<table>
<thead>
<tr>
<th>Alabama Early Learning Guidelines</th>
<th>Alabama Department of Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Concept/Emotional Development</strong></td>
<td><strong>The Child:</strong></td>
</tr>
<tr>
<td><strong>Birth - 6 Months</strong></td>
<td><strong>Becomes aware of self as a unique individual</strong></td>
</tr>
<tr>
<td><strong>As the child grows, she/he will...</strong></td>
<td><strong>Feels valued and attached to others</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Displays a wide range of feelings and emotions</strong></td>
</tr>
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</tr>
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<tr>
<td><strong>Birth - 6 Months</strong></td>
<td><strong>As the child grows, she/he will...</strong></td>
</tr>
<tr>
<td><strong>As the child grows, she/he will...</strong></td>
<td><strong>Cries when she/he needs help</strong></td>
</tr>
<tr>
<td>be awake and active for longer times</td>
<td>Babbles and laughs to get adult attention (40, 149, 150, 181); Cries when hungry, tired, overstimulated (19, 28, 31)</td>
</tr>
<tr>
<td>begin to establish emotional attachments or &quot;bonding&quot; relationship with parents/family caregivers</td>
<td>Cries to demand attention (37, 40); Smiles at the sound of familiar voices (40, 181); Learns that crying will bring attention from caregiver (22)</td>
</tr>
<tr>
<td>express her/his needs and emotions with different cries and vocal sounds</td>
<td>Learns that crying will bring attention from caregiver (22); Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40)</td>
</tr>
<tr>
<td>Smile in response to a friendly face or voice</td>
<td>Responds to smiles with smiling (40, 164, 177)</td>
</tr>
<tr>
<td>coo, gurgle, and squeal when awake</td>
<td>Coos (28, 40, 122, 145, 157); babbles and laughs to get adult attention (40, 149, 150, 181)</td>
</tr>
<tr>
<td>stop crying when parents, family members, and/or caregivers come near</td>
<td>Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Distinguishes voices of important, familiar people (40, 174)</td>
</tr>
<tr>
<td>entertain self by playing with fingers, hands, and toes</td>
<td>Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165)</td>
</tr>
<tr>
<td>develop an awareness of self as a separate individual from others</td>
<td>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); Responds to own name (31)</td>
</tr>
<tr>
<td>seek attention of parent or caregiver by using body movements and/or vocal sounds</td>
<td>Learns that crying will bring attention from caregiver (22); Cries to demand attention (37, 40); Babbles and laughs to get adult attention (40, 149, 150, 181); Cries when hungry, tired, overstimulated (19, 28, 31)</td>
</tr>
<tr>
<td>imitate sounds, facial expressions, and actions of others</td>
<td>Responds to smiles with smiling (40, 164, 177)</td>
</tr>
<tr>
<td>spend less time crying, and will laugh out loud</td>
<td>Babbles and laughs to get adult attention (40, 149, 150, 181); Cries when hungry, tired, overstimulated (19, 28, 31)</td>
</tr>
<tr>
<td><strong>6 - 12 Months</strong></td>
<td><strong>As the child grows, she/he will...</strong></td>
</tr>
<tr>
<td><strong>As the child grows, she/he will...</strong></td>
<td><strong>Express emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165)</strong></td>
</tr>
<tr>
<td>cry when she/he needs help</td>
<td><strong>Express emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165)</strong></td>
</tr>
<tr>
<td>Activity</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>begin to hold her/his own bottle</td>
<td>Addressed on page 19</td>
</tr>
<tr>
<td>beginning to try to feed herself/himself</td>
<td>Addressed on page 19</td>
</tr>
<tr>
<td>want to hold and try to use her/his drinking cup</td>
<td>Imitates older siblings or peers (40, 170)</td>
</tr>
<tr>
<td>play</td>
<td>Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Play games with adults and older children (40, 134, 165, 169, 173, 178, 182); Show signs of teasing adults (40, 174)</td>
</tr>
<tr>
<td>have emotional attachments to particular people</td>
<td>Shows attachment to familiar adults (41); feels anxiety on separation from familiar adults (separation anxiety) (37, 40)</td>
</tr>
<tr>
<td>become familiar with different types of sounds, tones of voices, and types of music</td>
<td>Can distinguish voice tones and emotions (40, 182)</td>
</tr>
<tr>
<td>indicate her/his wants through movements and sounds</td>
<td>Express emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165); Uses gestures and actions intentionally (31, 150, 159); Gestures or points to communicate (40)</td>
</tr>
<tr>
<td>respond to her/his own image in a mirror</td>
<td>Responds to own reflection in mirror (23, 114, 122, 177)</td>
</tr>
<tr>
<td>explore her/his environment</td>
<td>Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Play games with adults and older children (40, 134, 165, 169, 173, 178, 182)</td>
</tr>
</tbody>
</table>

**12 -18 Months**

**As the child grows, she/he will...**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>start to move freely</td>
<td>Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189)</td>
</tr>
<tr>
<td>ask for what she/he wants through sounds and motions</td>
<td>Express emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165); Uses gestures and actions intentionally (31, 150, 159); Gestures or points to communicate (40)</td>
</tr>
<tr>
<td>begin to express that diaper needs changing</td>
<td>Shows interest in toilet training (16, 78)</td>
</tr>
<tr>
<td>be able to sit still for a short while</td>
<td>Shows increasing ability to control own behavior (35, 41); attention span (57, 66)</td>
</tr>
<tr>
<td>try to achieve a sense of self-identity</td>
<td>Demonstrate confidence (104); Shows pride in accomplishments (38)</td>
</tr>
<tr>
<td>become more independent</td>
<td>Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Play games with adults and older children (40, 134, 165, 169, 173, 178, 182); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Demonstrates confidence (104)</td>
</tr>
<tr>
<td>Age Range</td>
<td>Developmental Milestones</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>18 - 24 Months</td>
<td>start to show different social emotions, such as affection, jealousy, anger, and sympathy</td>
</tr>
<tr>
<td>18 - 24 Months</td>
<td>better control her/his own behaviors</td>
</tr>
</tbody>
</table>

### 18 - 24 Months

**As the child grows, she/he will...**

- start to help when washing her/his hands
  - Washes face and hands (38, 41, 147)
- be able to eat and drink with only little spilling
  - Feed self (13, 16, 91)
- be able to dress self in simple clothing
  - Dresses self (16, 124, 147)
- choose toys to play with and help pick up toys
  - Explores environment (22, 40, 44, 53, 43, 90, 112, 113, 169, 177, 189); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
- let you know when she/he needs to use the toilet
  - Shows interest in toilet training (16, 78)
- recognize when people are feeling happy, sad, angry, or scared
  - Can distinguish between voice tones and emotions (40, 182); shows signs of teasing adults (40, 174); |
- show interest in discovering and learning new things
  - Imitates older siblings or peers (40, 170); Is interested in the outside world (41, 175, 179)
- show affection for you and others that she/he knows
  - Shows attachment to familiar adults (41); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Addressed on page 38
- show different emotions and moods
  - Addressed on pages 38, 39, 59, 65
- become aware of her/his own feelings
  - Shows pride in accomplishments, especially physically (38, 41, 171); Shows increasing ability to cope with stress (41); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)

### 2 Years

**As the child grows, she/he will...**

- be able to eat and drink with limited spilling
  - Feed self (13, 16, 91)
- choose toys and begin to put them away when asked to do so
  - Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Plays next to other children, sharing occasionally (41, 91, 167); Shows respect for other people and possessions occasionally (41, 167, 179); Addressed on pages 175 and 200
- be able to get own water
  - Show independence in self-help skills (166, 212); Addressed on pages 50 and 71
- have "accidents" when toilet-trained
  - Shows interest in toilet training (16, 78)
<table>
<thead>
<tr>
<th>Change Mind and Moods Quickly</th>
<th>Shows increasing ability to control own behavior (35, 41); Shows increasing ability to cope with stress (41); Identifies and talks about personal feelings (41, 151, 184); Begins to express feelings with words (31, 151)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes Be Able to Make Choices</td>
<td>Identifies and talks about personal feelings (41, 151, 184); Addressed on page 175</td>
</tr>
<tr>
<td>Sometimes Want to Hold Onto the &quot;Old&quot;, Rather Than Try the &quot;New&quot;</td>
<td>Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Addressed on pages 68, 83, 84</td>
</tr>
<tr>
<td>Sometimes Respond to What You Ask Her/Him to Do and Sometimes Do the Opposite</td>
<td>Follows 1-2 step directions from adults (24, 128); Shows respect for other people and possessions occasionally (41, 167, 179); Knows some rules but cannot follow them consistently (41); Shows increasing ability to control own behavior (35, 41)</td>
</tr>
<tr>
<td>Enjoy Playing</td>
<td>Plays next to other children, sharing occasionally (41, 91, 167); Is interested in the outside world (41, 175, 179)</td>
</tr>
<tr>
<td>Enjoy Social Interaction</td>
<td>Shows respect for other people and possessions occasionally (41, 167, 179); Plays next to other children, sharing occasionally (41, 91, 167)</td>
</tr>
<tr>
<td>Display Aggressive Behaviors, Such as Hitting, Biting, and Shoving</td>
<td>Shows respect for other people and possessions occasionally (41, 167, 179); Knows some rules but cannot follow them consistently (41); Shows increasing ability to control own behavior (35, 41); Addressed on page 203</td>
</tr>
</tbody>
</table>

**3 Years**

As the child grows, she/he will...

- Be friendly, laugh often, and be eager to please
  - Likes to be silly (42, 167); Seeks attention and approval (42)
- Have occasional nightmare and fear of the dark
  - Addressed on page 206
- Often talk to self
  - Creates imaginary friends (24); Plays along (39, 40)
- Show affection toward children who are younger or get hurt
  - Understands others' perspectives (41, 176); Expresses feelings and emotions with words (39, 41); Is sensitive to the feelings of others (42)
- Sometimes have a special security blanket, stuffed animal, or toy for comfort
- Need affection, support and comfort when she/he is afraid, hurt or sad
  - Seeks attention and approval (42); Addressed on page 39
- Want to do for herself/himself
  - Shows independence (39, 41, 44); Expresses feelings and emotions with words (39, 41)
- Possibly have difficulty adjusting to being away from parents
  - Expresses feelings and emotions with words (39, 41); Addressed on page 39

**4 Years**

As the child grows, she/he will...

- Sometimes become physical/aggressive when angry
  - Addressed on pages 203-204
<table>
<thead>
<tr>
<th>show pride in accomplishments</th>
<th>Addressed on page 39</th>
</tr>
</thead>
<tbody>
<tr>
<td>often seem selfish and unable to understand taking turns</td>
<td>Understand some limits and rules (42); Addressed on pages 144, 196, 205</td>
</tr>
<tr>
<td>demand doing many things for self</td>
<td>Shows increasing responsibility (42)</td>
</tr>
<tr>
<td>show very different emotions within a short period of time</td>
<td>Shows increasing ability to control own behavior (35, 41); Expresses feelings and emotions with words (39, 41); Addressed on pages 35 and 39</td>
</tr>
<tr>
<td>show jealousy of others who seem to be taking an adult's attention away from her/him</td>
<td>Addressed on page 35</td>
</tr>
<tr>
<td>desire to please adults</td>
<td>Seeks attention and approval (42)</td>
</tr>
<tr>
<td>enjoy being silly/playful</td>
<td>Role-plays (42, 176); Likes to be silly and make others laugh (42, 167); Engages in group play (24, 125)</td>
</tr>
</tbody>
</table>

**5 Years**

As the child grows, she/he will...

<p>| show many different feelings | Shows strong emotions (42); Expresses feelings and emotions with words (39, 41) |
| start to understand the feelings of others | Is sensitive to the feelings of others (42); Understands others' perspective (41, 176) |
| often be able to express feelings in words | Expresses feelings and emotions with words (39) |
| take full responsibility for using the toilet | Addressed on page 14 |
| be caring and affectionate, especially toward injured children, younger children, and animals | Understands others' perspectives (41, 176); Is sensitive to the feelings of others (42) |
| have better self-control of emotions | Addressed on page 39 |
| dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side | Is self-directed (42); Learns to tie shoes (17); Addressed on page 14 |</p>
<table>
<thead>
<tr>
<th>Enjoy responsibility and have a strong need to feel accepted and powerful</th>
<th>Shows independence (39, 44); Is self-directed (42)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and carry out activities and projects independently</td>
<td>Plays with peers, sharing ideas and toys (42, 180, 184); Shows independence (39, 44); Develops elaborate play themes (125)</td>
</tr>
</tbody>
</table>

### Social Development

**The child will:**
- Develop trusting relationships with nurturing adults
- Show interest in peers
- Demonstrate caring and cooperation
- Try out roles and relationships through interactions

### Birth - 6 Months

**As the child grows, she/he will...**

<table>
<thead>
<tr>
<th>Make babbling sounds</th>
<th>Coos (28, 40, 122, 145, 157); Babbles and laughs to get adult attention (40, 149, 150, 181)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for person who is talking</td>
<td>Looks and listens for purpose (36, 37, 40); Tracks moving persons or objects (40)</td>
</tr>
<tr>
<td>Enjoy familiar routines</td>
<td>Addressed on page 37</td>
</tr>
<tr>
<td>Reach out to familiar people</td>
<td>Shows sense of trust (37, 40); cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40)</td>
</tr>
<tr>
<td>Become more outgoing and social</td>
<td>Babbles and laughs to get adult attention (40, 149, 150, 181); Smiles at strangers (40); Smiles at the sound of familiar voices (40, 181); Responds to smiling with smiling (40, 177)</td>
</tr>
<tr>
<td>Become upset if toys or other objects are taken away</td>
<td>Shows interest in manipulating toys and object (20, 23); Anticipates events (23); Makes demanding cries (40) Cries to demand attention (37, 40)</td>
</tr>
<tr>
<td>Smile in response to a friendly face or voice</td>
<td>Responds to smiling with smiling (40); Babbles and laughs to get adult attention (40, 149, 150, 181)</td>
</tr>
<tr>
<td>Usually stop crying when picked up and held</td>
<td>Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Shows sense of trust (40, 66, 168, 173); Learns that crying will bring attention from caregiver 22</td>
</tr>
<tr>
<td>Beginning to develop a sense of security and trust with parents and caregivers</td>
<td>Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Shows sense of trust (40, 66, 168, 173); Learns that crying will bring attention from caregiver 22</td>
</tr>
<tr>
<td>Imitate, maintain, or avoid interactions</td>
<td>Coos (28, 40, 122, 145, 157); Responds to smiles with smiling (40, 177); Cries when hungry, tired, overstimulated (19, 28, 31)</td>
</tr>
<tr>
<td>Show individual responses to different people and situations</td>
<td>Smiles at the sound of familiar voices (40, 181); Reacts to human voice and human heartbeat (28, 31)</td>
</tr>
<tr>
<td>Respond to her/his name and caregiver’s actions</td>
<td>Responds to own name (31); Reacts to human voice and human heartbeat (28, 31)</td>
</tr>
<tr>
<td>Respond to self in mirror</td>
<td>Responds to own reflection in mirror (23, 114, 122, 177)</td>
</tr>
<tr>
<td>6 - 12 Months</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>As the child grows, she/he will...</strong></td>
<td><strong>Distinguishes voices of important, familiar people (37, 40); Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Distinguish voices of important, familiar people (40)</strong></td>
</tr>
<tr>
<td>recognize and bond with primary caregivers</td>
<td></td>
</tr>
<tr>
<td>recognize familiar people and may be shy of strangers</td>
<td>Feels anxiety in the presence of strangers (stranger anxiety) (40)</td>
</tr>
<tr>
<td>begin to respond to more than one familiar person at a time</td>
<td>Distinguishes voices of important, familiar people (37, 40); Distinguishes voices of important, familiar people (40); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)</td>
</tr>
<tr>
<td>begin to be sociable by initiating interactions with other children and adults</td>
<td>Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); engages in more intentional play (23)</td>
</tr>
<tr>
<td>show affection</td>
<td>Shows attachment to familiar adults (41); Addressed on page 153</td>
</tr>
<tr>
<td>grab caregiver's hand or leg when frightened, or look at caregiver for reassurance</td>
<td>Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows attachment to familiar adults (41)</td>
</tr>
<tr>
<td>identify family members, friends, and pets</td>
<td>Shows attachment to familiar adults (41); Distinguishes voices of important, familiar people (40, 174); Can distinguish voice tones and emotions (40, 182)</td>
</tr>
</tbody>
</table>

**12 - 18 Months**

As the child grows, she/he will...

| be sociable but able to play alone for a short time | Enjoys playing next to other children (parallel play) (38, 40); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182) |
| imitate the actions and activities of others | Imitates older siblings or peers (40, 170) |
| show affectionate responses and begin social interactions | Shares toys or possessions (40); Can distinguish voice tones and emotions (40, 182) |
| enjoy listening to and making music, dancing, and singing | Claps hands with enjoyment (16, 100); Confidence (104); Addressed on page 59, 62, and 68 |
| begin to achieve a sense of self-identity | Demonstrates confidence (104); Recognizes own image in mirror (23, 122); Speaks in jargon or nonsense phrases (31); Understands and responds to simple directions (31, 158); Imitates older siblings (40, 170); Shows signs of teasing adults (40, 174) |
| follow simple directions | Understands the meaning of "no" but often resists directions and must be physically removed (40); Follows simple commands from adults or older children (23, 114, 134); Understands and responds to simple directions (31, 158) |
| begin to be eager and want to do more in her/his surroundings | Tracks a moving toy and retrieves it when partially hidden (23, 118); Practices cause and effect, such as closing doors (21, 23, 113, 118); Enjoys playing next to other children (parallel play) (40); Focus on some activities of interest for several minutes at a time (47, 191); Takes initiative, such as looking for missing toy (47, 192); Sows creativity by using objects in new ways (47, 190) |
| begin to briefly wait for responses to her/his requests | Understands and responds to simple directions (31, 158); Speaks in jargon or nonsense phrases (31); Shares toys or possessions (40) |

<p>| 18 - 24 Months |
| As the child grows, she/he will... |</p>
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Addressed Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly play next to, but not with other children</td>
<td>Addressed on page 38 and 59</td>
</tr>
<tr>
<td>Engage in make-believe or dramatic play</td>
<td>Uses imagination in dramatic play (47, 191)</td>
</tr>
<tr>
<td>Learn to seek help caregivers, if needed</td>
<td>Looks for &quot;home bases&quot; or significant adult during difficult situation, for comfort and approval (41, 191); Shows increasing ability to cope with stress (41)</td>
</tr>
<tr>
<td>Show tremendous curiosity about people and things in their surroundings</td>
<td>Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Points, gestures, or asks &quot;what's that&quot; when curious about something (47)</td>
</tr>
<tr>
<td>Alternate between clinging to parents and caregivers or resisting them</td>
<td>Initiates separation from caregivers (41); Shows attachment for &quot;home base&quot; or significant adult during difficult situations, for comfort and approval (41, 191); Show signs of stress when family members initiate separation (41)</td>
</tr>
<tr>
<td>Offer toys to other children, but usually be possessive of playthings</td>
<td>Addressed on page 38 and 59</td>
</tr>
<tr>
<td>Display aggressive behaviors, such as hitting, biting, shoving, and grabbing toys</td>
<td>Addressed on page 203-204</td>
</tr>
</tbody>
</table>

### 2 Years

**As the child grows, she/he will...**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Addressed Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use more imagination</td>
<td>Pretends to read (23, 124); Creates imaginary friends (24); engages in more pretend play (23, 124)</td>
</tr>
<tr>
<td>Enjoy being with other children, but may use unacceptable social behavior</td>
<td>Plays next to other children, sharing occasionally (41, 91, 167); Shows respect for other people and possessions occasionally (41, 167, 179); Shows increasing ability to control own behavior (35, 41); Addressed on 200-204</td>
</tr>
<tr>
<td>Imitate adults' activities</td>
<td>Addressed on pages 67 and 209</td>
</tr>
<tr>
<td>Enjoy small group activities</td>
<td>Plays next to other children, sharing occasionally (41, 91, 167)</td>
</tr>
<tr>
<td>Develop trusting relationships with caregivers</td>
<td>Participate in new and unfamiliar activities with the help of a trusted adult (47, 191) Addressed on page 35</td>
</tr>
<tr>
<td>Show interest in children of the same age</td>
<td>Names objects or people of interest (32, 142); Plays next to children, sharing occasionally (41, 91, 167)</td>
</tr>
<tr>
<td>Begin to cooperate with less physical aggressiveness</td>
<td>Plays next to other children, sharing occasionally (41, 91, 167); Shows respect for other people and possessions occasionally (41, 167, 179); Shows increasing ability to control own behavior (35, 41)</td>
</tr>
</tbody>
</table>

### 3 Years

**As the child grows, she/he will...**
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>sometimes take turns, but will not always be willing to do so</td>
<td>Takes turns (41, 172); Shows respect for other people and possessions occasionally (41, 167, 179); Shows increasing ability to control own behavior (35, 41); Understands others' perspectives (41, 176); Approaches situations with increasing flexibility (47)</td>
</tr>
<tr>
<td>join in simple games and group activities</td>
<td>Engages in fantasy play, making up plots (24); Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); Takes turns (41, 172); Engages in pretend play (42, 176)</td>
</tr>
<tr>
<td>observe other children playing and may join in for a short time</td>
<td>Addressed on page 39</td>
</tr>
<tr>
<td>use objects in pretend play</td>
<td>Uses props to symbolize real objects (24); Engages in fantasy play, making up plots (24); Engages in pretend play (42, 176); Approaches situations with increasing flexibility (47); Invents new purposes for objects (47, 190)</td>
</tr>
<tr>
<td>become defensive of toys and other possessions</td>
<td>Plays alone (39, 41); show respect for people and possessions occasionally (41, 167, 179); Increased cooperation (64, 218)</td>
</tr>
<tr>
<td>sit and listen to stories up to ten minutes at a time</td>
<td>Enjoys books (32, 161); Tells stories (143); Increased attention span (39, 62, 66, 180, 185); Enjoy books and get a sense of how books work (161); Addressed on page 205</td>
</tr>
<tr>
<td>not bother others and dislike being bothered by others while listening to stories</td>
<td>Addressed on page 204 and 205</td>
</tr>
<tr>
<td>engage in make-believe play</td>
<td>Uses props to symbolize real objects (24); Engages in fantasy play, making up plots (24); Engages in pretend play (42, 176); Approaches situations with increasing flexibility (47); Invents new purposes for objects (47, 190)</td>
</tr>
<tr>
<td>begin making friends</td>
<td>Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); likes to be silly and make people laugh (42, 167); seeks attention and approval (42)</td>
</tr>
<tr>
<td>enjoy adult attention</td>
<td>Seeks attention and approval (42)</td>
</tr>
<tr>
<td>enjoy sitting with arms around friends, or holding hands</td>
<td>Addressed on page 39</td>
</tr>
</tbody>
</table>

**4 Years**

**As the child grows, she/he will...**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>be outgoing, friendly, and overly enthusiastic at times</td>
<td>Makes friends (42, 176); Engage in group play (42); Develop elaborate play themes (24, 125)</td>
</tr>
<tr>
<td>sometimes have imaginary playmates or companions</td>
<td>Creates imaginary friends (24)</td>
</tr>
<tr>
<td>boast, exaggerate, and make up stories</td>
<td>Understanding of the difference between reality and fantasy Addressed on page 39; Retell a story in sequence (32, 156)</td>
</tr>
<tr>
<td>cooperate with others and participate in group activities</td>
<td>Engages in group play (42); Makes friends (42, 176); Shows increasing patience (42)</td>
</tr>
<tr>
<td>enjoy make-believe activities and role-playing</td>
<td>Role-plays (42, 176); Addressed on page 30, 64, 125; Purposefully explore new things or ideas (194)</td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>rely more on verbal expression than physical aggression</td>
<td>Uses language to control and give directions (32); Uses language to say what he feels, wants, and needs (33)</td>
</tr>
<tr>
<td>engage in name-calling and teasing</td>
<td>Addressed on page 203</td>
</tr>
<tr>
<td>develop close friendships with playmates</td>
<td>Makes friends (42, 176); Play with peers 184</td>
</tr>
</tbody>
</table>

### 5 Years

**As the child grows, she/he will...**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy friendships and often have one or two special playmates</td>
<td>Plays with peers, sharing ideas and toys (42, 180, 184); Sis sensitive to the feelings of others (42); Develop friendships (176)</td>
</tr>
<tr>
<td>often play cooperatively</td>
<td>Play with peers, sharing ideas and toys (42, 180, 184); Offers ideas and suggestions (48, 196)</td>
</tr>
<tr>
<td>participate in group play and shared activities</td>
<td>Play with peers, sharing ideas and toys (42, 180, 184); Offers ideas and suggestions (48, 196)</td>
</tr>
<tr>
<td>enjoy telling jokes and making people laugh</td>
<td>Makes up stories (33)</td>
</tr>
<tr>
<td>often follow directions and carry out responsibilities</td>
<td>Plays simple games with rules (42); Follows and makes simple rules (42)</td>
</tr>
<tr>
<td>continue to ask many questions</td>
<td>Ask questions and seek answers (156); Purposefully explore new things and ideas (194); Interest in and use words that are new or unfamiliar in conversations and play (addressed on page 66)</td>
</tr>
<tr>
<td>boast about accomplishments</td>
<td>Argues, reasons, and uses &quot;because&quot; (33); Use language to say what he feels, wants, and needs (33); Follow and make simple rules (42)</td>
</tr>
<tr>
<td>argue about many things and have a strong sense of &quot;fairness&quot;</td>
<td>Role Play (176); Develop an awareness and appreciation of family cultural stories and traditions (addressed on page 152)</td>
</tr>
<tr>
<td>Understand various family roles, jobs, rules, and relationships</td>
<td>Uses language to say what he feels, wants, and needs (33); Converses easily with adults (33); shows strong emotions (42)</td>
</tr>
<tr>
<td>be independent, yet still want and need help</td>
<td>Make up stories (33); Understanding of the difference between reality and fantasy (addressed on page 39)</td>
</tr>
</tbody>
</table>

### Language and Literacy Development

**The child will:**

- Respond to verbal and non-verbal communication.
- Communicate through language and gestures
- Identify with a home language

**Birth - 6 Months**

**As the child grows, she/he will...**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate by blinking, moving body part, stopping a movement, shifting eyes about or making a startle response</td>
<td>Learn that crying will bring attention from caregiver (22); Cries when hungry, tired, overstimulated (19, 28, 31); Coos in response to adults' speech (28, 31, 145, 157); Makes demanding cries (40); Cries to demand attention (37, 40); Babbles and laughs to get adult attention (40, 149, 150, 181)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Show a preference for certain sounds, especially for human speech</td>
<td>Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Smiles at the sound of familiar voices (40, 181)</td>
</tr>
<tr>
<td>Turn head in response to sound from either side</td>
<td>Tracks moving persons or objects (40); Looks and listens for purpose (40); React to loud noises (15, 88)</td>
</tr>
<tr>
<td>Hear and make different sounds</td>
<td>Coos (28, 40, 122, 145, 157); Babbles and laughs to get adult attention (40, 149, 150, 181); Babbles consonant sounds, such as &quot;da-da-da&quot; (31, 149); Makes squealing and gurgling sounds (31, 140, 149, 152); Laughs out loud (31); Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Reacts to loud noises (15, 88)</td>
</tr>
<tr>
<td>Make sounds other than crying</td>
<td>Coos (28, 40, 122, 145, 157); Babbles and laughs to get adult attention (40, 149, 150, 181); Babbles consonant sounds, such as &quot;da-da-da&quot; (31, 149); Makes squealing and gurgling sounds (31, 140, 149, 152); Laughs out loud (31)</td>
</tr>
<tr>
<td>Communicate by crying in different ways when hungry, hurt, scared, or uncomfortable</td>
<td>Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40)</td>
</tr>
<tr>
<td>React to sounds and make sounds by cooing and blowing bubbles</td>
<td>Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157); Babbles and laughs to get adult attention (40, 149, 150, 181)</td>
</tr>
<tr>
<td>Make sounds (coo) and move body when engaging in a face-to-face exchange with parents and others</td>
<td>Coos (28, 40, 122, 145, 157); Coos in response to adults' speech (28, 31, 145, 157); Smiles at the sound of familiar voices (30, 181); Smiles at strangers (40); Babbles and laughs to get adult attention (40, 149, 150, 181)</td>
</tr>
<tr>
<td>Search for source of sounds in immediate surroundings</td>
<td>Looks and listens for purpose (36, 37, 40)</td>
</tr>
<tr>
<td>Laugh out loud</td>
<td>Laugh out loud (31)</td>
</tr>
<tr>
<td><strong>6 - 12 Months</strong></td>
<td></td>
</tr>
<tr>
<td><strong>As the child grows, she/he will...</strong></td>
<td></td>
</tr>
<tr>
<td>Imitate some non-speech sounds</td>
<td>Experiments with vocalizations to include longer more varied sounds; Babbles sounds, such as &quot;goo&quot; and &quot;gaa&quot; (31, 149); Uses intonations in sounds (31); Imitates sounds (28, 31, 145, 183)</td>
</tr>
<tr>
<td>Begin babble (baby talk) to communicate</td>
<td>Babbles sounds, such as &quot;goo&quot; and &quot;gaa&quot; (31, 150); Says one word or more (31, 158)</td>
</tr>
<tr>
<td>Turn head when called by name or when familiar objects or persons are named</td>
<td>Responds to own name (31, 149, 153); Distinguishes voices of important, familiar people (40, 174)</td>
</tr>
<tr>
<td>Developmental Milestones</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>beginning to repeat sounds or words of more than one syllable that have meaning to her/him</td>
<td>Experiments with vocalizations to include longer more varied sounds; Babbles sounds, such as &quot;goo&quot; and &quot;gaa&quot; (31, 149); Uses intonations in sounds (31)</td>
</tr>
<tr>
<td>begin to say recognizable words</td>
<td>Says one word or more (31, 158)</td>
</tr>
<tr>
<td>begin to communicate and name many things</td>
<td>Wave bye-bye (23); Says one word or more (31, 158); Gesture or point to communicate (31, 146, 150, 153, 159)</td>
</tr>
<tr>
<td>listen to conversations and understand what is being said</td>
<td>Can distinguish voice tones and emotions (40, 182); Responds to &quot;no, no&quot; (23); Understands more words every day (receptive vocabulary) (31)</td>
</tr>
<tr>
<td>show emotions by making different sounds and expressions</td>
<td>Express emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165)</td>
</tr>
<tr>
<td>notice pictures</td>
<td>Listens to songs, stories, or rhymes with interest (31, 14`, 157, 158)</td>
</tr>
<tr>
<td>be aware of daily routines and activities</td>
<td>Addressed on pages 37 and 38</td>
</tr>
</tbody>
</table>

**12 - 18 Months**

As the child grows, she/he will...

<table>
<thead>
<tr>
<th>Developmental Milestones</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>babble words and try using words to describe actions</td>
<td>Uses sound to stand for more than one gesture or object (31); Has a vocabulary of three to fifty words (31)</td>
</tr>
<tr>
<td>begin to name familiar objects and their owners</td>
<td>Intentionally says &quot;Mama&quot; and/or &quot;Dada&quot; (31); Uses one sound to stand for more than one gesture or object (31); Has vocabulary of three to fifty words (31)</td>
</tr>
<tr>
<td>begin to name and point out familiar pictures in a book</td>
<td>Enjoys books, especially turning pages (23)</td>
</tr>
<tr>
<td>show increased interest in music and rhythm</td>
<td>Claps hands with enjoyment (16, 100); Addressed on pages 68 and 104</td>
</tr>
<tr>
<td>Developmental Milestone</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>show increased interest in conversational turn-taking</td>
<td>Speaks in jargon or nonsense phrases (31); Understands and responds to simple directions (31, 158); Understands many more words than he or she can say (31); Has a vocabulary of three to fifty words (31); Begin to imitate (183)</td>
</tr>
<tr>
<td>begin to point to and name body parts and learn about self</td>
<td>Addressed on pages 57, 99, 217</td>
</tr>
<tr>
<td>begin to understand when asked to do something</td>
<td>Follows simple commands from adults or older children (23, 114, 134); Understands and responds to simple directions (31, 158)</td>
</tr>
<tr>
<td>respond to simple questions with &quot;yes&quot; or &quot;no&quot; and/or</td>
<td>Uses gestures and actions intentionally (31, 150, 159); Demonstrates confidence (104); Understands and responds to simple directions (31, 158)</td>
</tr>
<tr>
<td>appropriate head movements</td>
<td></td>
</tr>
<tr>
<td>use one word questions to ask for or name something</td>
<td>Uses one sound to stand for more than one gesture or object (31); Speaks in jargon or nonsense phrases (31)</td>
</tr>
</tbody>
</table>