

Delaware Early Learning Foundations:	
Social-Emotional Development	
Young Infants (0 - 6 Months)	
Self-Awareness	
Express feelings, emotions, and needs in a responsive environment	Cries when hungry, tired, overstimulated (19, 28, 31); Laughs out loud (31); Shows sense of trust (40, 66, 168, 173); Makes demanding cries (40); Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Cries to demand attention (37, 40); Smiles at familiar voices (40, 181); Babbles and laughs to get adult attention (40, 149, 150, 181); Responds to smiles with smiling (40, 164, 177); Calms self (40)
Discover own body	Brings hands to face (15); Brings hands to midline while on back (15, 106); Plays with hands and may hold and observe a toy (15); Brings feet to mouth easily while lying on back (15, 97); Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165); Responds to own reflection in mirror (23, 114, 122, 177)
Recognize and respond to name	Responds to own name (31, 149, 153)
Begin to develop independence	Babbles and laughs to get adult attention (40, 149, 150, 181); Calms self (40); Looks and listens for purpose (40); Shows curiosity by exploring with senses (47, 188, 194); Plays with hands and may hold and observe a toy (15); Reaches for objects (15, 195)
Begin to develop a sense of accomplishment	Rolls over (15, 97); Plays with hands and may hold and observe a toy (15); Explores environment with senses (22, 112); Shows interest in manipulating toys and objects (23, 126); Looks and listens for purpose (40)
Self-Regulation	
Begin to develop calming and coping skills	Calms self (40)
Develop self-control	Anticipates events (23, 116); Calms self (40)Cries to demand attention (37, 40)
Attachments/Social Relationships	
Express feelings through facial expressions, gestures and sound	Makes demanding cries (40); Coos (28, 40, 122, 145, 157); Smiles at the sound of familiar voices (40, 181); Babbles and laughs to get adult attention (40, 149, 150, 181)

Build a trusting relationship with caring adults	Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Smiles at the sound of familiar voices (40, 181); shows sense of trust (40, 66, 168, 173)
Engage with other children	Pays close attention to older children and their actions (40, 164)
Responds to emotions of others	Responds to smiling with smiling (40, 164, 177); Babbles and laughs to get adult attention (40, 149, 150, 181)
Older Infants (6-12 Months)	
Self-Awareness	
Express feelings, emotion and needs in a responsive environment	Feels anxiety on separation from familiar adults (separation anxiety) (40); Feels anxiety in the presence of strangers (stranger anxiety) (40); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165)
Discover own body	Grasps small objects (12, 15, 89, 93, 103, 107); Can be pulled to feet but can't support self (15); Gets to sitting position (15); Crawls (trunk lifted) (12, 15, 89, 94); Cruises (walks around holding onto furniture (13, 15); Walks with assistance (15); Stands alone (15, 94, 107)
Recognize and respond to name	Responds to own name (31, 149, 153)
Begin to develop independence	Sits by self and maintains balance (15); crawls (trunk lifted) (12, 15, 89, 94); Selects toys intentionally (23, 195); Says one or more word (31, 158); Uses gestures and actions intentionally (31, 150, 159); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165)
Begin to develop a sense of accomplishment	Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165)
Self-Regulation	
Begin to develop calming and coping skills	Expresses emotions (happiness, sadness, anger and surprise) through gestures, sounds, or facial expressions (40, 165); Calms self (40); Can distinguish voice tones and emotions (40, 182)
Develop self-control	Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Responds to "no, no" (23)

Attachments/Social Relationships	
Express feelings through facial expressions, gestures and sound	Expresses emotions (happiness, sadness, anger and surprise) through gestures, sounds, or facial expressions (40, 165); Can distinguish voice tones and emotions (40, 182)
Build a trusting relationship with caring adults	Distinguishes voices of important, familiar people (40, 174); Feels anxiety on separation from familiar adults (separation anxiety)(40); Feels anxiety in the presence of strangers (stranger anxiety)(40)
Engage with other children	Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Respond to emotions of others	Can distinguish voice tones and emotions (40, 182);
Young Toddler (12-24 Months)	
Self-Awareness	
Express feelings, emotions and needs in a responsive environment	Expresses feelings with words (31, 151); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Shows attachment to significant adults (41); Shows signs of stress when family members initiate separation 41; Shows increasing ability to cope with stress (41); Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Discover own body	Points, gestures, or asks "what's that" when curious about something (47); Is toilet trained ⁴¹ ; Shows independence in self-help skills (166); Shows independence in self-care (175); Washes face and hands(41) Feeds self(16, 91); Dresses self (16, 124, 175); Shows interest in toilet training (16); Recognizes own image in mirror (23, 122)
Recognize and respond to name	Responds to own name (149,153)
Begin to develop independence	Walks alone (15, 107); Crawls up and down stairs (13, 16); Claps hands with enjoyment (16, 100); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Demonstrates confidence (104); Follows simple commands from adults or older children (23, 114, 134); Dresses self (16, 124, 175); Shows interest in toilet training (16); Initiates separation from caregivers (41); Shows independence in self-help skills (166); Follows through on some tasks (47, 195)

Begin to develop a sense of accomplishment	Walks alone (15, 107); Crawls up and down stairs (13, 16); Claps hands with enjoyment (16, 100); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Demonstrates confidence (104); Follows simple commands from adults or older children (23, 114, 134); Dresses self (16, 124, 175); Shows interest in toilet training (16); Initiates separation from caregivers (41); Shows independence in self-help skills (166); Follows through on some tasks (47, 195)
Self-Regulation	
Begin to develop calming and coping skills	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Shows increasing ability to cope with stress (41); Initiates separation from caregivers (41); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Shows attachment to significant adults (41); Expresses feelings with words (31, 151)
Develop self-control	Follows more complex directions from adults (128); Understands the meaning of "no" but often resists directions and must be physically removed (40); Understands and responds to simple directions (31, 158); Follows simple commands from adults or older children (23, 114, 134)
Express feelings through facial expressions, gestures and sound	Expresses feelings with words (31, 151); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Shows attachment to significant adults (41); Shows signs of stress when family members initiate separation 41; Shows increasing ability to cope with stress (41)
Build a trusting relationship with caring adults	Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Shows attachment to significant adults (41); Shows signs of stress when family members initiate separation 41; Shows increasing ability to cope with stress (41); Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Attachments/Social Relationships	
Engage with other children	Enjoys playing next to other children (parallel play) 40; Shares toys or possessions (40); Imitates older siblings or peers (40, 170)
Respond to emotions of others	Shows signs of teasing adults (40, 174)
Older Toddler (24-36 Months)	
Self-Awareness	

Express feelings, emotions and needs in a responsive environment	Says "no" 23; Uses a loud and soft voice 32; Shows pride in accomplishments, especially physical (38, 41, 171); Identifies and talks about personal feelings (41, 151, 184); Identifies and talks about others' feelings (41, 183); Expresses feelings and emotions with words (39, 41); Likes to be silly and make others laugh (42, 167)
Discover own body	Is interested in anatomy (41, 171, 174); Identifies and names body parts (24)
Recognize and respond to name	Knows and says first name (24); Recognizes own name in print (24, 136)
Begin to develop independence	Is toilet trained 41; Shows independence in self-help skills (166); Shows independence in self-care (175); Shows independence in washing hands, dressing, and selecting clothing (41)
Begin to develop a sense of accomplishment	Shows pride in accomplishments, especially physical (38, 41, 171)
Self-Regulation	
Begin to develop calming and coping skills	Understands some limits and rules (39, 42, 172); Expresses feelings and emotions with words (39, 41); Understands others' perspectives (41, 176)
Develop self-control	Follows 1-2 step directions from adults (24, 128); Shows increasing ability to control own behavior (35, 41); Knows some rules but cannot follow them consistently (41)
Attachments/Social Relationships	
Express feelings through facial expressions, gestures and sound	Says "no" 23; Uses a loud and soft voice 32; Shows pride in accomplishments, especially physical (38, 41, 171); Identifies and talks about personal feelings (41, 151, 184); Identifies and talks about others' feelings (41, 183); Expresses feelings and emotions with words (39, 41); Likes to be silly and make others laugh (42, 167)
Build a trusting relationship with caring adults	Shows interest in helping (41); Shows respect for other people and possessions occasionally (41, 167, 179); Enjoys helping with household tasks 41; Likes to be silly and make others laugh (42, 167); Seeks attention and approval (42)
Engage with other children	Plays next to other children, sharing occasionally (41, 91, 167); Shows respect for other people and possessions occasionally (41, 167, 179); Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); Takes turns (41, 172); Shares (41, 172)

Respond to emotions of others	Identifies and talks about others' feelings (41, 183); Expresses feelings and emotions with words (39, 41); Likes to be silly and make others laugh (42, 167)
Language and Literacy Development	
Young Infants (0 - 6 Months)	
Receptive Language	
Show interest in sounds	Reacts to loud noises (15, 88); Explores environment with senses (22, 112); Shows curiosity by exploring with senses (47, 188, 194)
Show interest in language of others	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157); Smiles at the sound of familiar voices (40, 181)
Begin to understand gestures, words, routines, communication	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157)
Responds to communication of others	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157)
Expressive Language	
Use sounds, gestures, or actions to communicate wants and needs	Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40); Babbles and laughs to get adult attention (40, 149, 150, 181)
Expressive Language	
Imitate sounds, words, signs, facial expressions, and gestures	Makes squealing and gurgling sounds (31, 140, 149, 152); Babbles consonant sounds, such as "da-da-da" (31, 149); Laughs out loud 31
Communicate using words, sounds, and/or signs leading to	Cries when hungry, tired, overstimulated (19, 28, 31); Makes
Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40);
Engage in turn-taking back- and- forth exchanges leading to conversation	Coos in response to adults' speech (28, 31, 145, 157)
Emergent Literacy	
Show interest in rhymes, books, stories, and songs	Looks and listens for purpose 40; Prefers black-and-white or high-contrast patterns (22, 126, 133)
Actively participate and show appreciation for book reading, story sharing and singing	Looks and listens for purpose 40; Prefers black-and-white or high-contrast patterns (22, 126, 133)
Interact with books appropriately	
Emergent Writing	
Use and experiment with different writing materials	

Notice and show interest in signs and words in the classroom environment	Prefers black-and-white or high-contrast patterns (22, 126, 133)
Older Infants (6-12 Months)	
Receptive Language	
Show interest in sounds	Uses intonations in sound (31); Experiments with vocalizations to include longer more varied sounds (31); Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Investigates objects by banging, shaking, and throwing (23, 113)
Show interest in language of others	Understands more words every day (receptive vocabulary)(31); Imitates sounds (28, 31, 145, 183); Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Begin to understand gestures, words, routines, communication	Gestures or points to communicate (31, 146, 150, 153, 159); Responds to own name (31, 149, 153); Says one word or more (31, 158); Experiments with vocalizations to include longer more varied sounds (31)
Respond to communication of others	Responds to own name (31, 149,153); Gestures or points to communicate (31, 146, 150, 153, 159); Follows simple commands from adults or older children (23, 114, 134)
Expressive Language	
Use sounds, gestures, or actions to communicate wants and needs	Responds to own name (31, 149, 153); Says one word or more (31, 158); Experiments with vocalizations to include longer more varied sounds (31)
Imitate sounds, words, signs, facial expressions, and gestures	Imitates sounds (28, 31, 145, 183)
Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	Gestures or points to communicate (31, 146, 150, 153, 159); Says one word or more (31, 158); Experiments with vocalizations to include longer more varied sounds (31)
Expressive Language	
Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	Understands more words every day (receptive vocabulary)(31); Imitates sounds (28, 31, 145, 183); Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Engage in turn-taking back- and- forth exchanges leading to conversation	Understands more words every day (receptive vocabulary)(31); Imitates sounds (28, 31, 145, 183); Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Emergent Literacy	
Show interest in rhymes, books, stories, and songs	Listens to songs stories or rhymes with interest (31, 141, 157, 158)
Actively participate and show appreciation for book reading, story sharing and singing	Listens to songs stories or rhymes with interest (31, 141, 157, 158)

Interact with books appropriately	Listens to songs stories or rhymes with interest (31, 141, 157, 158); Enjoys books, especially turning pages (23)
Emergent Writing	
Use and experiment with different writing materials	Scribbles with crayon (107)
Notice and show interest in signs and words in the classroom environment	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189)
Young Toddler (12-24 Months)	
Receptive Language	
Show interest in sounds	Claps hands with enjoyment (16, 100); Practices cause and effect, such as closing doors (21, 23, 113, 118); Uses one sound to stand for more than one gesture or object 31
Show interest in language of others	Points, gestures, or asks "what's that" when curious about something (47); Follows more complex directions from adults (128); Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Begin to imitate (183); Imitates older siblings or peers (40, 170); Understands many more words than he or she can say 31; Understands and responds to simple directions (31, 158)
Begin to understand gestures, words, routines, communication	Points, gestures, or asks "what's that" when curious about something (47); Follows more complex directions from adults (128); Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Understands many more words than he or she can say 31; Understands and responds to simple directions (31, 158)
Respond to communication of others	Follows more complex directions from adults (128); Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Understands many more words than he or she can say 31; Understands and responds to simple directions (31, 158)
Expressive Language	
Use sounds, gestures, or actions to communicate wants and needs	Points, gestures, or asks "what's that" when curious about something (47);
Imitate sounds, words, signs, facial expressions, and gestures	Begin to imitate (183); Imitates older siblings or peers (40, 170); Says "hi," "bye," and "uh-oh" (31); Expresses feelings with words (31, 151)

Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	Intentionally says "Mama" and/or "Dada" (31); Uses one sound to stand for more than one gesture or object 31; Speaks in jargon or nonsense phrases 31; Understands and responds to simple directions (31, 158) Says "hi," "bye," and "uh-oh" (31); Expresses feelings with words (31, 151); Uses two- or three-word phrases (31); Points, gestures, or asks "what's that" when curious about something (47)
Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	Uses one sound to stand for more than one gesture or object 31; Says "hi," "bye," and "uh-oh" (31); Expresses feelings with words (31, 151); Uses two- or three-word phrases (31)
Engage in turn-taking back- and- forth exchanges leading to conversation	Understands and responds to simple directions (31, 158); ; Uses two- or three-word phrases (31)
Emergent Literacy	
Show interest in rhymes, books, stories, and songs	Enjoys books, especially turning pages 23
Actively participate and show appreciation for book reading, story sharing and singing	Enjoys books, especially turning pages 23
Interact with books appropriately	Enjoys books, especially turning pages 23
Emergent Writing	
Use and experiment with different writing materials	Scribbles with crayon (15, 107); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104)
Notice and show interest in signs and words in the classroom environment	
Older Toddler (24-36 Months)	
Receptive Language	
Show interest in sounds	Repeats simple nursery chants and rhymes (23, 118); Uses a loud and soft voice 32; Is interested in the outside world (41, 175, 179)
Show interest in language of others	Expresses feelings and emotions with words (39, 41)
Begin to understand gestures, words, routines, communication	Understands the meaning of most preschool words (semantics) (32); Asks questions and seeks answers (32, 151, 156)
Respond to communication of others	Speaks when spoken to (30, 32); Understands the meaning of most preschool words (semantics) (32)
Expressive Language	
Use sounds, gestures, or actions to communicate wants and needs	Expresses feelings and emotions with words (39, 41); Uses correct grammar (30, 32); Asks questions and seeks answers (32, 151, 156); Uses sentences with seven words or more (30, 32)

Imitate sounds, words, signs, facial expressions, and gestures	Uses correct grammar (30, 32); Likes to learn new words (32, 143, 155)
Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	Understands the meaning of most preschool words (semantics) (32); Uses correct grammar (30, 32); Tells stories without prompting (32, 143); Asks questions and seeks answers (32, 151, 156); Uses sentences with seven words or more (30, 32)
Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	Expresses feelings and emotions with words (39, 41); Uses correct grammar (30, 32); Tells stories without prompting (32, 143); Asks questions and seeks answers (32, 151, 156)
Engage in turn-taking back- and- forth exchanges leading to conversation	Speaks when spoken to (30, 32); Asks questions and seeks answers (32, 151, 156)
Emergent Literacy	
Show interest in rhymes, books, stories, and songs	Turns pages of book one at a time (16); Pretends to read (23, 124); Sings parts of simple songs (23); Talks about pictures in books (23); Shows and interest in print and books 32; Enjoys books (32, 161)
Actively participate and show appreciation for book reading, story sharing and singing	Turns pages of book one at a time (16); Pretends to read (23, 124); Talks about pictures in books (23); Enjoys books (32, 161)
Interact with books appropriately	Turns pages of book one at a time (16); Pretends to read (23, 124)
Emergent Writing	
Use and experiment with different writing materials	Makes marks or strokes with drawing tools (17, 91); Copies and draws simple shapes and letters (14, 16); Moves fingers individually and draws circle (16, 108); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105)
Notice and show interest in signs and words in the classroom environment	Recognizes own name in print (24, 136); Recognizes some shapes (23, 128); Is interested in the outside world (41, 175, 179); Shows and interest in print and books 32
Discoveries	
Young Infants (0 - 6 Months)	
Sensory Awareness	
Use vision to respond to light and focus on details such as faces, movement and color	Makes eye contact (40); Follows distant object with eyes (15, 98, 102); Follows moving objects with eyes (15, 88, 102); Focus on objects 8 to 12 inches away (15, 88, 102); Prefers black-and-white or high-contrast patterns (22, 126, 133); Explores environment with senses (22, 112); Responds to own reflection in mirror (23, 114, 122, 177); Shows curiosity by exploring with senses (47, 188, 194)

Use taste and smell to learn about foods, people and objects	Shows curiosity by exploring with senses (47, 188, 194); Explores environment with senses (22, 112)Brings feet to mouth easily while lying on back (15, 97)
Explore people and object through touch	Shows curiosity by exploring with senses (47, 188, 194); Explores environment with senses (22, 112); Plays with hands and may hold and observe a toy (15); Shows interest in manipulating toys and objects (23, 126)
Use hearing to gain information about people, places, language, and things	Shows curiosity by exploring with senses (47, 188, 194); Explores environment with senses (22, 112)Brings feet to mouth easily while lying on back (15, 97); React to loud noises (15, 88); Shows interest in manipulating toys and objects (23, 126); Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157); Smiles at sound of familiar voices (40, 181)
Use all senses to learn about cultures and ways of doing things	Shows curiosity by exploring with senses (47, 188, 194); Explores environment with senses (22, 112)
Spatial Awareness	
Discover how their own bodies fit into spaces	Reaches for objects (15, 195); Rolls over (15, 97); Explores environment with senses (22, 112)
Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	Plays with hands and may hold and observe a toy (15); Shows interest in manipulating toys and objects (23, 126); Tracks moving persons or objects (40)
Memory	
Focus on people in their immediate world	Shows sense of trust (40, 66, 168, 173); Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Smiles at the sound of familiar voices (40, 181); Smiles at strangers (40); Pays close attention to older children and their actions (40, 164)
Focus on objects in their immediate world when they disappear, they no longer exist for the infant	Explores environment with senses (22, 112); Shows interest in manipulating toys and objects
Realize that people and objects that have disappeared still remain in the infant's memory	Shows sense of trust (40, 66, 168, 173); Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Smiles at the sound of familiar voices (40, 181);
Cause and Effect	
Realize that a specific action (Ex: cry) is cause either through their own body or their own actions	Makes demanding cries (40); Cries to demand attention (37, 40); Smiles at the sound of familiar voices (40, 181); Babbles and laughs to get adult attention (40, 149, 150, 181); Reaches for objects (15, 195); Plays with hands and may hold and observe a toy (15)

Recognize that people and specific parts of objects can cause things to happen	Plays with hands and may hold and observe a toy (15); Shows interest in manipulating toys and objects (23, 126); Explores environment with senses (22, 112)
Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	Reaches for objects (15, 195); Learns that crying will bring attention from caregiver (22); Cries when hungry, tired, overstimulated (19, 28, 31)
Watch people and see how they can be used to get what they want	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Shows sense of trust (40, 66, 168, 173); Looks and listens for purpose (40); Plays close attention to older children and their actions (40, 164)
Use objects as a way to get what they want	Shows interest in manipulating toys and objects (23, 126); Shows curiosity by exploring with senses (47, 188, 194)
Attention and Persistence	
Notice and pay attention to objects and people of interest	Looks and listens for purpose (40); Pays close attention to older children and their actions (40, 164)
Choose to stay with an activity that interests them	Shows interest in manipulating toys and objects (23, 126); Shows curiosity by exploring with senses (47, 188, 194)
Curiosity and Problem Solving	
Explore objects to see how they work, using trial and error to meet challenges	Shows interest in manipulating toys and objects (23, 126); Plays with hands and may hold and observe a toy (15)
Make connections with people and use what they know from other situations to solve a problem	Makes demanding cries (40); Cries to demand attention (37, 40); Smiles at the sound of familiar voices (40, 181); Babbles and laughs to get adult attention (40, 149, 150, 181); Reaches for objects (15, 195); Plays with hands and may hold and observe a toy (15)
Try a variety of approaches in problem solving using own body and objects	Shows interest in manipulating toys and objects (23, 126); Plays with hands and may hold and observe a toy (15); Shows curiosity by exploring with senses (47, 188, 194); Learns that crying will bring attention from caregiver (22); Cries when hungry, tired, overstimulated (19, 28, 31)
Play	
Play with hands	Brings hands to face (15); Brings hands to midline while on back (15, 106); Plays with hands and may hold and observe a toy (15); Brings feet to mouth easily while lying on back (15, 97); Discovers hands and feet are extensions of self (23, 92, 94, 97, 10)
Imitate and practice what happens in their life as they watch people and events	Anticipates events (23, 116); Smiles at the sounds of familiar voices (40, 181); Smiles at strangers (40); Responds to smiles with smiling (40, 164, 177)

Use props and people as they engage in make believe play and act out simple themes	Pays close attention to older children and their actions (40, 164); Shows interest in manipulating toys and objects (23, 126)
Older Infants (6-12 Months)	
Sensory Awareness	
Use vision to respond to light and focus on details such as faces, movement and color	Shows interest in objects with moving parts (23, 127); Shows awareness of object permanence (knows objects exist when out of sight)(23, 117); Intentionally looks for and reaches for objects of interest (47, 195); Explores the environment actively, regardless of obstacles (47, 195)
Use taste and smell to learn about foods, people and objects	Accepts being spoon-fed (15, 98); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Explore people and object through touch	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Use hearing to gain information about people, places, language, and things	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189); Investigates objects by banging, shaking, and throwing (23, 113)
Use all senses to learn about cultures and ways of doing things	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Spatial Awareness	
Discover how their own bodies fit into spaces	Cruises (walks around holding onto furniture)(13, 15); Sits by self and maintains balance (15); Walks with assistance (15); Stands along (15, 94, 107); Walks alone (15, 107)
Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	Grasps small objects (12, 15, 89, 93, 103, 107); Transfers objects from one hand to another (15, 89)
Memory	
Focus on people in their immediate world and when they disappear, they no long exist for the infant	Feels anxiety on separation from familiar adults (separation anxiety) (40);
Realize that people and objects that have disappeared still remain in the infant's memory	Shows awareness of object permanence (knows objects exist when out of sight)(23, 117)
Cause and Effect	
Realize that a specific action (Ex: cry) is cause either through their own body or their own actions	Experiments with vocalizations to include longer more varied sounds (31); Gestures or points to communicate (31, 146, 150, 153, 159)
Recognize that people and specific parts of objects can cause things to happen	Shows interest in objects with moving parts (23, 127); Selects toys to play with intentionally (23, 195); Shows understanding that objects have purpose (23, 127)

Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	Gestures or points to communicate (31, 146, 150, 153, 159); Says one word or more (31, 158); Experiments with vocalizations to include longer more varied sounds (31)
Watch people and see how they can be used to get what they want	Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); Begin to imitate (183)
Use objects as a way to get what they want	Selects toys to play with intentionally (23, 195); Shows understanding that objects have purpose (23, 127)
Attention and Persistence	
Notice and pay attention to objects and people of interest	Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); Begin to imitate (183)
Choose to stay with an activity that interests them	Shows persistence by repeating actions such as banging objects (47, 113)
Curiosity and Problem Solving	
Explore objects to see how they work, using trial and error to meet challenges	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Make connections with people and use what they know from other situations to solve a problem	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Try a variety of approaches in problem solving using own body and objects	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
Young Toddler (12-24 Months)	
Play	
Play with hands, feet, and object in their immediate world	Uses small muscles in hands to squish playdough (16, 62, 104); Crawls up and down stairs (13, 16); Claps hands with enjoyment (16, 100); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Uses gestures and actions intentionally (31, 150, 159)
Imitate and practice what happens in their life as they watch people and events	Imitates older siblings or peers (40, 170); Shows signs of teasing adults (40, 174); Begin to imitate (183)
Use props and people as they engage in make believe play and act out simple themes	Shows creativity by using objects in new ways (47, 190); Uses imagination in dramatic play (47, 191)
Sensory Awareness	
Use vision to respond to light and focus on details such as faces, movement and color	Recognizes colors (23, 119); Recognizes own image in mirror (23, 122); Tracks a moving toy and retrieves it when partially hidden (23, 118)
Use taste and smell to learn about foods, people and objects	

Explore people and object through touch	Uses small muscles in hands to squish playdough (16, 62, 104); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Puts one block on top of another (16, 90, 93)
Use hearing to gain information about people, places, language, and things	Follows more complex directions from adults (128);
Use all senses to learn about cultures and ways of doing things	Points, gestures, or asks "what's that" when curious about something (47)
Spatial Awareness	
Discover how their own bodies fit into spaces	Increased spatial awareness (217)
Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	Increased spatial awareness (217)
Memory	
Focus on people in their immediate world and when they disappear, they no longer exist for the infant	Tracks a moving toy and retrieves it when partially hidden (23, 118)
Focus on objects in their immediate world when they disappear, they no longer exist for the infant	Tracks a moving toy and retrieves it when partially hidden (23, 118)
Realize that people and objects that have disappeared still remain in the infant's memory	Shows awareness of object permanence (knows objects exist when out of sight)(117)
Cause and Effect	
Realize that a specific action (Ex: cry) is cause either through their own body or their own actions	Controls small muscles in hands, such as using a spoon (16, 90, 99, 104)
Recognize that people and specific parts of objects can cause things to happen	Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Follows simple commands from adults or older children (23, 114, 134); Practices cause and effect, such as closing doors (21, 23, 113, 118); Uses gestures and actions intentionally (31, 150, 159); Shows creativity by using objects in new ways (47, 190)
Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	Uses gestures and actions intentionally (31, 150, 159); Points, gestures, or asks "what's that" when curious about something (47);
Watch people and see how they can be used to get what they want	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Imitates older siblings or peers (40, 170); Shows signs of teasing adults (40, 174); Begin to imitate (183)
Use objects as a way to get what they want	Shows creativity by using objects in new ways (47, 190)