able to zip a coat and button a shirt.
- Can usually tie shoes with some coaching.
- Are able to brush teeth and comb hair without assistance.

Notes:
Module 4 Summary

Module 4 introduced the:

- Physical Health, Motor Development and Social & Emotional Domains.
- developmental domain charts for children ages birth to school age are studied.
- instruction on the elements of the domain charts and how to read it effectively.
- implications for the child care professional are given for each of the domains.
Overview
This module introduces the Approaches to Learning, Language & Communication and Cognitive Development & General Knowledge Domains. Implications for the child care professional are given for each of the domains. Samples of weekly block planning charts are provided.

Module Goal
The goal of this module is to understand the typical growth, behavior or skill expectancies in the Approaches to Learning, Language & Communication and Cognitive Development & General Knowledge Domains.

Learning Objective
Participants will identify and categorize the age ranges and the typical growth, behavior or skill expectancies in the Approaches to Learning, Language & Communication and Cognitive Development & General Knowledge Domains.
Module 5 Introduction

In this module we are going to talk about helping you identify and classify the Approaches to Learning, Language & Communication and Cognitive Development & General Knowledge characteristics of children from birth to school age.

The time in a child's life from birth until he enters school is a time of remarkable growth. A few important things to remember are:

• young children are developing in all the domains.
• each domain is equally important to the growth and development of a child.
• rapid physical growth leads to increased and more refined development.
• the Social & Emotional Domain is linked to the development of the brain.
• early brain development research states that Social & Emotional development and cognitive development are interdependent.
• Physical Health, Motor Development, and Social & Emotional development must be supported by caring adults if a child's intellectual abilities and learning are to be maximized.
• it is essential that the child care environment sustain a child's curiosity, creativity, evolving language and communication skills, and their growing knowledge about the world.

Let's look at the definitions of the domains we will study in this module:

1. ___________________________ refers to a child’s eagerness to learn. It includes curiosity, persistence, creative problem solving and the ability to create and complete long-term projects.

2. ___________________________ refers to the child’s ability to communicate with others. It involves a child’s ability to see, hear, speak, read and write and construct an understanding of things around them.

3. ___________________________ refers to the child’s intellectual or mental abilities. It involves exploration, discovery, concept and memory formation, problem solving and creative expression. It includes knowledge of mathematics, scientific thinking, awareness of social studies and the arts.

Key Point: The time in a child's life from birth until he enters school is a time of remarkable growth. Young children are developing in all the domains simultaneously. Each domain is equally important to the growth and development of a child. It is essential that the child care environment sustain a child’s curiosity and creativity, evolving language and communication skills, and growing knowledge about the world.
The Approaches to Learning Domain

Approaches to Learning refers to a child’s eagerness to learn. It includes curiosity, persistence, problem solving and the ability to create and complete long-term projects.

Activity: Identifying Facial Expressions:
Expressions vary from person to person. Toddlers use expressions as a major way to “read” or understand the adults and children around them. Expressions can also confuse toddlers.

One way to use this Happy Face Chart would be to ask children to volunteer to go to the chart and choose which face shows a sad face, angry face, happy face, as you call out an emotion from the choices. Get together with a partner and create at least two other ways you could use this Happy Face Chart with the children.

<table>
<thead>
<tr>
<th>Lonely</th>
<th>Angry</th>
<th>Excited</th>
<th>Sad</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Sad Face" /></td>
<td><img src="image2" alt="Angry Face" /></td>
<td><img src="image3" alt="Happy Face" /></td>
<td><img src="image4" alt="Crying Face" /></td>
</tr>
<tr>
<td><img src="image5" alt="Sleepy Face" /></td>
<td><img src="image6" alt="Hurting Face" /></td>
<td><img src="image7" alt="Hungry Face" /></td>
<td><img src="image8" alt="Bored Face" /></td>
</tr>
</tbody>
</table>

Young children are most likely to strengthen their natural interest in learning by interaction with the adults in their lives. As we assist children in their learning process, we should encourage them to make sense of their environment. They need to:

- Observe and investigate (_________________________ and ____________________________)
- Record and represent (__________________________)
- Explain and draw conclusions (_________________________ and ____________________________)
How can you support children that need to practice attending to activities for longer and longer periods of time?

Let's look at implications of the Approaches to Learning Domain for the child care professional.

- Approaches to learning requires child care professionals to be alert to __________________________ to “seize the moment” when observing children demonstrating persistence, intellectual curiosity and creativity.

- The habits and attitudes in this domain are not learned only through formal instructions but are __________________________ in children by being around people who exhibit them.

- As the child care professional, you need to acknowledge a child when you see her completing a task or being __________________________ in continuing to work at solving a problem.

- You can help support eagerness and curiosity, persistence, problem solving and creativity with effective __________________________ by adults and praise given to children when they exhibit use of these habits and attitudes.

It is important to:

- Model a sense of excitement at attempting a task and being successful
- Use art and music as learning tools on a regular basis
- Provide activities that explore the child’s environment and then extend them through science, math and social studies oriented lessons
- Offer lots of playtime involving objects that the children can grasp and sort and match by color or pattern.

Notes:
Developing Questions That Help Children Think

Carefully crafted questions can encourage creative thinking. Because language and thought are closely intertwined, more elaborate and fully articulate answers help children practice higher level thinking skills. Many of the examples below require children to wrestle with uncertainties, make connections or create their own definitions.

We can use these six types of questions with preschoolers and school age children.

<table>
<thead>
<tr>
<th>APPLYING/MATCHING</th>
<th>How could you use…?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What job uses this …?</td>
</tr>
<tr>
<td></td>
<td>When would you need this …?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPARING/CONTRASTING</th>
<th>What is similar to …?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How is this like …?</td>
</tr>
<tr>
<td></td>
<td>How is this different from …?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTING IDEAS</th>
<th>What things do you think about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What do you already know about …?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATING/JUDGING</th>
<th>What do you like/dislike about …?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is your favorite …? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALIKE/DIFFERENT</th>
<th>How is … like …?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What else looks like …?</td>
</tr>
<tr>
<td></td>
<td>What part of … is like you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SYMBOLIZING</th>
<th>Can you draw a picture of this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What song would match this?</td>
</tr>
<tr>
<td></td>
<td>Could you write a sentence/story/poem about this?</td>
</tr>
</tbody>
</table>

**Key Point:** The Approaches to Learning Domain involves a child’s eagerness to learn. It includes curiosity, persistence, creative problem solving and the ability to create and complete long-term projects.
The Language & Communication Domain

The Language & Communication Domain refers to the child’s ability to communicate with others. It involves children’s ability to see, hear, speak, read and write and construct an understanding of things around them. From the very first day of an infant’s life, he is trying to communicate with the world around him. He will strive to make connections with the people in his life that satisfy his needs for food, comfort and companionship.

Seeing and Hearing

- Young infants are able to see at a distance of approximately __________ inches. Objects held at this distance are most clear. Since this is the distance you typically hold or feed a young infant, your face is one of the objects that an infant will see.
- Young babies like looking at the ___________ face and find it very interesting.
- Infants have some difficulty focusing their eyes on things beyond 15 inches. They are unable to pick up the details of objects.
- Babies are interested in objects that move and that have high contrast in areas of light and dark.

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

• Babies are born with the ability to hear. This ability begins to develop in the ________________.
• Mothers frequently report that they notice the unborn baby moving right after a loud noise.
• Long before a baby is born, he is hearing sounds such as his mother’s voice and his mother’s.

________________________________________________________________________

________________________________________________________________________

• Newborns are especially fascinated by the human voice. They come into the world ready to listen to the sounds of human language.

Notes:

________________________________________________________________________

________________________________________________________________________

Before babies utter their first word, they are preparing for ________________ in many ways. They listen attentively to human speech, and they begin to make speech-like sounds. When you are sensitive to this early communication and are able to respond with interest to the infant’s attempts at communication, it will help infants become competent communicators.
It should be noted that “hearing” matures to “________________________.” Infants hear sound in their environment. As they grow, they begin to listen. They begin to attach meaning to words and other sounds.

The same process occurs with __________________________. Infants see objects in their environment. As they mature, they construct an understanding of the things around them that they see so that their vision becomes a window to understanding the world.

### Key Point:
An infant begins a rapid process of developing language and communications skills before birth. “Hearing” matures to “listening.” The same process occurs with seeing. They attach meaning to words and other sounds and to what they see in the environment.

Language development occurs in gradual steps as the child ages.

At 24 months, a child’s receptive vocabulary, the words he understands, contains about 300 words. His expressive vocabulary, words he uses to express himself, is not as large, but is growing every day.

### Key Point:
Crying is the first way that an infant has of communicating. Around 2 months infants begin to make vowel-like noises, called cooing. Consonants are added at around 6 months when babbling begins. Young toddlers will use “Mama” and “Dada” with meaning by about 11 months. Around 12 to 24 months, most babies begin to use words. The progression of skills related to speaking is very rapid once children reach the age of 3 years old.
Let's review some general information about reading.

- It is never too early to start ________ to children.

- It is critical that child care professionals and the learning environment nurture the emergent literacy of infants, toddlers, and preschoolers.

- Studies show that the more children ________ the better readers and writers they become.

- You can encourage the growth of language and cognitive abilities by reading.

- Infants and toddlers need to be exposed to learning activities that teach them skills in preparation for reading.

- Preschoolers need to be provided with strong support of their emerging reading ability.

- When children become good ________ in the early grades, they are more likely to become better learners throughout their school years and beyond.

- It is important to remember that some children may come from a literacy-poor home environment.

- Their experiences with your child care environment may be the only contact they have with books and reading.

- Daily reading is ________ !

Three year-old children are growing into their own as they begin to engage in dramatic play. They are often inspired to act out various parts of a story as you read a book. For example:

- When having Polar Bear, Polar Bear, What Do You Hear? read to them, children can act out the animal sounds and try to predict what is coming next.

- They often ask for the same books to be read over and over.

- They also like repeating familiar rhyming verses and songs. Many books and songs have rhymes that are quickly memorized and repeatedly said or sung by 3 year olds.

- In addition to marching around repeating familiar rhymes, children this age show interest in letters and words.

- They are beginning to see that the squiggles on the pages of books are letters and letters make up words.

- You can help them recognize the beginning letters of words or the letters in their name that are in other words.

- Remember, daily reading is essential!

Notes:

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Key Point: It is never too early to start reading to children. It is critical that child care professionals and the learning environment nurture the emergent literacy of infants, toddlers, and preschoolers. Studies show that the more children read, the better readers and writers they become. Daily reading is essential!

- ________________ and ______________________ skills develop in children at the same time

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Key Point: Daily practice in the skills of writing is essential for children to develop their writing ability. Every day, time must be devoted for children to practice writing at their level—scribbling, making letter-like shapes, writing letters and connecting them into words and connecting words into meaningful sentences and, eventually, paragraphs, stories and other writings.

It is important to:

- ____________________________ a joy of reading and writing with the children.
- ____________________________ a high quality library of books for Read Aloud and individual reading.
- ____________________________ the parents to read aloud to their children and have books available in the home.
- Create a ____________________________ with art, books related to lessons, vocabulary strips and signs, maps and posted alphabet signs.
- Use the computer with children to find stories, learning activities and games that can become part of daily lessons.

Remember the cardinal rules of Read Alouds:

- ____________________________ the material.
- Practice reading with plenty of ____________________________.
- The younger the child, the ____________________________ the book.
- Choose books with ____________________________ that will interest children.
- Stories and poems that ____________________________ appeal to children.
Suggested Read Aloud Books

Everybody Has a Body by Robert Rockwell  
The Foot Book by Dr. Seuss  
Will I Have a Friend? by Mirium Cohen  
Goodnight Moon by Margaret W. Brown  
In and Out, Up and Down by Jim Henson  
Little Engine that Could by Wally Piper  
Make Way for Ducklings by Anne Rockwell  
1, 2 Buckle My Shoe: Songs & Games for Children by Friedman Fairfax  
Old McDonald Songbook by Jane Yolen  
Stone Soup by Marcia Frown  
What Do Babies Do? by Debby Slier

Websites for Book Lists

www.nea.org/readacross/resources/catalist.html  
www.nea.org/readacross/resources/kidsbooks.html  
www.education-world.com/a_curr/curr244.shtml  
www.ecechicago.org/parent/booklists/  
www.nccic.org/poptopics/booklists.html

**Key Point:** The Language & Communication Domain involves a child’s ability to communicate with others. It involves a child’s ability to see, hear, speak, read and write and construct an understanding of things around them.
The Cognitive Development & General Knowledge Domain

The Cognitive Development & General Knowledge Domain refers to the child’s intellectual or mental abilities. It involves:

- Exploration, discovery, concept and memory formation, problem solving and creative expression.
- Knowledge of mathematics, scientific thinking, awareness of social studies and the arts.
- Advancing thinking skills in young children means creating situations in which there is often no “right answer” and where exploration, discovery, memory and problem-solving are the skills and attitudes to be encouraged.
- A child is born an explorer. Almost from birth she is ready to see, feel, smell and usually taste the world around her. If she can get close enough, without supervision, she will chew, push, poke, stare at and examine anything in her environment.

Notes:

Children are interested in the world around them.

By age four, they enjoy using flashlight, magnifying glasses and rulers for investigation. With direction, experiments are exciting and valuable teachable moments. They can compare the properties of items like rough and smooth surfaces on hard and soft objects. In addition, they respond to open-ended questions such as “What if you and your mom changed roles?” or “What if grass tasted just like ice cream?”

Learning depends, in part, on the quality of the experiences and opportunities children have both at home and with their child care professionals. With safety in mind, environments that stimulate them to explore and discover maximize the learning possibilities. Remember to:

- Use ______________ and ______________ vocabulary words when appropriate.
- Look for read aloud books that reinforce math, science, social studies and art and music.
- Use positional vocabulary and refer to maps and location charts.
- Organize an ______________ and ______________ learning center or station with appropriate supplies and tools.
- Involve children’s creativity in and connect their creative experiences to concepts they are exploring.
- Provide children with classroom activities, materials and discussions that address the wide range of diversity.
- Teach children about rules and have appropriate rules for children’s safety and learning.
**Key Point:** The Cognitive Development & General Knowledge Domain involves the child's intellectual or mental abilities. It includes exploration, discovery, concept and memory formation, problem solving and creative expression. It includes knowledge of mathematics, scientific thinking, awareness of social studies, and the arts.
Weekly Block Plan

Class Age 12 to 15 Months  Teacher(s) ________________________________ Week of ____________
Theme My Body - Social & Emotional Domain: “Pointing to & naming several of their body features” expectancy

<table>
<thead>
<tr>
<th>MON</th>
<th>Fine &amp; Gross Motor (Movement)</th>
<th>App. to Learning (Dramatic Play)</th>
<th>Cognitive Dev (Exploration)</th>
<th>Language &amp; Communication (Pre Reading)</th>
<th>Creative Expression (Art)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use a play kitchen to have children act out their experiences &amp; observations with cooking, etc.</td>
<td></td>
<td>Point &amp; name the head, nose, mouth, ears &amp; eyes. Have signs with pictures and name of parts.</td>
<td>Starting each day with the song, “Head, Shoulders, Knees and Toes”</td>
<td></td>
</tr>
</tbody>
</table>

| TUE | Outdoor: Setting up a maze for them to walk or crawl through both forward and backward. | Hide pictures of parts of the body around the room. Seek them out. | |

| WED | Indoor: Feeding themselves with finger food; beginning to use a spoon. | Sitting still while being read to. Use short books with many pictures. | |

Thanks to Lois Astern, a certified DCF Child Care Training Professional who provided her planning charts from which we have adapted the following material.
**Weekly Block Plan For Preschool (3’s, 4’s, Pre-K)**

**Class Age:** 4 Year Olds  
**Teacher(s):**  
**Week of:**  
**Theme:** Going to the Store  (Addresses multiple domains and expectancies, see chart)

<table>
<thead>
<tr>
<th></th>
<th>Fine &amp; Gross Motor</th>
<th>Creative Expression</th>
<th>Language &amp; Communication: Pre Reading</th>
<th>Approaches to Learning</th>
<th>Cognitive Development</th>
<th>Social &amp; Emotional</th>
<th>Health, Safety, &amp; Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M O N</strong></td>
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<tr>
<td></td>
<td>Using an appliance box, children draw on it to turn it into a grocery store.</td>
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</tr>
<tr>
<td><strong>T U E</strong></td>
<td>Give children zip-lock bags of Fruit Loops. Have them sort by color and count them by 5’s.</td>
<td></td>
<td></td>
<td></td>
<td>Review simple shapes. Have children identify those shapes on food packages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W E D</strong></td>
<td>Play a series of commercials you have pre-recorded. Ask children what they are selling.</td>
<td></td>
<td></td>
<td>Measure the number of 1/4 cups in a box of Fruit Loops</td>
<td></td>
<td>Discus and plan for healthy snacks for the class.</td>
<td></td>
</tr>
<tr>
<td><strong>T H U R</strong></td>
<td>Read “Everybody Cooks Rice” to the class. Point out and explain new vocabulary words.</td>
<td></td>
<td>Dramatic Play. Let children play with grocery store box, props and be customers and clerks.</td>
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<tr>
<td><strong>F R I</strong></td>
<td></td>
<td></td>
<td>Ask, What stores and restaurants welcome children? How do you know?</td>
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</tbody>
</table>
Key Point: Child care professionals need to plan a variety of activities and materials for each day. Use a planning tool like the Weekly Block Plan chart to insure that learning is central to the activities experienced by the children.

Activity: Old McDonald Had a Farm

Mrs. Clark gathered the children for morning circle and had them sing, “Old McDonald had a Farm,” a song all the children know. She explains that it is a song that has been around for a long time. Even their parents probably learned that song when they were younger. She asks them:
- What do farmers do?
- Are there women who are farmers? How do you know?
- Have you ever been to a farm?
- What did you see?

What learning activities can Mrs. Clark do to emphasize each of the six domains using the song as a beginning point for the activities?

<table>
<thead>
<tr>
<th>Domains</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health</td>
<td></td>
</tr>
<tr>
<td>Motor Development</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Emotional</td>
<td></td>
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<tr>
<td>Approaches to Learning</td>
<td></td>
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<tr>
<td>Language &amp; Communication</td>
<td></td>
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<tr>
<td>Cognitive Development &amp; General Knowledge</td>
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</tbody>
</table>
Module 5 Summary

Module 5 introduced the:

• Approaches to Learning, Language & Communication and Cognitive Development & General Knowledge Domains.
• Implications for the child care professional are given for each of the domains.
• Samples of weekly block planning charts.
Overview
This module will define Developmentally Appropriate Practices (DAP). It will stress the importance of using DAP (which are sometimes known as “Ages and Stages”) in planning activities for children in a child care setting. Particular attention will be given to meeting the needs of a culturally diverse classroom and children with developmental delays or disabilities. The use of Brain Gym activities and learning centers, as strategies to improve children's learning, will be discussed.

Module Goal
The goal of this module is to understand the role of Developmentally Appropriate Practices (DAP) in the selection of activities for children ages birth to 12.

Learning Objective
The participant will be able to define Developmentally Appropriate Practices (DAP) and apply his knowledge to choosing activities for play and establishing appropriate learning centers for children. Participant will be able to modify DAP plans to meet the needs of a culturally diverse classroom including children with developmental difficulties and special needs.
Developmentally Appropriate Practices

Child care professionals who use Developmentally Appropriate Practices (DAP) make decisions about the education and the well being of children based on three important sources:

- What you know about how children ________________ and ____________________.
- What you know about the strengths, ____________________, and interests of individual children.
- What you know about the ____________________________ and cultural contexts in which their children live.

Developmentally Appropriate Practices are ____________________________ appropriate.

Notes:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Developmentally Appropriate Practices are ____________________________ appropriate.

Notes:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Developmentally Appropriate Practices are ____________________________ and ____________________________ appropriate.

Notes:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
This diagram shows the elements needed for creating developmentally appropriate programs:

![Diagram showing active learning, meaningful experiences, and nurturing relationships]

**Active learning:** Children learn during the activity by doing.

**Meaningful experiences:** Children have a fun and memorable time during the activity to which they can relate on a developmental level. The experience relates to their developmental level, cultural background and individual interest. For example, a toddler activity on pets would have more meaning than endangered species. Using water for cooking, cleaning and play has more meaning than “Great Waterways of the World.” Likewise, the topics on endangered species and waterways of the world are more appropriate for older children.

**Nurturing relationships:** The child builds a positive relationship with his/her peers and his classmates during the activity. It is also okay for children to work by themselves.

According to K. Paciorek and J.H. Munro in their book, *Notable Selections in Early Childhood Education*, action in the learning environment is a sign of good teaching practices:

> “Good practice is children in action: children busy constructing, creating with multi-media, enjoying books, exploring, experimenting, inventing, finding out, creating and composing throughout the day. Good practice is teachers in action: teachers busy holding conversations, guiding activities, questioning children, challenging children’s thinking, observing, drawing conclusions, and planning and monitoring activities throughout the day.”


Activity: Selecting Appropriate Activities for Age Groups

Let’s see how well we can determine the appropriateness of some specific learning activities by age group. You will work with one other person to determine at what age each of the activities listed in your participant’s guide are most appropriately introduced. Write each activity (or its number) in the age column in the chart that you think is the best match.

1. Writing and acting out a simple play
2. Listening to a guest speaker
3. Completing 500 piece puzzles
4. Listening to a story
5. Pasting shapes or stickers
6. Visiting a vegetable garden
7. Pouring water or sand from one container to another
8. Play with play dough
9. Practicing writing ABC’s
10. Matching objects and pictures
11. Using Internet for research (with supervision)
12. Identifying letters and sounds
13. Learning songs for parents night
14. Pointing to 5 body parts
15. Doing homework without continual supervision
16. Building a diorama
17. Matching 10 inventors with their inventions

<table>
<thead>
<tr>
<th>Infant and Toddler Birth to 2 Years</th>
<th>Preschool 3 to 5 Years</th>
<th>School Age 6 to 12 Years</th>
</tr>
</thead>
<tbody>
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</table>

Key Point: Developmentally Appropriate Practices (DAP) are age appropriate, individually appropriate, and socially and culturally appropriate. DAP are valuable general guidelines to support children’s learning.
DAP for Children with Special Needs and Culturally Diverse Classrooms

Developmentally Appropriate Practices can be modified for children who have developmental delays or special needs.

- Many times their specific needs or delays will not impair their ability to participate in group activities.
- Simple accommodations are often possible.
- It is not acceptable to initiate activities that isolate a child with special needs.

Children with special needs require an added level of consideration because they:

- May be at a different developmental level than most children their age group.
- May have one or more developmental challenges that restrict their participation in group activities.
- Require more focus on a specific developmental aspect.
- May feel an added level of frustration with some activities.

Using Developmentally Appropriate Practices contributes to meeting the needs of a culturally diverse classroom.

Culture is the impact that a person’s immediate society has on how a person perceives and reacts to the world. Because Florida has people from many diverse cultural groups, it is important to consider the impact of a child’s cultural background when involving them in an activity.

The cultural differences that children bring to a child care setting are important because they bring a different perspective of the world in which we live. Cultural differences are significant because they define the identity of the child. It is the responsibility of child care professionals to:

- Be aware of and respect each family’s/child’s cultural practices.
- Provide opportunities for children to learn about their own and each other’s culture through:
  - Stories
  - Songs
  - Poems
  - Pictures
  - Visitors to the classroom
  - Toys, materials, props for dramatic play

Developmentally appropriate activities should be considered with the child’s or group’s cultural differences in mind. This can be done by designing activities that:

- Embrace ideas from many different ____________________________.
- Allow for children to explore their cultural heritage.

- Avoid ____________________________.
- Include examples that span all cultures, and are not too focused on any one culture.
Remember that cultural differences generally include language, clothing, food and _______________________.

It is helpful to remember that:
• When considering how to work with children with special needs or children from a different culture, it is important to follow the 3-A’s: ___________________________ , ___________________________ and ___________________________.
• First, you become aware of the needs of a child that require accommodations.
• Becoming well informed about modifications or additions you may need to make in activities will insure the child’s inclusion with other children.
• Awareness should lead to ___________________________. You, and the other children, should show a willingness to treat the child as an equal member of the group.

This video, Essential Connections – Ten Keys to Culturally Sensitive Child Care, shows you how to create a child care environment that is attentive to the cultural needs and differences of the children in your care. Take notes in your participant’s guide on the Ten Keys. They are:
1. Provide cultural consistency.
2. Work toward representative staffing.
3. Create small groups.
4. Use the home language.
5. Make environments relevant.
6. Uncover your cultural belief.
7. Be open to the perspectives of others.
8. Seek out cultural and family information.
9. Clarify values.
10. Negotiate cultural conflicts.

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Key Point: When working with children with special needs or children from a different culture, it is important to follow the 3-A’s: Awareness, Acceptance and Appreciation. Developmentally Appropriate Practices can and should be used to meet the needs of all children.
Children with special needs want to be able to learn in ways that are similar to children without special needs. Modifications to activities should be made to allow children with special needs to participate in group activities.

Children with special needs are often considered not capable of utilizing learning centers. The following suggestions should help to adapt learning centers for children with special needs:

**Children with Motor Impairments:**
- Locate centers in areas easily accessible to children in wheelchairs or with braces.
- Provide sufficient space for children who have difficulty moving around.
- Provide nonskid pads on the shelves to prevent material from falling off.
- Use containers that can be easily grasped such as a cup with two handles.

**Children with Visual Impairment**
- Locate learning centers in areas with good lighting.
- Provide tactile cues for the activity.
- Set up activities in a systematic way with tactile dividers separating activities on the shelf.

**Children with Cognitive Impairments:**
- Provide simple activities.
- Organize materials in easy-to-follow steps.
- Carefully demonstrate the use of materials before placing materials on the shelves.
- Reinforce a concept being taught by providing many follow-up activities.

**Children with Behavior Challenges**
- Provide specific, structured steps for the activity.
- Control the number of children at the center at a given time.
- Provide activities that will bring about a soothing effect, for example, water activities.
- Clearly explain the activity and use of materials, but avoid too much talking.

**Key Point:** Children with special needs want to be able to learn in ways that are similar to children without special needs. Modifications to activities should be made to allow children with special needs to participate in group activities and learning centers.
Play as a Developmentally Appropriate Practice

People learn fastest by doing. The level a child is involved in play can vary from watching and listening to actively participating. The more involved a child is in a learning experience, the ____________ the child will learn.

When have you observed children rapidly learning a skill or idea through play?

• Play contributes ________________ to child development.

• Learning in the Physical Health, Motor Development, Cognitive Development & General Knowledge, Language & Communication, Approaches to Learning, and Social & Emotional Domains is supported by play.

• Early learning relies on play experiences in which children have many opportunities to make their own choices and decisions, ________________, assume responsibilities, care about the needs of others and are challenged by tasks that prompt them to stretch.

• Developmental progress does not occur during repetitive, ________________ activities.

Musical play

• Musical play includes activities such as dancing, singing and playing simple instruments.
### Constructive play

- As children experiment with building, they learn about important concepts such as gravity, stability and patterning.

### Artistic play

- Learning to draw is sometimes compared to learning to talk. Scribbling parallels babbling; single discrete forms, such as circles, become the equivalent of first words, and recognizable pictures are like sentences and paragraphs.

### Cognitive play

- Cognitive play includes activities such as solving puzzles, counting, classifying and sorting.
### Exploratory play

- Exploratory play includes activities such as playing with sand/water, planting plants and caring for pets.

### Dramatic play

- Carefree, creative dramatic play promotes cognitive development and helps children learn how to share, communicate and cooperate with each other.

### Language play

- Language play includes reading and writing.
**Key Point:** Play contributes positively to child development. Learning in the Physical Health, Motor Development, Cognitive Development & General Knowledge, Language & Communication, Approaches to Learning and Social & Emotional Domains is supported by play.

How do learning centers support a child’s development?

What is the child caregiver’s role in using learning centers?

**Activity: Matching the Learning Center with its Domain**
Match the name of the play learning center and the developmental domain with each item in the list of learning center materials.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Learning Centers</th>
<th>Letter</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Musical Center</td>
<td>AA</td>
<td>Physical Health</td>
</tr>
<tr>
<td>C</td>
<td>Constructive Center</td>
<td>BB</td>
<td>Motor Development</td>
</tr>
<tr>
<td>A</td>
<td>Artistic Center</td>
<td>CC</td>
<td>Cognitive Development &amp; General Knowledge</td>
</tr>
<tr>
<td>G</td>
<td>Cognitive Center</td>
<td>DD</td>
<td>Language &amp; Communication</td>
</tr>
<tr>
<td>E</td>
<td>Exploratory Center</td>
<td>EE</td>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>D</td>
<td>Dramatic Center</td>
<td>FF</td>
<td>Social &amp; Emotional</td>
</tr>
<tr>
<td>L</td>
<td>Language Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Center Materials</td>
<td>Learning Center</td>
<td>Domain</td>
<td></td>
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<td>------------------------------</td>
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<td></td>
</tr>
<tr>
<td>1. dress-up clothes</td>
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<tr>
<td>2. Magnetic ABC's</td>
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<td></td>
<td></td>
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<tr>
<td>3. magnifying glass</td>
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<tr>
<td>4. rocking boat</td>
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<tr>
<td>5. scissors, rulers, tape, glue</td>
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<tr>
<td>6. musical computer software</td>
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<tr>
<td>7. leaves, rocks, shells</td>
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<td></td>
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<tr>
<td>8. cars, trucks, planes</td>
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<tr>
<td>9. jump ropes, balls</td>
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<tr>
<td>10. full-length mirror</td>
<td></td>
<td></td>
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<tr>
<td>11. puzzles, pegboards</td>
<td></td>
<td></td>
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<tr>
<td>12. paints, easels, brushes</td>
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<tr>
<td>13. small blocks, wood shapes</td>
<td></td>
<td></td>
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<tr>
<td>14. wagons, tricycles</td>
<td></td>
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<tr>
<td>15. sand/water table</td>
<td></td>
<td></td>
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<tr>
<td>16. old tires</td>
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<tr>
<td>17. tapes of children's stories</td>
<td></td>
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<tr>
<td>18. pots, pans, dishes</td>
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<tr>
<td>19. different kinds of paper</td>
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<tr>
<td>20. puppets</td>
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<tr>
<td>21. rubber/wooden people/animals</td>
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<tr>
<td>22. books, books, books</td>
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<tr>
<td>23. child-sized kitchen furniture</td>
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<tr>
<td>24. aquarium, terrarium</td>
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<tr>
<td>25. plants and animals</td>
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<tr>
<td>26. balance beam</td>
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<tr>
<td>27. work bench, tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. magnets, prisms, scales</td>
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<tr>
<td>29. materials for counting/sorting</td>
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<tr>
<td>30. musical instruments</td>
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</tbody>
</table>
Key Point: Learning Centers are designated areas in a child care program that are devoted to a particular activity. The Physical Health, Motor Development, Cognitive Development & General Knowledge, Language & Communication, Approaches to Learning and Social & Emotional Domains are supported in developmentally appropriate learning centers.

There is a great deal of new research on the role of physical exercise as the “warm-up” for learning. Learning and action are partners. Child care professionals who are using physical activities, called Brain Gym, believe they help children be alert to new learning.

Let’s discuss some general information about Brain Gym. The simple Brain Gym exercises below are based on the work of Carla Hannaford, Ph.D. She is a neurophysiologist and educator with more than 28 years of teaching experience. In her book Smart Moves, Dr. Hannaford states that our bodies are very much a part of all our learning. Learning is not an isolated “brain” function. Every nerve and cell is a network contributing to our intelligence and our learning capability.

The following three basic Brain Gym exercises implement the ideas developed in Smart Moves and can be used quickly in any child care environment. They can be used before and during any learning activity. They are surprisingly simple, but very effective.

Drink Water
- The brain is composed of ______________________________ water.
- Having children drink water during the day can help them stay _____________________________________________.
- Drinking water is very important before any stressful situation; we tend to perspire under stress or when actively playing or exercising.
- _____________________________________________ can negatively affect our concentration.
- This technique is especially good for children who are stressed with learning new things, tests and deadlines.

Brain Buttons
- This exercise helps improve blood flow to the brain to "switch on" the entire brain before learning begins.
- The increased blood flow helps improve concentration skills required for learning.
- Put one hand so that there is as wide a space as possible between the thumb and index finger.
- Place your index and thumb of this hand into the slight indentations below the collarbone on each side of the sternum. Press lightly in a pulsing manner.
- At the same time put the other hand over the navel area of the stomach. Gently press on these points for about 2 minutes.

Cross Crawl
- This exercise helps coordinate the right and left sides of the brain by exercising the information flow between the two sides.
- It is useful for learning beginning basic skills, as well as spelling, writing, listening, reading and comprehension.
- Stand or sit. Put the right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching.
- Just do this either sitting or standing for about 2 minutes.

Setting the stage for learning by using Brain Gym activities is a best practice strategy you can use with children of every age.
**Key Point:** Learning and action are partners. Child care professionals who are using physical activities, called Brain Gym, believe they help children be alert to new learning.
In summary, this course on Child Growth and Development demonstrates to us the value of age and ability appropriate choices in planning. Developing and utilizing quality materials and research gives us an understanding of the children in our care and the stimulating and responsible curriculum they need to help them reach their maximum potential. The National Association for the Education of Young Children’s (NAEYC) position paper on “Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through 8,” speaks to the value of our work with children. We are the important first link in a child’s road to growth.

Read the excerpt from NAEYC’s position paper. After reading, discuss with a partner your reactions to what you read. In what ways can your child care environment support the four abilities found in the excerpt that child will need as they mature?

NAEYC excerpt:

As we approach the 21st century, enormous changes are taking place in daily life and work. At the same time, certain human capacities will undoubtedly remain important elements in individual and societal well-being — no matter what economic or technological changes take place. With a recognition of both the continuities in human existence and the rapid changes in our world, broad agreement is emerging (e.g., Resnick 1996) that when today’s children become adults they will need the ability to...

- communicate well, respect others and engage with them to work through differences of opinion, and function well as members of a team;
- analyze situations, make reasoned judgments, and solve new problems as they emerge;
- access information through various modes, including spoken and written language, and intelligently employ complex tools and technologies as they are developed; and
- continue to learn new approaches, skills, and knowledge as conditions and needs change.

Clearly, people in the decades ahead will need, more than ever, fully developed literacy and numeracy skills, and these abilities are key goals of the educational process. In science, social studies (which includes history and geography), music and the visual arts, physical education and health, children need to acquire a body of knowledge and skills, as identified by those in the various disciplines (e.g., Bredekamp & Rosegrant 1995).

Besides acquiring a body of knowledge and skills, children must develop positive dispositions and attitudes. They need to understand that effort is necessary for achievement, for example, and they need to have curiosity and confidence in themselves as learners. Moreover, to live in a highly pluralistic society and world, young people need to develop a positive self-identity and a tolerance for others whose perspective and experience may be different from their own.

National Association for the Education Young Children’s (NAEYC), 1997
www.naeyc.org/about/positions/dap2.asp

Notes:
**Key Point:** This course on Child Growth and Development demonstrates the value of age and ability appropriate choices in planning. Developing and utilizing high quality materials and research gives us an understanding of the children in our care and the stimulating and responsible curriculum they need to help them reach their maximum potential.
Module 6 Summary and Course Review

Module 6 introduced the:

- basic principles about Developmentally Appropriate Practices (DAP)
- modification of DAP for children who have special needs
- use of Brain Gym activities
- learning centers as strategies to improve children’s learning
- play as DAP

This concludes the course, Child Growth and Development.
Child Growth and Development

Appendix
Child Growth and Development Appendix

Contents

Developmental Domain Charts
### Physical Health

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Birth to 8 months</th>
<th>8 to 18 months</th>
<th>18 to 24 months</th>
<th>24 to 36 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows...</td>
<td>Sitting with support</td>
<td>Sitting, crawling and walking independently</td>
<td>Developing independence as they move around in a safe environment</td>
<td>Using words to get help if they need it</td>
</tr>
<tr>
<td>characteristics of appropriate health and development</td>
<td>Rolling over back to front</td>
<td>Developing regular sleep habits</td>
<td>Interacting with other children and adults</td>
<td>Developing self-care skills</td>
</tr>
<tr>
<td></td>
<td>Teething</td>
<td>Showing interest in people and objects in their environment</td>
<td>Walking, running and climbing stairs one step at a time</td>
<td>Showing the ability to follow simple commands</td>
</tr>
<tr>
<td>Shows...</td>
<td>Breastfeeding, if appropriate</td>
<td>Eating adequate meal on a fairly regular schedule</td>
<td>Looking forward to meal time and seeming to enjoy their food</td>
<td>Consuming healthy beverages such as water, 100% juice and milk</td>
</tr>
<tr>
<td>characteristics of nutritional health</td>
<td>Taking adequate nutrition</td>
<td>Consuming a variety of healthy foods from all food groups</td>
<td>Consuming a variety of healthy foods from all food groups</td>
<td>Eating adequate amounts of food from all food groups</td>
</tr>
<tr>
<td></td>
<td>Beginning to be introduced to a variety of solid foods</td>
<td>Feeding themselves finger foods that they enjoy</td>
<td>Feeding themselves, first with hands and then using a spoon</td>
<td>Participating with encouragement in fixing their own snacks</td>
</tr>
<tr>
<td>Demonstrates visual abilities to facilitate healthy growth and development</td>
<td>Tracking a moving object</td>
<td>Tracking a moving object</td>
<td>Continuing to develop more precise eye-hand coordination</td>
<td>Continuing to develop eye-hand coordination</td>
</tr>
<tr>
<td></td>
<td>Following a human face with their eyes</td>
<td>Seeing and pointing at things that attract their attention</td>
<td>Working at turning the key on a wind-up toy</td>
<td>Having a comprehensive vision examination</td>
</tr>
<tr>
<td></td>
<td>Gradually coordinating their eye movements to what is in their field of vision</td>
<td>Grasping small objects with thumb and forefinger</td>
<td>Beginning to name primary colors</td>
<td>Seeing and discriminating vision colors</td>
</tr>
<tr>
<td>Exhibits auditory abilities to facilitate healthy growth and development</td>
<td>Responding to sound by blinking, starting, crying or changing breathing</td>
<td>Responding appropriately to sound stimuli</td>
<td>Recognizing the names of familiar objects and people</td>
<td>Expanding understandable vocabulary</td>
</tr>
<tr>
<td></td>
<td>Becoming calm when hearing familiar voices</td>
<td>Participating in listening and vocalizing activities</td>
<td>Beginning to use language, such as two-word phrases, to communicate</td>
<td>Using language to communicate with parents, caregivers, teachers and peers</td>
</tr>
<tr>
<td></td>
<td>Beginning to imitate sounds</td>
<td>Beginning to imitate words and word sounds</td>
<td>Hearing and responding to instructions</td>
<td>Hearing and responding to instructions</td>
</tr>
<tr>
<td>Shows...</td>
<td>Limited to using a bottle at mealtimes</td>
<td>Exhibiting normal eruption of teeth</td>
<td>Exhibiting continued normal eruption of teeth</td>
<td>Eliminating the use of a pacifier</td>
</tr>
<tr>
<td>characteristics of oral health</td>
<td>Beginning teething with appropriate teething toys</td>
<td>Learning to enjoy healthy snacks and drinking water</td>
<td>Cooperating with daily cleaning of teeth</td>
<td>Beginning to independently brush their teeth with some supervision</td>
</tr>
<tr>
<td></td>
<td>Starting to drink from a cup</td>
<td>Having a dental exam once teeth erupt</td>
<td>Having a comprehensive dental exam</td>
<td>Having a comprehensive dental exam</td>
</tr>
</tbody>
</table>

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<tr>
<th>Characteristic</th>
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<th>8 to 18 months</th>
<th>18 to 24 months</th>
<th>24 to 36 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows basic physical needs are met</td>
<td>• Being alert during wake periods</td>
<td>• Using vocalizations, gestures or words to indicate basic needs</td>
<td>• Demonstrating an interest in actively exploring the environment</td>
<td>• Having inside and outside environments to play in that are safe and contain equipment that enhances motor development</td>
</tr>
<tr>
<td></td>
<td>• Receiving care that leads to good hygiene and overall appearance</td>
<td>• Ensuring that blood is checked for lead regularly</td>
<td>• Having calm and rested periods or naptimes</td>
<td>• Having calm and settled rest periods or naptimes</td>
</tr>
<tr>
<td>Engages in adult-child interaction</td>
<td>• Responding to comforting techniques by quieting, attending or smiling</td>
<td>• Responding to comforting techniques by quieting, attending or smiling</td>
<td>• Responding to comforting techniques by quieting, smiling or vocalizing</td>
<td>• Responding to comforting techniques by quieting, smiling or vocalizing</td>
</tr>
<tr>
<td></td>
<td>• Vocalizing in response to words or sounds from caregivers</td>
<td>• Vocalizing in response to words or sounds from caregivers</td>
<td>• Vocalizing using two-word sentences in response to others</td>
<td>• Engaging in simple conversations</td>
</tr>
<tr>
<td></td>
<td>• Turning to parents, caregivers and teachers for comfort when stressed</td>
<td>• Pointing and vocalizing as their parents, caregivers and teachers read a book to them</td>
<td>• Responding when their names are called</td>
<td>• Taking the suggestions of parents, caregivers or teachers</td>
</tr>
<tr>
<td>Participates in basic health and safety routines</td>
<td>• Anticipating feeding cues by kicking feet or turning head</td>
<td>• Anticipating meal times by pointing and reaching</td>
<td>• Helping set the table and feeding themselves</td>
<td>• Feeding themselves without help</td>
</tr>
<tr>
<td></td>
<td>• Relaxing during bathing routines</td>
<td>• Cooperating with washing hands and brushing teeth</td>
<td>• Participating in bathing routines, such as using the wash cloth to clean some body parts themselves and washing and drying their hands with some supervision</td>
<td>• Participating in bathing routines such as helping to dry themselves</td>
</tr>
<tr>
<td></td>
<td>• Anticipating sleeping routines by relaxing when rocked</td>
<td>• Participating in getting ready for bed and sleeping routines</td>
<td>• Participating in sleeping routines such as getting a book to be read</td>
<td>• Participating in sleeping routines such as getting and arranging the bedtime comfort items</td>
</tr>
</tbody>
</table>

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### Physical Health

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>3 Year Olds</th>
<th>Four Year Olds</th>
<th>Five Year Olds</th>
<th>School Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows characteristics of good health and active participation in daily events to facilitate learning</td>
<td>• Developing ability to coordinate eye-hand movements&lt;br&gt;• Large motor skills such as jumping, galloping, running&lt;br&gt;• Physical stature within the typical range</td>
<td>• Ability to coordinate eye-hand movements&lt;br&gt;• Large motor skills such as jumping, hopping, running&lt;br&gt;• Physical stature within the typical range</td>
<td>• Ability to coordinate eye-hand movements&lt;br&gt;• Large motor skills such as jumping, hopping, running&lt;br&gt;• Physical stature within the typical range</td>
<td>• Developing eye-hand coordination&lt;br&gt;• Large motor skills such as bike riding, leaping, balancing&lt;br&gt;• Physical stature within the typical range</td>
</tr>
<tr>
<td>Demonstrates visual ability to facilitate learning</td>
<td>• Using both eyes in coordination&lt;br&gt;• Holding materials at appropriate distance&lt;br&gt;• Moving eyes rather than head to track&lt;br&gt;• Visual focusing without squinting or strain</td>
<td>• Using both eyes in coordination&lt;br&gt;• Holding materials at appropriate distance&lt;br&gt;• Moving eyes rather than head to track&lt;br&gt;• Visual focusing without squinting or strain</td>
<td>• Using both eyes in coordination&lt;br&gt;• Holding materials at appropriate distance&lt;br&gt;• Moving eyes rather than head to track&lt;br&gt;• Visual focusing without squinting or strain</td>
<td>• Using both eyes in coordination&lt;br&gt;• Can read print in most books&lt;br&gt;• Can read and transcribe information from classroom blackboards&lt;br&gt;• Visual focusing without squinting or strain</td>
</tr>
<tr>
<td>Exhibits auditory ability to facilitate learning</td>
<td>• Participating in listening activities&lt;br&gt;• Orienting to a speaker when addressed by name&lt;br&gt;• Producing speech that is generally understandable</td>
<td>• Participating in listening activities&lt;br&gt;• Orienting to a speaker when addressed by name&lt;br&gt;• Producing speech that is generally understandable</td>
<td>• Participating in listening activities&lt;br&gt;• Orienting to a speaker when addressed by name&lt;br&gt;• Producing speech that is generally understandable</td>
<td>• Comprehending verbal instructions and information&lt;br&gt;• Producing speech that is easily understood</td>
</tr>
<tr>
<td>Can perform oral hygiene routines</td>
<td>• Recognizing and knowing how to use a toothbrush&lt;br&gt;• Performing brushing procedures&lt;br&gt;• Beginning to understand the relationship of nutrition to dental health</td>
<td>• Performing flossing procedures with assistance&lt;br&gt;• Performing brushing procedures&lt;br&gt;• Showing a developing understanding of the relationship of nutrition to dental health</td>
<td>• Performing flossing procedures&lt;br&gt;• Performing brushing procedures&lt;br&gt;• Understanding relationship of nutrition to dental health</td>
<td>• Performing brushing and flossing procedures&lt;br&gt;• Understanding relationship of nutrition to dental health&lt;br&gt;• Baby teeth continue to be replaced with permanent teeth&lt;br&gt;• Cooperating with orthodontic or specialized treatment plans</td>
</tr>
<tr>
<td>Shows familiarity with the role of a primary health care provider</td>
<td>• In a play setting, appropriately using tools a doctor or nurse might use&lt;br&gt;• Recognizing common medical procedures&lt;br&gt;• Naming most of the body parts a medical provider would check</td>
<td>• Knowing roles of a variety of health care professionals&lt;br&gt;• Recognizing common medical procedures&lt;br&gt;• Naming most of the body parts a medical provider would check</td>
<td>• Knowing roles of a variety of health care professionals&lt;br&gt;• Recognizing common medical procedures&lt;br&gt;• Naming the body parts the medical professional will inspect</td>
<td>• Knowing roles of a variety of health care professionals&lt;br&gt;• Recognizing common medical procedures&lt;br&gt;• Communicating needs and questions to medical professionals</td>
</tr>
</tbody>
</table>

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<th>Four Year Olds</th>
<th>Five Year Olds</th>
<th>School Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows that basic physical needs are met</td>
<td>• Staying awake except during naptime</td>
<td>• Staying awake except during naptime</td>
<td>• Staying awake except during naptime</td>
<td>• Being alert and awake during the day</td>
</tr>
<tr>
<td></td>
<td>• Wearing clothing appropriate to the weather</td>
<td>• Wearing clothing appropriate to the weather</td>
<td>• Wearing clothing appropriate to the weather</td>
<td>• Wearing clothing appropriate to the weather</td>
</tr>
<tr>
<td></td>
<td>• Having an overall clean appearance</td>
<td>• Having an overall clean appearance</td>
<td>• Having an overall clean appearance</td>
<td>• Having an overall clean appearance</td>
</tr>
<tr>
<td></td>
<td>• Exhibiting energy typical of the age</td>
<td>• Exhibiting energy typical of the age</td>
<td>• Exhibiting energy typical of the age</td>
<td>• Exhibiting energy typical of the age</td>
</tr>
<tr>
<td>Shows awareness and interest in basic health and</td>
<td>• Washing hands before snack after being reminded</td>
<td>• Trying different foods that are introduced by the teacher as nutritious</td>
<td>• Naming healthy foods and snacks</td>
<td>• Selecting healthy foods and snacks with guidance</td>
</tr>
<tr>
<td>safety rules</td>
<td>• Knowing some common safety rules</td>
<td>• Acting out fire safety procedures</td>
<td>• Wearing sunscreen</td>
<td>• Making choices to prevent injuries</td>
</tr>
<tr>
<td></td>
<td>• Avoiding dangers such as hot stoves and sharp knives</td>
<td>• Covering mouths when coughing</td>
<td>• Knowing to call 911 in an emergency</td>
<td>• Wearing helmets and protective sports gear</td>
</tr>
<tr>
<td></td>
<td>• Staying awake except during naptime</td>
<td>• Using the toilet independently</td>
<td>• Knowing not to go to strangers</td>
<td>• Protecting others from potential dangers in the environment</td>
</tr>
<tr>
<td></td>
<td>• Wearing clothing appropriate to the weather</td>
<td>• Mastering zippers, buttons and some buckles</td>
<td>• Understanding difference between “good touch and bad touch”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Having an overall clean appearance</td>
<td>• Using tissues to wipe their noses</td>
<td>• Spreading peanut butter and doing other simple tasks with food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exhibiting energy typical of the age</td>
<td>• Cleaning up art projects or other messy activities with relative skill</td>
<td>• Making choices to prevent injuries</td>
<td></td>
</tr>
<tr>
<td>Performs self-care tasks</td>
<td>• Putting on some of their own outside clothing</td>
<td>• Keeping track of the personal belongings</td>
<td>• Assuming responsibility for personal care, including dressing and hygiene</td>
<td>• Bathing independently or with some guidance</td>
</tr>
<tr>
<td></td>
<td>• Attaching Velcro closures</td>
<td>• Spreading peanut butter and doing other simple tasks with food</td>
<td>• Talking about dressing and hygiene most of the time</td>
<td>• Assuming responsibility for personal care, including dressing and hygiene</td>
</tr>
<tr>
<td></td>
<td>• Pulling up their pants after using the toilet</td>
<td>• Using tissues to wipe their noses</td>
<td>• Can prepare snacks or small meals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using the toilet independently</td>
<td>• Cleaning up art projects or other messy activities with relative skill</td>
<td>• Bathing independently or with some guidance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mastering zippers, buttons and some buckles</td>
<td>• Keeping track of the personal belongings</td>
<td>• Assuming responsibility for personal care, including dressing and hygiene</td>
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</tr>
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<td></td>
<td>• Using tissues to wipe their noses</td>
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<td>• Talking about dressing and hygiene most of the time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cleaning up art projects or other messy activities with relative skill</td>
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</tr>
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<td>• Spreading peanut butter and doing other simple tasks with food</td>
<td>• Using tissues to wipe their noses</td>
<td>• Talking about dressing and hygiene most of the time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Making choices to prevent injuries</td>
<td>• Cleaning up art projects or other messy activities with relative skill</td>
<td>• Bathing independently or with some guidance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assuming responsibility for personal care, including dressing and hygiene</td>
<td>• Using tissues to wipe their noses</td>
<td>• Talking about dressing and hygiene most of the time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can prepare snacks or small meals</td>
<td>• Cleaning up art projects or other messy activities with relative skill</td>
<td>• Bathing independently or with some guidance</td>
<td></td>
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# Motor Development

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<thead>
<tr>
<th>Characteristics</th>
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<th>8 to 18 Months</th>
<th>18 to 24 Months</th>
<th>24 to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross Motor Development</strong></td>
<td>• Turning their head from side to side</td>
<td>• Standing up while holding on to a chair or toy</td>
<td>• Walking unaided</td>
<td>• Jumping in place and off of low objects, such as a step</td>
</tr>
<tr>
<td></td>
<td>• Pushing their chest and head off the floor</td>
<td>• Climbing up and down stairs with one hand held</td>
<td>• Running, although with difficulty stopping and turning</td>
<td>• Stopping and turning while running</td>
</tr>
<tr>
<td></td>
<td>• Sitting with support</td>
<td>• Sitting in a chair without support</td>
<td>• Standing and walking on tiptoes</td>
<td>• Riding a tricycle using pedals</td>
</tr>
<tr>
<td></td>
<td>• Rocking back and forth on hands and knees and beginning to crawl</td>
<td>• Crawling on hands and knees, then walking</td>
<td>• Throwing a ball overhand without falling down</td>
<td>• Walking up and down stairs independently</td>
</tr>
<tr>
<td><strong>Fine Motor Development</strong></td>
<td>• Holding fingers in tight fists</td>
<td>• Using two objects together, such as moving a spoon in a cup</td>
<td>• Stacking five to six blocks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reaching for and grasping objects such as rattles, soft toys and blocks</td>
<td>• Using pincer grasp to pick up a block with thumb and forefinger</td>
<td>• String large beads on a string</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Playing with their fingers and putting their hands in their mouths</td>
<td>• Using hands in opposition, such as holding a toy telephone in one hand while using the other to dial the numbers</td>
<td>• Lining up four cubes to make a train</td>
<td></td>
</tr>
<tr>
<td><strong>Development of self-help skills</strong></td>
<td>• Coordinating sucking, swallowing, and breathing when feeding</td>
<td>• Feeding themselves finger foods</td>
<td>• Taking off an open shirt or coat without help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Turning their head toward the bottle or breast</td>
<td>• Cooperating with dressing by poking their arms into the sleeves and undressing by pulling off a sock</td>
<td>• Helping with dressing</td>
<td>• Helping to prepare simple foods</td>
</tr>
<tr>
<td></td>
<td>• Holding their bottles</td>
<td>• Beginning to use a spoon and cup for feeding</td>
<td>• Eating with a spoon independently</td>
<td>• Washing and drying their hands</td>
</tr>
<tr>
<td></td>
<td>• Drinking from a cup with help</td>
<td>• Vocalizing and gesturing to indicate wants</td>
<td>• Unzipping zippers</td>
<td>• Feeding themselves without help</td>
</tr>
<tr>
<td></td>
<td>• Moving pureed food to the back of the mouth to swallow</td>
<td>• Providing assistance in picking up toys</td>
<td>• Following two-step directions</td>
<td>• Helping with toileting by pulling pants up and down</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Brushing teeth with some supervision</td>
</tr>
</tbody>
</table>

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<th>4 Year Olds</th>
<th>5 Year Olds</th>
<th>School Age</th>
</tr>
</thead>
</table>
| **Shows gross motor development by moving with balance and control** | • Starting, turning and stopping when running without crashing into things  
• Jumping like a frog  
• Using alternate feet when going up stairs, though coming down may still be one step at a time | • Maintains balance on balance beam that is close to the ground and can walk on narrow paths  
• Developing mastery of running skills  
• Goes up and down stairs with alternate feet | • Starting and stopping movements in response to a signal  
• Maintaining balance while bending, twisting or stretching  
• Can walk up or down stairs while holding an object | • Balancing on high balance beam  
• Aiming and controlling balls and other thrown objects  
• Avoiding obstacles while running and jumping |
| **Coordinates movements** | • Catching a large ball with two hands  
• Kicking a stationary ball  
• Pedaling and steering a tricycle | • Can throw and catch balls  
• Kicks a large ball with a two-step start  
• Using the slide, seesaw and swings | • Bouncing a ball and catching it  
• Sweeping with a broom and using a dustpan  
• Skipping smoothly with alternating feet  
• Building complex structures with hollow and unit blocks | • Catching a ball  
• Swinging a bat  
• Kicking a moving ball  
• Swimming |
| **Shows fine motor development by using strength and control to perform tasks** | • Pushing marker caps off and on  
• Putting small snapping blocks together and taking them apart  
• Experimenting with the use of scissors  
• Pushing cookie cutters into dough or use a paper hole punch  
• Using clothespins to hang paintings  
• Removing a piece of tape from a dispenser | • Using a stapler  
• Removing and replacing lids from containers  
• Hammering two pieces of wood together | • Tying knots  
• Using scissors with increasing precision  
• Using a knife and fork | |
| **Uses eye-hand coordination to perform simple tasks** | • Turning puzzle pieces several ways to find the right fit  
• Building a tall tower, 8 to 10 blocks high  
• Making patterns in the sand with their fingers  
• Zipping jackets  
• Cutting along a line  
• Stringing beads or pasta onto string | • Puts together 18- to 25-piece puzzles  
• Building specific block structures from a model  
• Cutting fabric into shapes | • Copies information from blackboard with increasing speed and accuracy  
• Builds complicated snapping block structures or models | |
| **Uses various drawing and art tools** | • Using crayons, markers, finger paints and chalk  
• Experimenting with sponges, brushes, Q-tips and other tools for painting lines and shapes  
• Sprinkling glitter and pasting shapes on top of each other  
• Using crayons, markers, finger paints and chalk  
• Experimenting with sponges, brushes, Q-tips and other tools for painting lines and shapes  
• Sprinkling glitter and pasting shapes on top of each other  
• Can hold a pencil in a pincer grasp  
• Using glue stick, chalk and paints at an easel  
• Drawing with markers and describes what has been drawn  
• Using tools with some sense of control  
• Writing first name legibly  
• Forming letters, symbols and repeating patterns | • Using tools with some sense of control  
• Writing first name legibly  
• Forming letters, symbols and repeating patterns | • Write legibly  
• Increases steadiness and accuracy with tools  
• Experimenting with unconventional tools and art materials to vary and control lines and patterns | |

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### Cognitive Development & General Knowledge

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<tr>
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<th>8 to 18 Months</th>
<th>18 to 24 Months</th>
<th>24 to 36 Months</th>
</tr>
</thead>
</table>
| Demonstrates characteristics of exploration and discovery | *Laughs when lightly tickled*  
*Looks away, cries or yawns when over-stimulated*  
*Being comforted by familiar voices*  
*Comparing at human faces longer than at objects*  
*Smiling at faces*  
*Responding to familiar words like teddy bear or blanket*  
*Begins to make things happen by reaching for or touching objects*  
*Gazing into faces to engage others* | *Laughing out loud when someone makes funny noises*  
*Following one-step directions*  
*Attempting hand movements and some fingerplays*  
*Making faces back at parents, caregivers and teachers*  
*Showing pleasure when read to by smiling or using words such as “yes!” or “more!”*  
*Trying to help when bathing or changing*  
*Shaking toys to elicit a response or sound*  
*Filling and dumping sand, toys and blocks* | *Placing items in containers and then pouring them out, over and over*  
*Following two-step directions*  
*Pulling on an adult’s hand when wanting to communicate*  
*Activating toys like a jack-in-the-box*  
*Hooking toys together*  
*Exploring contents of cabinets and drawers*  
*Stacking blocks and knocking them down*  
*Trying to help when bathing or changing*  
*Smiling at faces*  
*Responding to familiar words like teddy bear or blanket*  
*Begins to make things happen by reaching for or touching objects*  
*Gazing into faces to engage others* | *Verbalizes observations*  
*Asking for help when needed*  
*Choosing toys or activities based on who is playing*  
*Making play dough creations*  
*Asking questions after being read to*  
*Exhibiting high levels of energy shown in seemingly constant movement*  
*Climbing and jumping on furniture and outside toys*  
*Inspecting moving parts of toys* |
| Develops concept and memory formation | *Imitating familiar sounds and movements*  
*Reaching for breast or bottle when hungry*  
*Knowing family members*  
*Enjoys repeating a newly learned activity* | *Finding hidden objects*  
*Vocalizing when being read a familiar book*  
*Asking for more*  
*Responding to simultaneous verbal and gesture commands* | *Associating spoken words with familiar objects or actions*  
*Matching sounds to pictures or animals*  
*Beginning to identify with children of the same gender and age*  
*Searching for lost or removed objects* | *Wanting to be assigned a “job”*  
*Singing several songs with others*  
*Identifying a best friend*  
*Wanting to tell you their age* |
| Shows problem-solving and creative expression abilities | *Beginning to differentiate between strangers and familiar people*  
*Anticipating being lifted to be held, fed or changed*  
*Vocalizing to communicate needs*  
*Crying in different ways for different reasons* | *Making choices related to toys and clothing*  
*Imitating parents, caregivers and teachers*  
*Enjoying messy activities, such as finger-painting*  
*Moving to rhythms* | *Identifying their own clothing items*  
*Using negotiation, language and the help of others to solve problems when playing with peers*  
*Becoming frustrated because they often want to do things that the adult world cannot allow*  
*Using trial and error to work with objects* | *Beginning to enjoy small-group activities facilitated by adults*  
*Demonstrating the ability to move in time with music*  
*Pointing to pictures that represent feelings*  
*Role-playing with dolls* |

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<th>5 Year Olds</th>
<th>School Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses mathematical processes</td>
<td>• Showing interest in solving mathematical problems</td>
<td>• Beginning to use simple strategies to solve mathematical problems</td>
<td>• Showing interest in solving mathematical problems</td>
<td>• Understands money denominations, including coins</td>
</tr>
<tr>
<td></td>
<td>• Counting</td>
<td>• Deciding who is the older of two children</td>
<td>• Solving problems by guessing and checking</td>
<td>• Solves problems by employing strategy and learned techniques</td>
</tr>
<tr>
<td></td>
<td>• Holding up three fingers when asked their age</td>
<td>• Figuring out how many cups of water a project will require</td>
<td>• Estimating how many blocks will be needed for a project</td>
<td>• Comprehending more complex mathematical ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Using words to describe mathematical ideas</td>
<td>• Interested in applying mathematical processes to other areas, such as art and construction projects</td>
</tr>
<tr>
<td>Understands patterns, relationships and functions</td>
<td>• Sorting objects into subgroups that vary by one attribute</td>
<td>• Sorting objects that vary by one or two attributes</td>
<td>• Recognizes patterns and duplicates or extends them</td>
<td>• Developing increasing facility with the number line</td>
</tr>
<tr>
<td></td>
<td>• Noticing a common attribute and commenting on it</td>
<td>• Recognizing simple patterns and duplicates them</td>
<td>• Recognizing a number sequence on a calculator or computer game</td>
<td>• Enjoys pattern puzzles and challenges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Painting or drawing patterns</td>
<td>• Sorting objects into subgroups, classifying and comparing according to a rule</td>
<td>• Uses patterns and sorting in order to solve problems</td>
</tr>
<tr>
<td>Understands number concepts and operations</td>
<td>• Shows curiosity and interest in counting and numbers</td>
<td>• Beginning to understand numbers and quantity</td>
<td>• Showing understanding of the concept of number and quantity</td>
<td>• Increasing ability to perform mathematical operations, including adding and subtracting multi-digit numbers</td>
</tr>
<tr>
<td></td>
<td>• Counting out loud to themselves while in an activity</td>
<td>• Recognizing that there are four blocks without counting them</td>
<td>• Counting the students in the group and announcing that 17 people are in the circle</td>
<td>• Applying mathematical operations to daily life tasks</td>
</tr>
<tr>
<td></td>
<td>• Singing counting songs and enjoying fingerplays about counting</td>
<td>• Counting toys, cups, blocks or other objects when needed</td>
<td>• Associating the correct numeral with sets of up to 10 objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Beginning to understand the relationship between quantities</td>
<td></td>
</tr>
<tr>
<td>Understands geometry and spatial relations</td>
<td>• Identifying several shapes</td>
<td>• Recognizing and describing the attributes of shapes</td>
<td>• Creating models of circles, squares, rectangles and different types of triangles with varied material</td>
<td>• Enjoying mazes and similar paper-and-pencil games</td>
</tr>
<tr>
<td></td>
<td>• Beginning to identify and label shapes in their environment</td>
<td>• Counts the sides of shapes</td>
<td>• Putting shape blocks together to make new shapes</td>
<td>• Recognizing that objects and shapes are comprised of numerous shapes</td>
</tr>
<tr>
<td></td>
<td>• Making symmetrical designs with shape blocks</td>
<td>• Identifying and labeling shapes around them</td>
<td>• Uses direction, location and position words</td>
<td>• Beginning ability to construct and follow maps</td>
</tr>
<tr>
<td></td>
<td>• Shows understanding of several positional words</td>
<td>• Using several positional words</td>
<td></td>
<td></td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Understands measurement</td>
<td>• Shows understanding of some comparative words, such as “taller” or “smaller”</td>
<td>• Ordering, comparing and describing objects according to a single attribute</td>
<td>• Ordering, comparing and describing objects by size, length, capacity and weight</td>
<td>• Understands time, with growing ability to describe elapsed time and similar concepts</td>
</tr>
<tr>
<td></td>
<td>• Using measurement words when describing things</td>
<td>• Measuring items with a classmate to see who has the bigger cookie or the longer string of beads</td>
<td>• Estimating and measuring using non-standard and standard units</td>
<td>• Recognizing seasons and major holidays associated with each</td>
</tr>
<tr>
<td></td>
<td>• Participating in measuring activities</td>
<td>• Using measuring cups and spoons during a cooking activity</td>
<td>• Showing interest in common instruments for measuring, such as balance scales, measuring</td>
<td>• Understands volume, including that differently shaped containers may hold similar amounts</td>
</tr>
<tr>
<td></td>
<td>• Playing with a balance scale or using measuring cups and spoons in the sand table</td>
<td>• Labeling the times of day and morning or night time</td>
<td>cups, rulers and yardsticks</td>
<td>• Collecting data and making records using lists or graphs</td>
</tr>
<tr>
<td>Demonstrates scientific thinking</td>
<td>• Using senses to observe and explore</td>
<td>• Asking questions to observe and explore materials and natural phenomena</td>
<td>• Seeking information through observation, exploration and descriptive investigation</td>
<td>• Developing an understanding of cause and effect, gravity and tenets of Physical Science</td>
</tr>
<tr>
<td>through inquiry</td>
<td>• Beginning to use simple tools and equipment for investigation</td>
<td>• Using simple tools and equipment for investigation, such as a sieve, eyedropper or binoculars</td>
<td>• Using tools and equipment to extend their senses and gather data</td>
<td>• Engaged and interested by Earth Science, exploring, identifying properties and gathering</td>
</tr>
<tr>
<td></td>
<td>• Looking at various objects through a magnifying glass</td>
<td>• Comparing the properties of items</td>
<td>• Forming explanation and communicating scientific information</td>
<td>data describing changes in rocks, soil, water, weather and air</td>
</tr>
<tr>
<td></td>
<td>• Makes comparisons among objects</td>
<td>• Comparing a variety of leaves collected and describing differences and similarities</td>
<td>• Identifying, describing and comparing properties or objects</td>
<td>• Engaged and interested in Life Science, exploring, identifying properties and gathering</td>
</tr>
<tr>
<td></td>
<td>• Observing that some bugs have wings and others do not</td>
<td></td>
<td>• Observing and describing characteristics, basic needs, and life cycles of living things</td>
<td>data describing the life cycles and characteristics of plants, animals and humans</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Exploring and identifying properties of rocks, soil, water and air</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Beginning to observe and describe simple seasonal and weather changes</td>
<td></td>
</tr>
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</thead>
<tbody>
<tr>
<td>Showing an awareness of social studies through an interest in people, past and present</td>
<td>Talking about personal details of similarity and difference</td>
<td>Identifying similarities and differences in personal and family characteristics</td>
<td>Identifying similarities and differences in people's characteristics, habits, and living patterns</td>
<td>Able to think and talk about the past and future</td>
</tr>
<tr>
<td></td>
<td>Learning some signs in sign language</td>
<td>Noticing that some people speak different languages</td>
<td>Demonstrating beginning awareness of state and country</td>
<td>Continuing to acquire knowledge about local, state and country</td>
</tr>
<tr>
<td></td>
<td>Discussing food preferences with other children</td>
<td>Discussing differences in ages, skin color and clothing</td>
<td>Showing some awareness of time and how the past influences people's lives</td>
<td>Interested in cultural differences and different ways of living</td>
</tr>
<tr>
<td></td>
<td>Noticing the gender of classmates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing awareness of human interdependence</td>
<td>Beginning to understand family structures and roles</td>
<td>Beginning to understand family needs, roles and relationships</td>
<td>Beginning to understand how people rely on others for goods and services</td>
<td>Developing comprehensive understanding of how people rely on others for goods and services</td>
</tr>
<tr>
<td></td>
<td>Describing a family routine</td>
<td>Discussing what happens when their parents go to work</td>
<td>Beginning to be aware of uses of technology, including beginning to use computers for word processing</td>
<td>Developing comprehensive understanding of and abilities to use technology in school and in daily life</td>
</tr>
<tr>
<td></td>
<td>Describing some jobs that people do</td>
<td>Describing what is required to perform some people's jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pretending to do jobs in the dramatic play area</td>
<td>Beginning to be aware of technology and how it affects daily life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands citizenship, government and communities</td>
<td>Shows awareness of group rules</td>
<td>Demonstrating awareness of rules</td>
<td>Demonstrating awareness of the reason for rules</td>
<td>Able to lead and to support leadership as a group member</td>
</tr>
<tr>
<td></td>
<td>Participating in word and song games that have rules</td>
<td>Following the rules on the playground</td>
<td>Beginning to understand what it means to be a leader</td>
<td>Demonstrating an understanding of elections as a process for picking a leader</td>
</tr>
<tr>
<td></td>
<td>Shows beginning awareness of their environment</td>
<td>Showing awareness of what it means to be a leader</td>
<td>Expressing beginning geographic thinking</td>
<td>Developing geographical thinking</td>
</tr>
<tr>
<td></td>
<td>Discussing ways their families keep their neighborhood clean or safe</td>
<td>Describing the location of things in the environment</td>
<td>Beginning an awareness of the relationship between people and where they live</td>
<td>Continuing to develop an awareness of the relationship between people and where they live</td>
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<tbody>
<tr>
<td>Shows awareness of the arts by displaying expression and representational skills</td>
<td>• Using a variety of art materials for tactile experience and exploration</td>
<td>• Trying a variety of materials and ways of using the materials</td>
<td>• Using a variety of art materials to express ideas and emotions</td>
<td>• Using a variety of art materials to express ideas and emotions</td>
</tr>
<tr>
<td></td>
<td>• Trying one medium several times in order to experience its properties in depth</td>
<td>• Experimenting with play dough</td>
<td>• Making a book with their own pictures to illustrate a story they dictated</td>
<td>• Enjoying the challenge of more advanced art materials and projects</td>
</tr>
<tr>
<td></td>
<td>• Participating in group music experiences</td>
<td>• Knowing the words of familiar songs</td>
<td>• Composing their own songs</td>
<td>• Writing books, authoring web pages or creating scrapbooks</td>
</tr>
<tr>
<td></td>
<td>• Trying different ways to make sounds with triangles or cymbals</td>
<td>• Clapping hands in time to a song or a record</td>
<td>• Using musical instruments to create a mood to accompany a performance</td>
<td>• Composing their own songs</td>
</tr>
<tr>
<td></td>
<td>• Participating in create movement, dance and drama</td>
<td>• Dramatizing a story</td>
<td>• Creating a movement that responds to the beat of a record or interpreting the mood conveyed by a classical composition</td>
<td>• Experimenting with new instruments or styles of dance</td>
</tr>
<tr>
<td></td>
<td>• Using scarves in a free movement, floating them overhead or twirling them around</td>
<td>• Dancing to a variety of different kinds of music</td>
<td>• Using tools to create wooden construction projects</td>
<td>• Using tools to create wooden construction projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Performing imaginative movement in response to music</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Acting out a role in dramatic play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing an understanding of and appreciation of the arts</td>
<td>• Responding to artistic creations or events</td>
<td>• Listening to music tapes during choice time</td>
<td>• Appreciating the skill, humor or beauty of illustrations in a book</td>
<td>• Forming opinions and critiques of performances</td>
</tr>
<tr>
<td></td>
<td>• Copying the dance steps of a classmate</td>
<td>• Exclaiming about the skill a classmate displays in painting, modeling with play dough or building with blocks</td>
<td>• Identifying which painting they liked best in the art museum</td>
<td>• Developing definite preferences for styles of art and performance</td>
</tr>
<tr>
<td></td>
<td>• Listening at a children's concert</td>
<td>• Closely watching a guest performer</td>
<td>• Watching as classmates perform a play or puppet show</td>
<td>• Appreciating and respecting the artistic expressions of classmates</td>
</tr>
<tr>
<td></td>
<td>• Showing sustained interest in a presentation by a puppeteer or actor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<tr>
<td>Listening and understanding</td>
<td>• Responding to frequently heard sounds and words</td>
<td>• Showing increased understanding of gestures and words</td>
<td>• Gaining meaning through listening</td>
<td>• Listening for longer periods of time</td>
</tr>
<tr>
<td></td>
<td>• Moving their arms and legs when they hear a familiar voice</td>
<td>• Stopping, sometimes, when told</td>
<td>• Pointing to body parts when asked</td>
<td>• Reacting to funny parts of stories by laughing or smiling</td>
</tr>
<tr>
<td></td>
<td>• Turning their head toward a sound</td>
<td>• Looking in the right way when asked, “Where is the kitty?”</td>
<td>• Patting a picture of a dog in a book when asked, “Where is the dog?”</td>
<td>• Responding appropriately to questions about picture books</td>
</tr>
<tr>
<td></td>
<td>• Paying attention to the language used in their home</td>
<td>• Paying attention to interesting things in the environment when prompted</td>
<td>• Finding their shoes when it's time to get dressed</td>
<td>• Understanding and reacting to gestures</td>
</tr>
<tr>
<td>Demonstrates communication and developing speaking abilities</td>
<td>• Using a variety of sounds and movements to communicate</td>
<td>• Using consistent sounds, gestures and some words to communicate</td>
<td>• Using a growing number of words and puts words together</td>
<td>• Speaks clearly enough to be understood by most listeners</td>
</tr>
<tr>
<td></td>
<td>• Beginning to coo and babble</td>
<td>• Pointing, gesturing or making sounds to indicate wants and needs</td>
<td>• Using two-word sentences</td>
<td>• Beginning to use the rules of grammar, descriptive words, personal pronouns and position words (such as as up, under or behind) in their speech</td>
</tr>
<tr>
<td></td>
<td>• Experimenting with different types of sounds</td>
<td>• Saying a few words such as “mama” and “dada”</td>
<td>• Attending to and tries to take part in conversations</td>
<td>• Using questions to keep conversations going</td>
</tr>
<tr>
<td>Demonstrates emergent literacy</td>
<td>• Enjoying the sounds and rhythms of language</td>
<td>• Building and using vocabulary through direct experiences and involvement with pictures and books</td>
<td>• Showing motivation to read and asking that favorite stories and rhymes are repeated</td>
<td>• Shows growing interest in print and books</td>
</tr>
<tr>
<td></td>
<td>• Exploring books by chewing, shaking and banging</td>
<td>• Enjoying patterns of rhythm and repetition in their home language</td>
<td>• Learns that pictures represent real objects, events, and ideas</td>
<td>• Demonstrating some book-reading skills</td>
</tr>
<tr>
<td></td>
<td>• Babbling while looking at books with parents, caregivers or teachers</td>
<td>• Showing a memory of parts of stories and songs</td>
<td>• Beginning to make connections between their own experiences and ideas in books and stories</td>
<td>• Sometimes choosing books over other activities</td>
</tr>
<tr>
<td>Demonstrates developing writing ability</td>
<td>• Developing eye-hand coordination and more intentional hand control</td>
<td>• Uses tools to make scribbles</td>
<td>• Makes purposeful marks on paper</td>
<td>• Uses scribbles and unconventional shapes to convey messages</td>
</tr>
<tr>
<td></td>
<td>• Passing objects from one hand to the other</td>
<td>• Showing their own marks made on paper to others</td>
<td>• Uses a variety of tools such as pencils, markers, crayons and paints</td>
<td>• Holding a pencil with thumb and forefinger instead of their fist</td>
</tr>
<tr>
<td></td>
<td>• Mimicking hand clapping and waving “bye-bye”</td>
<td>• Repeats actions that symbolize meaningful ideas</td>
<td>• Drawing horizontal and some vertical lines</td>
<td>• Telling others about their drawings and asking adults to write their stories</td>
</tr>
<tr>
<td></td>
<td>• Watching activities of others and imitates sounds, facial expressions and actions</td>
<td>• Moving toward the door when their parents get ready to leave</td>
<td>• Using beginning representation through play that imitates familiar routines</td>
<td>• Using more complicated initiative play as symbolic thought processes and mental concepts or pictures are developed</td>
</tr>
</tbody>
</table>

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<th>4 Year Olds</th>
<th>5 Year Olds</th>
<th>School Age</th>
</tr>
</thead>
</table>
| Gains meaning through listening and follows directions | • Listening attentively to stories
• Conversing with a teacher
• Following two-step directions
• Matching movements and actions to the music and directions in a song | • Carrying on a conversation later that extends a thought expressed to the group earlier
• Understanding an announcement made by the teacher
• Understanding audio-taped stories
• Following two- or three-step directions | • Listens for meaning in discussions and conversations
• Asking questions to clarify their understanding
• Recognizing the intent behind the words of their peers, such as an apology
• Following directions that involve a series of actions | • Understanding and carrying out multiple step directions
• Asking increasingly sophisticated questions to expand their understanding
• Understanding of the role of context in stories or speech |
| Show speaking ability | • Speaking clearly enough to be understood by most listeners
• Being understood when requesting information
• Describing a recent event and answering questions about it | • Speaking clearly enough to be understood without contextual clues
• Accurately delivering a message from home to the teacher
• Using common social conventions, such as “please” and “thank you” with reminders | • Speaking clearly and conveys ideas effectively
• Retelling events using more than short phrases
• Participating in conversations on the playground, speaking loudly enough to be heard by the group | • Speaking clearly and convincingly with emotion and/or logic
• Imitating slang
• Following the rules of conventional grammar in conversation
• Conversing fluently with adults |
| Uses expanded vocabulary and language for a variety of purposes | • Using a word learned from a story book
• Making up silly sounding words
• Repeating short rhyming verses | • Using words to communicate their feelings
• Asking questions related to the topic of discussion | • Trying out a new word
• Telling a friend a joke or making up new jokes
• Noticing a word they don’t know and trying to decode it from contextual clues | • Learning as many as five to ten new words each day
• Using appropriate verb tenses, word order and sentence structure
• Language becoming more precise and elaborate with a greater use of descriptive adjectives and adverbs |
### Language & Communication

<table>
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<th>5 Year Olds</th>
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</thead>
<tbody>
<tr>
<td>Shows characteristics leading to reading ability</td>
<td>• Showing appreciation for books</td>
<td>• Looking at books in an organized manner, one page at a time from front to back</td>
<td>• Showing interest in and demonstrated knowledge about books and reading</td>
<td>• Enjoying wide range of books and publications</td>
</tr>
<tr>
<td></td>
<td>• Paying attention to a story read in a small group</td>
<td>• Pretending to read</td>
<td>• Using books to learn more about a topic of interest</td>
<td>• Understands process of authoring, revising and publishing books</td>
</tr>
<tr>
<td></td>
<td>• Acting out various parts of a story as a teacher reads a book</td>
<td>• Re-enacting a story and improvising dialogue</td>
<td>• Showing some understanding of concepts about print</td>
<td>• Acquiring reading skills in a progressive manner</td>
</tr>
<tr>
<td></td>
<td>• Recognizing a favorite book by its cover and asking that it be read</td>
<td>• Showing beginning understanding of concepts about print</td>
<td>• “Writing” a story from left to right using strings of letters</td>
<td>• Enjoys storytelling, imaginative tales and myths</td>
</tr>
<tr>
<td></td>
<td>• Using rhythm sticks</td>
<td>• Asking for help in making a sign for the dramatic play area</td>
<td>• Knowing that words are made up of sounds and being able to identify the smallest units of sound (phonemes) in a word</td>
<td>• Interested in learning secret word codes and code languages</td>
</tr>
<tr>
<td></td>
<td>• Clapping to represent the syllables of short phrases</td>
<td>• Checking a classroom job chart for their name</td>
<td>• Sorting pictures into two groups based on their beginning sounds</td>
<td>• May develop strong preferences for favorite authors or genres</td>
</tr>
<tr>
<td></td>
<td>• Repeating familiar rhyming verses and songs</td>
<td>• Demonstrating phonological awareness by saying the sound of a letter</td>
<td>• Knowing letters, sounds, and how they form words</td>
<td>• Showing interest in the irregularities and inconsistencies in conventional spelling and grammar</td>
</tr>
<tr>
<td></td>
<td>• Showing interest in letters and words</td>
<td>• Beginning to develop knowledge about letters</td>
<td>• Comprehends and responds to fiction and informational text read aloud</td>
<td>• Enjoying wide range of books and publications</td>
</tr>
<tr>
<td></td>
<td>• Comprehending and responding to stories read aloud</td>
<td>• Identifying uppercase letters as they sing the alphabet song</td>
<td>• Using letter-like shapes, symbols and letters to convey meaning</td>
<td>• Understanding purposes for writing</td>
</tr>
<tr>
<td>Shows characteristics leading to writing ability</td>
<td>• Representing ideas and stories through pictures, dictation and play</td>
<td>• Retelling stories</td>
<td>• Dictating a story to the teacher about a class trip</td>
<td>• Writing numbers and letters with increasing precision and interest</td>
</tr>
<tr>
<td></td>
<td>• Describing their drawings when asked</td>
<td>• Pretending to write during dramatic play</td>
<td>• Writing labels, notes and captions for illustrations</td>
<td>• Enjoying writing to friends</td>
</tr>
<tr>
<td></td>
<td>• Using scribbles and unconventional shapes to write</td>
<td>• Drawing illustrations to go along with stories they have heard</td>
<td>• Using invented spelling to form words with initial and final consonants</td>
<td>• Following the rules of grammar in written form</td>
</tr>
<tr>
<td></td>
<td>• Using scribbles to make signs or shopping lists</td>
<td>• Using letter-like shapes, symbols and letters to convey meaning</td>
<td>• Keeping a list of the words they know how to spell</td>
<td>• Recognizing basic marks of punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Labeling a drawing with several randomly placed letter-like shapes</td>
<td>• Realizing that a caption can tell a story about a photograph or painting</td>
<td>• Able to copy information from a blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Beginning to write several letters correctly</td>
<td>• Copying a note to take home</td>
<td>• Writing stories, lists and personal thoughts</td>
</tr>
</tbody>
</table>

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<tr>
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<th>Birth to 8 Months</th>
<th>8 to 18 Months</th>
<th>18 to 24 Months</th>
<th>24 to 36 Months</th>
</tr>
</thead>
</table>
| **Forms and maintains secure relationships with others** | • Exhibiting mutual eye gazes during routine caregiving activities  
• Listening attentively, observing facial expressions and then responding by cooing, crying, smiling or reaching out  
• Demonstrating a strong preference for parents, caregivers and teachers | • Engaging in interactive games  
• Becoming distressed in the presence of unfamiliar adults  
• Showing affection, such as hugs and kisses | • Showing empathy for others who are familiar to them  
• Continuing parallel play  
• Exhibiting emerging social play such as seeking out help with feeding a doll or covering it with a blanket | • Seeking support to address conflicts with peers  
• Taking on the role of an adult figure in pretend play  
• Starting to imitate adult social behaviors such as using words like “please” and “thank you” |
| **Responds to the environment** | • Responding to touch when their back is rubbed  
• Responding to sound by cooing when songs are sung  
• Reaching for and grasping objects | • Knowing and accepting their blanket when handed to them  
• Becoming familiar with their surroundings and enacting familiar routines such as splashing water when placed in their bath tubs  
• Enjoying new sand toys in the sand box | • Becoming increasingly able to move around their environment  
• Using adults as tools, such as asking to be picked up to reach a toy on a shelf  
• Beginning to use a book appropriately | • Trying out new games and toys  
• Using play materials in the intended way, such as stacking blocks instead of throwing them, or keeping water in the water table  
• Becoming more comfortable when entering new environments |
| **Develops emotional self-regulation** | • Crying when hungry, uncomfortable, or unhappy  
• Kicking their legs in excitement and settling when they see parents, caregivers and teachers  
• Breaking eye-contact, frowning and/or arching their back when over-stimulated | • Continuing to use a comfort item when feeling stressed  
• Showing signs of jealousy and attempts to adapt  
• Looking for help when becoming upset | • Using emotional expressions to obtain desired objects  
• Seeking and responding to comfort when frightened or upset  
• Beginning to recognize that others smile when happy and look unhappy when they cry | • Using words or crying to get someone’s attention  
• Engaging in reassuring self-talk or changing goals when frustrated or frightened  
• Beginning to use emotionally charged words to get their needs met as opposed to simply acting out their needs |
| **Develops behavioral regulation** | • Stopping crying when picked up  
• Quieting when swaddled in a comfortable blanket  
• Returning to sleep once awakened by a sound or movement | • Using transitional objects to calm themselves when tired  
• Looking for reassurance or guidance  
• Demonstrating the ability to be comforted when frightened | • Stopping and looking when their name is called  
• Following two-step directions  
• Beginning to end tantrums with some redirection | • Continuing to develop social play  
• Waiting a turn  
• Listening to and following the rules in small group activities |

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</tr>
</thead>
<tbody>
<tr>
<td>Develops social problem-solving</td>
<td>• Smiling at others</td>
<td>• Vocalizing and pointing to get attention</td>
<td>• Calling for help when in a conflict with another child</td>
<td>• Telling another child, “no, stop!” when their toy is taken</td>
</tr>
<tr>
<td></td>
<td>• Babbling or cooing and pausing to wait for a response</td>
<td>• Moving near parents, caregivers and teachers when a stranger enters the room</td>
<td>• Moving around another child who is in their way as they climb the slide</td>
<td>• Putting away toys when asked</td>
</tr>
<tr>
<td></td>
<td>• Gaining the attention of peers through vocalization, reaching out and smiling</td>
<td>• Screaming “no!” and getting the attention of an adult when another child takes their toy</td>
<td>• Saying “mine” to a child who takes their toy</td>
<td>• Sharing occasionally</td>
</tr>
<tr>
<td>Forms and maintains mutual relationships with others</td>
<td>• Reaching for and preferring to be held by parents, caregivers and teachers</td>
<td>• Showing preference for caretaking when hurt or needing comfort</td>
<td>• Crying when their parents leave them but settling in with the help of caregivers and teachers</td>
<td>• Initiating play with a familiar peer</td>
</tr>
<tr>
<td></td>
<td>• Imitating and terminating a social smile</td>
<td>• Touching and imitating another child sitting nearby</td>
<td>• Hiding behind familiar adults when a new person talks to them</td>
<td>• Looking for an older sibling when several children are playing with them in their yard</td>
</tr>
<tr>
<td></td>
<td>• Trying to imitate kisses</td>
<td>• Recognizing the name of a friend</td>
<td>• Looking across the room periodically when playing with peers</td>
<td>• Enjoying an activity with a friend</td>
</tr>
<tr>
<td>Demonstrates sense of competence and confidence in growing abilities</td>
<td>• Recognizing that parents, caregivers and teachers respond to their cues</td>
<td>• Smiling and clapping hands when they successfully climb up the stairs</td>
<td>• Continuing to dance when applauded</td>
<td>• Climbing higher and higher on playground structures even when they have been asked to stop</td>
</tr>
<tr>
<td></td>
<td>• Moving toward and getting a favorite toy</td>
<td>• Playing with a preferred toy</td>
<td>• “Drawing” or scribbling with a crayon and showing off their work</td>
<td>• Wanting to dress themselves</td>
</tr>
<tr>
<td></td>
<td>• Kicking a mobile to make it move over and over again</td>
<td>• Initiating simple games and choosing things to explore</td>
<td>• Using words to get their needs met</td>
<td>• Showing increased interest in toileting</td>
</tr>
<tr>
<td>Becomes aware of oneself as a unique individual while still connected to others</td>
<td>• Noticing and exploring their own hands</td>
<td>• Paying attention to their reflection in the mirror</td>
<td>• Showing particular interest in a special book or music tape</td>
<td>• Pointing to themselves in a photograph</td>
</tr>
<tr>
<td></td>
<td>• Beginning to look and smile at themselves in the mirror</td>
<td>• Turning their head and pushing away food when they are not hungry</td>
<td>• Using “I,” “mine,” and “me” often</td>
<td>• Noticing that another child has brown hair like they do</td>
</tr>
<tr>
<td></td>
<td>• Covering their eyes to encourage a game of peek-a-boo</td>
<td>• Holding onto a favorite toy as another child approaches and looking toward their parent, caregiver or teacher</td>
<td>• Pointing to and naming several of their own body parts</td>
<td>• Referring to themselves with characteristics such as “strong” or “smart”</td>
</tr>
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</tr>
</thead>
</table>
| **Demonstrates self confidence** | • Joining other children in play, often in parallel play  
• Responding to greetings from teachers or caregivers  
• Choosing individual activities, such as doing puzzles or painting | • Showing excitement about going on a field trip  
• Entering dramatic play area and choosing a role that fits the play of others  
• Becoming a part of playground games | • Expressing delight over their creations  
• Entering small groups confident that they will be accepted after a short time  
• Providing simple explanations about their disabilities to other children | • Less dependent on parents, though still needing closeness and nurturing  
• Enjoying making decisions and making plans with friends  
• Eagerly participating in team activities, such as sports and games |
| **Shows some self direction** | • Engaging eagerly in solitary or parallel play  
• Choosing specific materials for pasting from the collage collection  
• Selecting one book from several choices | • Finding materials for a project  
• Trying a new activity  
• Playing with different children rather than the same friend every day | • Eagerly selecting new activities  
• Assuming classroom chores without being asked  
• Originating projects and working on them independently | • Selecting activities for self and remaining engaged for longer periods of time  
• Strong preferences and dislikes becoming prevalent  
• Seeking ways to challenge self |
| **Shows self-control** | • Follows simple classroom rules and routines with guidance  
• Picking up cups and napkins and putting them in the wastebasket after snack  
• Standing in line waiting a turn for the slide | • Cleaning their area after snack with a few reminders  
• Holding hands when crossing the street  
• Removing a finished painting from the easel and hanging it to dry | • Remembering to wash hands before cooking  
• Waiting for a computer to be free  
• Recognizing that since it is almost time for snack, there is only enough time to build a small block structure | • Able to plan ahead, such as saving a cookie to take with on a field trip  
• Having the ability to plan time and activities in the future  
• Forming moral and ethical opinions about what is “right” and “wrong” |
| **Begins to use classroom materials carefully** | • Taking care of books  
• Using markers on paper, rather than on other surfaces  
•Treating classroom pets gently and with care | • Helping to clean up by sweeping around the sand table  
• Putting blocks away  
• Handling objects on the Discovery Table carefully | • Using classroom materials purposefully and respectfully  
• Using objects with intention, without breaking or destroying them  
• Asking for tape to repair a torn book | • Conserving and recycling classroom materials  
• Interested in using more sophisticated equipment with purpose and respect |
| **Manages transitions** | • Separating from a parent with growing ease  
• Moving from one activity to another with few reminders  
• Saying good-bye to the teacher | • Using a routine for good-byes  
• Moving from play to clean-up with ease and purposefulness  
• Helping the teacher give transition signals | • Adapting to changes in routine  
• Going from home to school without anxiety  
• Going to music class and remembering that teacher’s rules | • Excited by changes in routine  
• Able to maintain increasingly flexible day with class changes |

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</tr>
</thead>
<tbody>
<tr>
<td>Interacts with other children and familiar adults</td>
<td>• Interacts with one or more children&lt;br&gt;• Playing side-by-side with other children&lt;br&gt;• Asking caregivers or teachers if they can help&lt;br&gt;• Telling others about events at home or describing their clothing</td>
<td>• Interacting easily with one or more children&lt;br&gt;• Working cooperatively with other children&lt;br&gt;• Asking for attention with reasonable actions&lt;br&gt;• Listening to and talking with adults</td>
<td>• Giving assistance to peers who are trying to solve a problem&lt;br&gt;• Politey asking for things and saying “thank you”&lt;br&gt;• Relating events and anecdotes to the teacher with ease</td>
<td>• Pleased with attention from adults, enjoys compliments and assistance&lt;br&gt;• Interacting easily one-on-one or with groups&lt;br&gt;• Can work as group leader and as team member</td>
</tr>
<tr>
<td>Participates in the group life of the class</td>
<td>• Participating in small group projects for 5 to 10 minutes&lt;br&gt;• Playing group games&lt;br&gt;• Participating in snack time with peers</td>
<td>• Readily joining circle times&lt;br&gt;• Recognizing that a classmate is absent and asking the teacher about her&lt;br&gt;• Following classroom rules</td>
<td>• Being part of the audience as well as an active participant in group events&lt;br&gt;• Following the rules for simple card games&lt;br&gt;• Waiting to take turns</td>
<td>• Prioritizing group membership and acceptance by peers&lt;br&gt;• Sharing ideas and projects with classroom&lt;br&gt;• Following rules for competitive or complex games</td>
</tr>
<tr>
<td>Shows empathy and caring for others</td>
<td>• Putting an arm around a friend who is crying&lt;br&gt;• Pretending to soothe a crying doll&lt;br&gt;• Helping a classmate clean up a spill</td>
<td>• Volunteering to help a classmate&lt;br&gt;• Showing acceptance and support of a classmate with a physical disability&lt;br&gt;• Expressing appropriate feelings for characters in a story</td>
<td>• Showing concern for a classmate who has been excluded from an activity&lt;br&gt;• Helping a friend find a lost toy&lt;br&gt;• Helping a new student find their way around the room</td>
<td>• Understanding and respecting that some children excel in different areas, such as music, sports or art&lt;br&gt;• Exhibiting concern for grieving classmate&lt;br&gt;• Exhibiting increasing awareness of the feelings of others in daily events</td>
</tr>
<tr>
<td>Shows social problem solving abilities</td>
<td>• Seeks adult help when needed to resolve conflicts&lt;br&gt;• Asking for help to obtain a turn on the slide or with a toy</td>
<td>• Using words suggested by an adult to express anger&lt;br&gt;• Asking a child to return a toy he has grabbed&lt;br&gt;• Negotiating with other children to solve a problem with the teacher’s support</td>
<td>• Sharing without grabbing&lt;br&gt;• Using words to express feeling&lt;br&gt;• Using and accepting compromises&lt;br&gt;• Settling disputes with another child</td>
<td>• Problem-solves independently using logical steps to varying degrees of proficiency&lt;br&gt;• Can solve problems using more logic</td>
</tr>
</tbody>
</table>

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## Approaches to Learning

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<th>18 to 24 months</th>
<th>24 to 36 months</th>
</tr>
</thead>
</table>
| Shows awareness of and interest in the environment | • Turning in the direction of the source of familiar voices and sounds  
• Reacting to new objects, voices and sounds by either becoming more active or more quiet  
• Gazing attentively at talking parents, caregivers and teachers when being fed and changed | • Looking to parents, caregivers or teachers when a stranger approaches  
• Showing pleasure and encouraging continued interaction when they are being read to, by vocalizing and smiling  
• Exploring spatial relationships by attempting to fit their bodies in boxes or tunnels  
• Imitating familiar activities such as cooking and putting a pretend telephone to their ear | • Using facial expressions to show excitement  
• Pointing to an unfamiliar picture in a story book and looking to the reader for the name of an object  
• Beginning to explore the environment independently  
• Eagerly seeking and taking pleasure in new skills, such as climbing up the stairs and clapping at their success | • Playing beside other children and imitating the play of another child  
• Imitating adult activities such as reading or helping to set the table  
• Showing interest in patterns and sorting activities  
• Asking questions related to a story |
| Pays attention briefly and tries to reproduce interesting and pleasurable effects and events | • Grasping, releasing, re-grasping and re-releasing an object  
• Lifting arms up while crying to be picked up and comforted  
• Kicking or swatting a mobile to repeat a sound or a motion | • Attending briefly and persists in repetitive tasks  
• Wanting to hear the same song or be read the same book over and over  
• Filling a container with small objects and dumping them out repeatedly  
• Taking turns in back-and-forth sound play by responding to adults’ speech and producing words or babbling | • Attending for longer periods of time and persists at preferred activities  
• Enjoying playing the same music and movement activity over and over  
• Insisting on choosing what to wear  
• Trying various shapes in a shape-sorting toy until the shape finally fits | • Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem  
• Insists on feeding themselves and pouring juice at snack time  
• Requesting that their favorite book be read over and over  
• Using suggestions to find missing pieces of a toy or to try something new with play dough |
| Notices and shows interest in and excitement with familiar objects, people and events | • Inspecting their own hands, fingers, feet and toes by touching, looking and mouthing  
• Turning toward and tracking voices, people and objects  
• Dropping a toy or object and looking for it | • Approaches and explores new experiences in familiar settings  
• Spotting a cat and saying “dog”  
• Pretending to lock and unlock a door using a toy key  
• Reacting to the sound of music with movement | • Delights in finding new properties and uses for familiar objects and experiences  
• Enjoying sand and water activities  
• Modeling everyday activities and pretending to be a mommy, daddy or baby  
• Stomping feet loudly to loud music and tiptoeing to soft music | • Explores the environment with purpose and flexibility  
• Enjoys opportunities to use art materials such as markers, paints and play dough  
• Using objects together as tools as in using sticks and a stool to reach a toy  
• Acting out familiar life scenes |

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More information about the development of school-aged children can be found in Developmental Profiles: Pre-birth through Eight by K. Eileen Allen and Lynn R. Marotz, Ph.D.; Delmar Publishers, [www.delmar.com](http://www.delmar.com)
### Approaches to Learning

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| Shows eagerness and curiosity as a learner | • Trying different art experiences or listening to new books  
• Indicating awareness of other children by watching or interacting with them  
• Noticing new displays in the science area | • Showing interest in stories and events related by other children  
• Looking at a picture of a castle and trying to recreate it with blocks  
• Continuing a discussion by asking related questions or making comments | • Using play and different media to process new ideas and to represent knowledge  
• Asking how a caterpillar can live in a cocoon without food or water  
• Acting out the emotions of an anecdote when telling a story  
• Shows eagerness and curiosity as a learner  
• Trying different art experiences or listening to new books  
• Indicating awareness of other children by watching or interacting with them  
• Noticing new displays in the science area | • Looks forward to school  
• Enthusiastic and inquisitive  
• Increasing developing personal interests and preferred topics for research and reading  
• Comprehending and seeking greater level of detail and higher volume of information in response to questions |

| Shows persistence                 | • Attend briefly and seeks help when encountering a problem  
• Trying several times to reach a toy on a high shelf  
• Looking for help when trying to hang up a wet painting | • Paying attention to songs and stories during circle time  
• Following teacher or peer suggestions for solving a problem  
• Completing favorite puzzles over and over again | • Sustaining attention to a task, persisting even after encountering difficulty  
• Remembering on a day-to-day basis to maintain long-term projects, such as recording daily plant growth on a chart | • Working at tasks for longer periods of time  
• Enjoying the challenge of puzzles and complex games  
• Collecting groups of items, sorting, cataloguing and trading with others to complete their collection |

| Shows creativity and inventiveness | • Approaching play with purpose and inventiveness  
• Becoming excited when yellow and blue paint mixes into green  
• Trying a different way to accomplish a task or use an object | • Approaching tasks with flexibility and inventiveness  
• Trying to staple two pieces of paper together when tape doesn't work  
• Experimenting with a brush to find ways to keep paint from dripping | • Attempting several different ways to solve a problem  
• Using a drawing program on the computer to illustrate a story  
• Using resources to spell words  
• Approaching play with purpose and inventiveness  
• Becoming excited when yellow and blue paint mixes into green  
• Trying a different way to accomplish a task or use an object | • Experimenting with many ways to complete tasks  
• Inventing new approaches to daily events  
• Utilizing found objects in inventive ways |

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