

**DELAWARE**  
**Infant and Toddler**  
**Early Learning Foundations:**  
**A Curriculum Framework**



**Delaware Department of Education**

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# Infant and Toddler Early Learning Foundations

Our youngest children are a precious resource. So much happens to them during their early years. What occurs around and to them at this time has a powerful effect on their growth and development. Our responsibility as adults is to provide a nurturing, safe and exciting setting that supports children's overall development. We need to do this through a process that is interactive, supported by caring and responsive parents, family and caregivers within a setting that is respectful and responsive to young children.

The Delaware Infant and Toddler Early Learning Foundations can be found on the following pages. The Delaware Infant and Toddler Advisory Group worked for more than a year identifying a broad framework of outcomes for infants and toddlers. To begin this process, the question was asked: What is it that is expected developmentally of children at three age points: infancy (0-9 months), early toddler (9-18 months), and late toddler (18-36 months)? The Advisory Group gave considerable time and effort, and followed up with regionally based focus groups towards answering that question. Broad input was received to identify developmentally appropriate outcomes that build upon each other in the support of a child's growth and development.

This document has two purposes. The first is a broad picture of what happens to children as they develop in several critical areas. It is crucial to understand that development does not occur in isolation but rather as a result of the interactive and responsive nature of what happens between the infant/toddler and the adults in the environment. Second, this document is intended to serve as a periodic check point for adults who are involved with young children to make sure appropriate activities are made available that support children's growth and development. For those individuals in early care and education settings, the document can be used as a broad curricular guide for planning experiences for infants and toddlers.

It is important to remember that responsiveness and relationships to and with infants and toddlers are vital to what happens as we support their development. Within the activities that happen as a result of everyday routines, it is the interactions that occur and how we respond with our words, actions, gestures and emotions that are so critical to helping children grow and develop. It is the everyday activities that become the teachable moments. How we respond and support children's development within these activities is the crux of what is crucial to remember.

We recognize that children need high quality experiences to support their development. Within the world of children, it is the adults who can plan for and/or take advantage of those experiences to further children's knowledge and growth. We hope you find this document helpful as you plan for, interact, respond and develop supportive and learning relationships with our youngest children.

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# INTRODUCTION

Children grow and develop as whole human beings, with each of their unique skills and abilities developing in tandem. Children's language skills improve and become more complex as their motor skills mature. They become much more social human beings as they become better at responding to others using gestures and words. Their cognitive skills become stronger as they are better able to move and problem solve and experience new ideas and activities. All of this is important as you look at and use the Infant and Toddler Foundations.

It is important to understand that children develop their multiple abilities (language, motor, discovery, social/emotional, and personal), often at the same time, and within and during the many activities they experience daily. Remember that during the early years young children develop their skills in an integrated way during the course of the day. Adults are supporting children's development during the activities that happen daily. Meal time, diapering, reading stories, play time, quiet time, outside, grocery shopping, and other experiences that occur daily become natural opportunities to support learning and development.

As you look through the Infant and Toddler Early Learning Foundations, you will see that children's abilities outlined in this document have been divided into the domains of Language, Social and Emotional, Motor, and Cognitive. This was done to help the reader see the sequence of individual abilities as they develop and mature. This was also done to assist caregivers with understanding the broad array of abilities children develop as they move from infancy to becoming a toddler, to preschool. By dividing the skills by domain there is no intent that these skills would or should be taught individually. Instead, the division of skills is intended to assist caregivers and educators with a framework for planning activities.

You will notice that each domain is divided into three parts: "baby may," "toddler may" and "child may." It is intended that these three divisions give some indication as to when one might see these abilities. However, the age divisions are intended to be a range or time period within which one can begin to expect to see these skills emerge in children. On the right hand side of each section, you will see brief suggestions of activities to help facilitate each skill. This is meant only as examples for what should be the many ways someone can help a child develop those particular abilities.

The fifth section of the Infant and Toddler Early Learning Foundations is devoted to the well-being of the child and parent/caregiver. Adults prominent in the lives of children are their first teachers. It is important for adults to have a good understanding of the key issues to supporting children's healthy development. It is also important for the adults to take good care of themselves so they are at their best when interacting with their children. As such, this section was included so that adults can be ready to be effective supporters of their children's development.

## Infant/Toddler Framework Language Domain

Language is a very important ability. Language development involves two key areas: how children understand what is said, and the ways children use to communicate their ideas, questions, comments, requests, and feelings. Much of what a child learns in language is a result of interaction between the child and the adults and peers in their lives. Language development does not occur in a vacuum but happens from the ongoing give and take, turn-taking, and responsive interactions that occur on a daily basis. Where it says, “caregiver can” does not mean the adult must always initiate interaction. It is as important to often follow the child’s cues when supporting interaction. Sometimes quiet time is just as important for some children. Some children take time to respond to requests either using words or through actions; so patience is needed and sometimes waiting is necessary.

<b>Baby may...</b>	<b>Caregiver can...</b>
<p>LB1 Demonstrate enjoyment through facial/body movements to the sounds of words in books</p> <p>LB2 Demonstrate enjoyment through facial/body movements to songs and music</p>	<p>Read simple, colorful books everyday, with baby in lap or next to you. Talk about the pictures on the page. Point to and label them with the baby.</p> <p>Sing songs/fingerplays and play a variety of music for the baby.</p>
<b>Toddler may...</b>	<b>Caregiver can...</b>
<p>LT1 Demonstrate understanding of familiar words</p> <p>LT2 Follow one step directions in play</p> <p>LT3 Demonstrate understanding of “no” by stopping what he is doing some of the time</p> <p>LT4 Point to body parts when asked</p> <p>LT5 Use physical movements and gestures to express wants and needs</p>	<p>Use familiar words frequently (e.g., mommy, daddy, doggie, and bottle).</p> <p>Play games and sing songs that use gestures and words that involve one-step directions and encourage the toddler to respond. (e.g., “Give me (an object in her hand.)” “Wave bye-bye.” “Give me a kiss/hug.” “Show me your nose.”</p> <p>Use “no” when safety is a concern. Then encourage toddler to do what is wanted by providing an alternative action (redirect the toddler’s actions) and explain very simply why he should change his behavior.</p> <p>Point to and name body parts in play and song. Ask toddler, “Where is your nose?” Encourage him to touch his nose.</p> <p>Use simple gestures/sign language that the toddler can imitate, and provide the correct label. (e.g., Wave bye-bye and hi/hello, shake head no, nod yes, and point to objects.)</p>

<b>Toddler may...</b>	<b>Caregiver can....</b>
<p>LT6 Use simple sounds to express thoughts, wants and needs</p> <p>LT7 Touch or identify pictures in a book when asked</p> <p>LT8 Become an active reading partner by listening to books for a short period of time</p> <p>LT9 Touch or identify familiar items when asked</p> <p>LT10 Find familiar objects not in sight</p> <p>LT11 Use the same “words” consistently to express wants, needs, and thoughts</p> <p>LT12 Use animal and other familiar sounds in play</p>	<p>Use simple speech sounds and model words that the toddler can imitate. Provide the real word (e.g., “Uh-oh, moo, baa, dada, mama, ball, bottle, and blanket”).</p> <p>Name pictures for the toddler to identify (“Show me the dog”), and give the name of the picture the toddler points to.</p> <p>Encourage the toddler to choose favorite books. Provide books with items familiar to her. Make a special book of her favorite people and real things to “read” each day.</p> <p>Label clothing while putting them on and taking them off. Ask the toddler, “Where is your shoe?”</p> <p>Ask the toddler to get a single item that may be in another part of the room.</p> <p>Continue to label everything seen and done throughout the day. Listen to the words the toddler is using and show pleasure and excitement at her attempts to speak. Use correct pronunciation. It is not necessary to correct toddler’s pronunciation at this time.</p> <p>Listen for the beginning sounds of words. Overemphasize these sounds in conversation (e.g., “b” in ball, “p” in pig, “m” in more, “y” in yes).</p>
<b>Child may...</b>	<b>Caregiver can...</b>
<p>LC1 Ask simple questions using words or change in voice</p> <p>LC2 Use words beginning with a variety of sounds</p> <p>LC3 Choose familiar objects upon request</p> <p>LC4 Follow a two-step direction</p>	<p>Answer the question that the child asks. In addition, continue to ask simple questions of the child.</p> <p>Listen for the beginning sounds of words. Overemphasize these sounds in conversation (e.g., “b” in ball, “p” in pig, “m” in more, “y” in yes.</p> <p>Ask the child to choose a spoon from a variety of items. Allow enough time for him to respond.</p> <p>Ask the child to follow directions. For example, “Get the ball and put it in the box.” Play “Simon Says” type games.</p>

<b>Child may...</b>	<b>Caregiver can....</b>
LC5 Imitate and use two and three word phrases	Model two word phrases when the child is interested in an object, food, or toy. Such as “more milk,” “ball please,” and “thank-you mama”.
LC6 Refer to self by name	Use the child’s name frequently. Use the child’s name to identify him and his possessions.
LC7 Use pronouns occasionally	Model the use of pronouns, such as me, mine, my, your, him, and she.
LC8 Respond to simple questions	Ask the child to indicate where something is, or what it does. Allow time for her to respond, then provide the answer if she needs some help.
LC9 Identify familiar objects and their use	Talk to the child about what to do with objects (e.g., drink with a cup, put a shoe on your foot, clean your teeth with a toothbrush, wash your hands with soap and water).
LC10 Demonstrate understanding of an increasing number of words and phrases	Talk with the child in complete sentences about things he does throughout the day and use new words.
LC11 Use action words	Emphasize verbs to label actions (e.g., running, jumping, throwing, drinking).
LC12 Use more words in phrases/sentences	Expand the phrases the child says (e.g., “big ball” to “big blue ball”; “daddy go” to “daddy’s going to work”).
LC13 Use words that describe objects and actions	Talk about objects and actions using descriptive words. For example, red shoe, runs fast, fuzzy blanket, round ball.
LC14 Answer questions with “yes” or “no”	Ask the child yes/no questions throughout the day. Acknowledge his answer and respect his right to say “no”.
LC15 Use plurals	Use the plural “s” ending when speaking about more than one (e.g., two ducks).
LC16 State first and last name	Encourage the child to use her full name. Teach the child her full name in song, rhymes or stories.

Child may...	Caregiver can....
LC17 Use words to communicate feelings that describe physical experience	Talk about how the child is feeling throughout the day (e.g., hungry, tired, hot, warm, thirsty, full, etc.).
LC18 Increasingly use language understood by others	Speak to child using correct pronunciation and gestures that match what is being said.
LC19 Recite phrases from familiar stories, rhymes and songs	Sing songs and rhymes and tell stories frequently.
LC20 Recall and talk about familiar characters and events	Ask the child simple questions and give time for her to form answers.
LC21 Recognize that words and symbols have meaning	Point out signs and symbols in the environment (e.g., stop sign means stop, green light means go, store signs, characters, and logos).
LC22 Ask “why” and other questions	Answer the child’s questions and ask some in return.

## Infant/Toddler Framework

### Social Emotional and Attachment Domain

Children’s social and emotional skills impact their view of the world around them, how they feel about themselves, and the satisfaction that comes to them from the interactions they have with adults and peers (Zero to Three, 2003). There are seven critical social and emotional skills that develop when children are young: a sense of confidence, curiosity and the safeness with which to explore, the internal desire to have an impact and make things happen, self control, the ability to engage in interaction with others, the capacity to communicate, and the ability to cooperate and balance one’s needs with those of others. The social and emotional development of young children is a process whereby they learn the values and behaviors that are okay and about becoming a competent and confident person (Creative Curriculum, 2002). It is important to remember that children develop these social and emotional abilities as a result of their daily interactions with adults and their peers. While children are born with unique temperaments, their behavior is shaped by the positive (and negative) experiences and interactions that happen to them. The positive social and emotional support you provide will make a big difference.

Baby may...	Caregiver can...
SB1 Express a variety of emotions and feelings to communicate basic needs	Use words or facial expressions to respond to baby’s expressions of emotions.
SB2 Cry, smile, coo	Initiate and/or respond to baby’s expression of emotions.
SB3 Make eye contact while interacting with caregiver in daily routines	Maintain eye contact while interacting with baby during daily caregiving routines such as diapering and feeding.
SB4 Begin to discover own body	Position baby to allow him to find his hands and feet. Play pat-a-cake; position mirror to allow baby to see himself.
SB5 Learn to comfort self	Assure basic needs are met. Support efforts such as using soft music, positioning, thumb or pacifiers, or soothing setting.
SB6 Maintain eye contact and mutual gazing with caregiver	Provide a comfortable position in order to encourage continuing eye contact.
SB7 Signal for caregiver’s assistance by crying and squealing	Recognize baby’s signals by responding quickly to her cues for attention.
SB8 Show a preference for interactions with familiar adults	Provide baby with a small number of primary caregivers.
SB9 Initiate interaction with caregiver through eye contact and smiling	Acknowledge baby by smiling back and interacting, (e.g., picking-up baby, stroking, responding with facial expressions and words).

<b>Baby may...</b>	<b>Caregiver can....</b>
SB10 Take part in back and forth interactions with caregiver	Acknowledge baby's interactions and continue to respond back and forth, taking turns as long as the baby continues to participate. (e.g., peek-a-boo, or make squealing noises or laughing to encourage baby to imitate.)
SB11 Be aware of familiar adults as they move around the room	Maintain vocal contact with baby from a short distance as you move around, providing assurance you are still close by.
SB12 Show awareness of unfamiliar adults	Recognize baby's reactions and reassure her you are there for her.
SB13 Initiate interactions with caregiver	Respond positively in a variety of ways (e.g., talking, playing).
SB14 Imitate actions and sounds of caregivers and peers	Use a variety of interactions to encourage imitation (sounds, gestures, games). Examples can include washing hands and brushing teeth.
SB15 Respond to own name (smiles, eye contact, turns head)	Use baby's name often when interacting (songs, conversation, rhymes).
SB16 Show preference for favorite toys and objects	Maintain a consistency of familiar toys and objects while you introduce new ones.
SB17 Be comforted by familiar routines and environment	Provide a flexible but predictable schedule, keeping in mind that young infants have their own individual schedules.
SB18 Entertain self for short periods of time	Provide a supervised setting with safe boundaries to allow the baby to play and explore independently.
SB19 Recognize and express a range of emotions	Acknowledge and label feelings and emotions that the baby is experiencing.
SB20 Show interest in others	Provide experiences to be with and observe others (children, adults, and pets). For example, seat children so they face each other.
<b>Toddler may...</b>	<b>Caregiver can...</b>
ST1 Show anxiety when around unfamiliar people	Recognize the toddler's feelings and provide comfort with words and physical touch.
ST2 Demonstrate separation anxiety	Talk about absences before leaving and assure toddler you will return. Be sure to make quick, but defined separations.

<b>Toddler may...</b>	<b>Caregiver can....</b>
<p>ST3 Check in with caregiver while exploring</p> <p>ST4 Anticipate and follow routines</p> <p>ST5 Demonstrate a sense of accomplishment</p> <p>ST6 Understand the connection between own behavior and the reaction of others</p> <p>ST7 Initiate social interaction with others</p> <p>ST8 Play side-by-side with others</p>	<p>Be available and reassure toddler of your presence.</p> <p>Provide a consistent and predictable order of daily activities.</p> <p>Provide simple activities that can be completed (knob puzzles, daily routines) and acknowledge their accomplishment.</p> <p>Support with opportunities to explore, allow to work through dilemmas, and reinforce relationship between behavior and reaction. For example, laugh when child initiates a game, “peek-a-boo,” respond to toddler’s cry for food or diaper change.</p> <p>Provide toys, space and unstructured time to play with others.</p> <p>Provide experiences and respond to initiations by making available materials and time for toddlers to play next to each other.</p>
<b>Child may...</b>	<b>Caregiver can...</b>
<p>SC1 Demonstrate self-control and assert independence</p> <p>SC2 Recognize and react to others’ feelings</p> <p>SC3 Seek praise from familiar adults</p> <p>SC4 Form attachments to one or two children in peer group</p> <p>SC5 Explore with others</p> <p>SC6 Enjoy interacting with others</p> <p>SC7 Express awareness of similarities and differences between self and others</p>	<p>Encourage use of words to communicate feelings and needs, offer choices and play “taking turn” games.</p> <p>Include books, puppets, dramatic play, and role playing to allow her to share her feelings.</p> <p>Provide frequent and specific feedback.</p> <p>Provide opportunities for small group play to encourage friendships.</p> <p>Provide free play time during which child will have an opportunity to explore with others.</p> <p>Promote cooperative play by modeling sharing and helping others in group activities.</p> <p>Provide multicultural, diverse materials (books, dolls, music, and dramatic play), role play and talk about the similarities and differences.</p>

## Infant/Toddler Framework Motor Development

Children demonstrate some of their most dramatic development in the area of motor skills during the first year of life. From the involuntary movements of infancy to the coordinated (though still clumsy) purposeful movements of toddler-hood, most children become highly mobile during this time period. Opportunities for children to be active, moving around and manipulating materials are very important. Motor development is a skill that progresses as a result of many opportunities for practice. Being active is also important for good health. The more exercise and movement a young child has, the less likely they will be to develop weight issues as they get older. It is important to remember that with movement can come injuries. So, remember to keep the areas that children will use safe and keep them within your line of sight at all times.

Baby may...	Caregiver can...
MB1 Control own body beginning with the head and back and progressing to the arms and legs	Provide head support when lifting and holding. Promote play while on stomach and sides using pillow or rolled towel to prop up.
MB2 Move left and right arms and legs randomly, not with conscious control, equally	Place alert baby on mat or rug in safe part of the room to allow her to move without getting hurt, providing tummy time.
MB3 Begin with hands tightly fistled to gradually opening	Gently touch and stroke baby's hands.
MB4 Follow or find a stationary or moving object	Hold objects, or position mobiles about 12 inches away from baby's face, and slowly move from one side to the other.
MB5 Begin to look at own hand(s), toys or objects while playing with them	Provide soft and noisy toys and encourage the baby to look at them.
MB6 Grasp whatever is put into hands	Provide toys that baby can easily grasp.
MB7 Begin to have control of arm movements	Provide a variety of washable toys that baby can reach for, look at and bat at, such as an overhead gym.
MB8 Begin to reach for and hold own bottle	Hold baby and offer bottle just close enough so the baby can reach for it. Bring baby's hands to bottle as adult holds.
MB9 Gradually sit independently	Prop baby against soft cushions. Provide play activity in front of the baby. Provide floor play between adult legs with a book or activity center.
MB10 Claps hands together for play	Play games such as "Pat-a-Cake."

<b>Baby may...</b>	<b>Caregiver can....</b>
<p>MB11 Consistently use hand(s) for object exploration</p> <p>MB12 Transfer objects from one hand to another</p> <p>MB13 Roll back and forth</p> <p>MB14 Begin to scoot, roll, inchworm, or crawl</p> <p>MB15 Begin to pull up on sturdy objects</p>	<p>Provide toys that baby can easily grasp and put in his mouth.</p> <p>Provide toys for the baby that is safe and easy to grasp and move from one hand to another, such as rings and boxes.</p> <p>Provide time on the floor for safe movement, and include opportunities to be on his side.</p> <p>Provide baby with toys to encourage movement to reach them. Provide stationary surfaces so baby can push off and pull on. Provide lots of floor time. Put baby on hands and knees with a toy slightly out of reach as a stimulus. Put baby on his stomach over adult's legs. Create an obstacle course with soft pillows and furniture.</p> <p>Provide sturdy furniture and open arms to encourage baby to move towards you.</p>
<b>Toddler may...</b>	<b>Caregiver can...</b>
<p>MT1 Begin to take steps sideways while holding onto something (cruising)</p> <p>MT2 Begin to explore textures with hands</p> <p>MT3 Begin to feed finger foods to self</p> <p>MT4 Begin to roll and toss objects</p> <p>MT5 Begin to hold onto a cup with a lid</p> <p>MT6 Begin to pinch thumb and finger</p> <p>MT7 Begin to turn pages in sturdy (board) book</p>	<p>Provide sturdy furniture and open arms to encourage a toddler to move toward you or an object.</p> <p>Provide soft food, such as mashed potatoes or pudding. It's ok to be messy!</p> <p>Provide pieces of appropriate size finger foods such as fruit or Cheerios to encourage three finger pinch.</p> <p>Provide small objects capable of being rolled and tossed safely. Use objects such as beanbags and soft balls.</p> <p>Provide toddler with a cup with a lid with a small amount of water inside first.</p> <p>Provide peg puzzles and manipulatives to sort.</p> <p>Hold toddler while he holds a board book with sturdy pages and turns the pages himself.</p>

Toddler may...	Caregiver can....
<p>MT8 Walk short distances with both hands held, then with one</p>	<p>Provide push toys to hold onto. Provide toys that roll so that toddler will walk to retrieve. Hold toddler's hand at their chest level and walk slowly on a variety of surfaces.</p>
<p>MT9 Walk by self</p>	<p>Provide safe places for toddler to move about.</p>
<p>MT10 Begin to feed self with a spoon</p>	<p>Provide foods that can be easily eaten with a spoon.</p>
<p>MT11 Climb into an adult lap, or on furniture and up and down stairs</p>	<p>Begin to provide opportunities to move on even and uneven surfaces, and up and down a step. Encourage toddler to climb into lap by staying seated when attempts are made. Encourage toddler to sit on step and scoot up and down stairs. Provide sturdy, low furniture for child to climb into.</p>
<p>MT12 Begin to hold crayon in palm of hand and make dots on paper</p>	<p>Provide toddler with thick crayons and large pieces of blank paper.</p>
<p>MT13 Begin to add and empty objects from containers</p>	<p>Provide toddler with washable, light containers and small objects and activities for filling and dumping.</p>
<p>MT14 Begin to stack a few large objects</p>	<p>Provide large, lightweight objects that can be stacked.</p>
<p>MT15 Walk with one foot in front of the other</p>	<p>Put a line of tape on the floor and guide.</p>
<p>MT16 Kick balls short distances</p>	<p>Provide toddler with large rubber balls to kick. Encourage toddler to kick in a particular direction.</p>
<p>MT17 Begin to remove loose clothing and shoes</p>	<p>Allow toddler time and opportunity to begin to remove clothes during daily dressing routines.</p>
<p>MT18 Begin to run, awkwardly, and has difficulty stopping</p>	<p>Encourage toddler to run towards a waiting adult until she gains control of her stopping ability.</p>

Child may...	Caregiver can....
MC1 Begin to jump	Encourage child to imitate the movements of an animal. Provide child with mats or pillows to jump on or into. Encourage child to jump over a line taped or drawn on the floor. Play musical games that involve jumping to rhymes and rhythms.
MC2 Begin to throw balls with aim	Provide child with light balls that easily fit in his hands. Encourage child to throw with one hand while stepping forward.
MC3 Begin to use mature finger grasp with thumb and first two fingers	Provide child with crayons for scribbling and large paper and sit with him to talk about what he is making. Provide child with easel and small pieces of chalk or crayons. Provide small square toys to pinch. Sing songs with child that involve moving fingers to the rhythm of the song.
MC4 Attempt to snip paper with scissors	Provide child with safety scissors and paper to cut.
MC5 Begin to complete simple puzzle and blocks	Provide child with one piece puzzles and blocks for building complex structures (walls, roads, houses, city, etc.).
MC6 Hold an object stable with one hand while using the other to perform a task	Provide containers small enough for child to hold with one hand and objects that will fit inside. Provide a large piece of paper and crayons or markers to allow child to perfect their art/writing work.
MC7 Use a fork	Provide child with fork and food that can be pierced.
MC8 Use a cup	Provide child with a partially filled open cup.
MC9 Begin to put on own shirt, pants, shoes, and jacket	Provide child with clothes that are loose enough and simple to put on. Allow time for child to dress without being rushed.

## Infant/Toddler Framework Cognitive/Discovery Domain

Children’s cognitive and discovery skills come about as a result of the development of other skill areas that build upon each other as children acquire new abilities. As children develop their motoric abilities, they are able to move about more freely and use their hands and feet to explore and learn. This new found skill in exploration opens new worlds to children as they interact with new materials and settings. Children’s language provides children with the opportunities to ask questions, comment on ideas they have developed, and store information as they learn new words and build new understandings about their world. The development of children’s social and emotional skills provides them with the confidence to explore and the ability to engage in and interact with materials and people. Children’s cognitive development is really the culmination of the integration of all the other skills. What is so very important are children’s opportunities to experience new activities and to be able to take an active role in their learning.

Baby may...	Caregiver can...
CB1 Respond to touch, sounds, smells, light and voices, and focus on contrasts, black/white, red/white, faces	Provide indoor and outdoor experiences with people and materials that stimulate all five senses. Provide objects or books with high visual contrast, including bright, contrasting colors, and black and white illustrations.
CB2 Gather information through mouthing, grasping, and reaching	Provide baby with different objects to mouth, explore and track with eyes, including cloth and vinyl books, mobiles and rattles.
CB3 Follow moving objects with eyes	Play games by moving objects within 12 inches of eyes. Provide mirrors at eye level so baby can follow objects with his eyes.
CB4 Tell the difference between familiar and unfamiliar people	Provide faces to look at in real or picture form. Pictures need to be simple snapshots or homemade family album.
CB5 Realize ability to make things happen (e.g., hits or kicks mobile and makes it move)	Provide soft balls, rattles, mobiles, crib gyms and busy boxes.
CB6 Apply previous knowledge to new situations	Provide a variety of toys that make things happen when the baby uses them, such as rattles to make noise and balls to be kicked.
CB7 Use play to explore and to build increased understanding of objects and materials in the environment	Provide a variety of toys to promote exploration. Offer tummy time.
CB8 Uncover toy that has been hidden	Play hide and seek and peek-a-boo with toys and people.

<b>Toddler may...</b>	<b>Caregiver can...</b>
<p>CT1 Gain an understanding of basic concepts such as color, size, and shape</p> <p>CT2 Discover how objects fit in space</p> <p>CT3 Use objects as tools to make things happen</p> <p>CT4 Use people to make things happen</p> <p>CT5 Show increased short and long-term memory and increased attention</p> <p>CT6 Use play to explore things that go together</p> <p>CT7 Anticipate familiar routines</p> <p>CT8 Use readily available materials as a substitute for actual objects</p>	<p>Provide pots and pans, plastic containers and lids, measuring cups that nest, simple stacking rings and simple puzzles.</p> <p>Provide dump and fill activities, offer a variety of objects such as buckets with balls or soft blocks and shape sorting boxes.</p> <p>Provide musical instruments such as drum or xylophone, busy boxes, baskets to carry objects, or household items to make noise.</p> <p>Name objects in a storybook or photographs as toddler points to them. Get bottle, toy or cup at a toddler's request.</p> <p>Routinely offer familiar books, toys, songs, and fingerplays. Offer interactive books, stories, and games using lots of expressive tones and gestures.</p> <p>Encourage toddler to find matching items like shoes and socks, cups and plates, hat and mittens.</p> <p>Offer opportunities to role play daily routines such as feeding, dressing, cooking, and using the telephone.</p> <p>Provide and encourage use of boxes, paper plates, spools, ribbons, and other everyday items for play.</p>
<b>Child may...</b>	<b>Caregiver can...</b>
<p>CC1 Use play and daily routines to explore sorting, classifying, and understanding the concept of numbers</p> <p>CC2 Use skills already mastered in new, imaginative ways</p> <p>CC3 Solve more complex problems</p>	<p>Label areas in the environment with pictures so child can match items to pictures. Incorporate counting at mealtime with table setting. Provide blocks of a variety of colors and shapes to sort by color or shape.</p> <p>Introduce more challenging puzzles. Provide telephones, dolls, puppets, and other props for creative play. Provide substitutions for actual items, tissue for diapers, box for baby bed, chairs for train, dress-ups.</p> <p>Encourage child to make predictions by asking "why" or "what if" questions. Arrange obstacle course for children.</p>

## Infant/Toddler Framework

### Well Being of Child and Parent/Caregivers

Adults, both parents\* and caregivers, are children’s first teachers. It is important for adults to be healthy so that they can adequately support the development of the children for whom they are responsible. There are also key child development-related issues that parents and caregivers need to know about and understand if children are to develop to their best potential. Concepts such as children’s health, hygiene, nutrition, and social involvement are important supporting mechanisms in their development. These broader supporting influences help to set the stage for all the learning that happens. Healthy children are not distracted by the issues that can interfere with learning (e.g., hunger, pain, illness). It is equally important that adults are healthy, as this allows them to give their undivided attention to the children. Healthy adults are also not distracted by the issues that interfere with their giving attention that children need. A positive well being of all involved is important for the growth and development of children.

Parent/Caregiver Focus	Parent/Caregiver response and support
W1 Understanding and getting to know your baby	Look for cues regarding child’s unique personality, temperament, personal preferences and enjoy your child as a person.
W2 You are key in your child’s life; what you do matters	Provide appropriate stimulation that is responsive to the child’s needs, temperament and ability.
W3 Taking care of yourself	Sleep, good nutrition, plenty of non-alcoholic liquids (especially if breastfeeding), taking breaks, getting exercise. Manage your stress positively; ask for help, take the time to find support, resources, and information in ways that work for you. Find others who can support you in being the best parent you can be. Find people to help reinforce your strengths and help you to grow. Set a routine – take time for yourself and others.
W4 Keep your expectations realistic, children develop at their own pace	Be patient! Relax and enjoy your child’s stage of development.
W5 Taking care of your child’s health care needs	<b><i>Health Care</i></b>  Have a health care provider for both routine well child and other health care needs. Have your doctor/health care provider monitor your child’s growth and development. Use your doctor/health care provider as a source of information for your child’s health care.

\* Parent = primary caregiver in the family setting, and may include grandparent and other adult caregiver. Not all may be applicable to a child care provider.

Parent/Caregiver Focus	Parent/Caregiver response and support <i>Health Care (continued)</i>
<p>W6 Taking care of your child's health care needs (continued)</p>	<p>Call your child's doctor/health care provider with your concerns and questions.            Provide the opportunity for the appropriate amount of rest and sleep.            Get regular immunizations including American Academy of Pediatrics' (AAP) recommendations at appropriate ages. Check with your health care provider since recommendations change.            Obtain screenings and follow up results including newborn screening, hearing, vision, lead, and anemia.            Keep up-to-date on current health issues important to children and families.            Coordinate and follow-up with referrals to specialists, if needed.            Have a dentist for your child.</p>
<p>W7 Taking care of your child's hygiene/sanitation needs</p>	<p>Use proper hand-washing methods for caregivers and child.            Keep children clean by regular bathing.            Use proper diaper changing techniques with attention to rashes or skin irritation.            Teach toileting and hand washing at the appropriate age and ability as indicated by the toddler.            Prevent the spread of germs and illness by cleaning/sanitizing toys, equipment, and other items used by children.            Practice good dental and gum care with your child from birth.</p>

Parent/Caregiver Focus	Parent/Caregiver response and support
<p>W8 Taking care of your child</p>	<p><b><i>Nutrition</i></b></p> <p>Feed your child so that he/she grows and develops.  Breastfeed your child through the first year of life, ideally. If not, your child should receive iron-fortified based formula.  Do not give cow’s milk during the first year of a child’s life.  Always hold your child when bottle feeding.  Offering water if a child is thirsty is highly recommended.  Watch for difficulties in sucking, swallowing, reflux and digestion (including bowel movements and urination).  Respond to the child’s cues/signs of hunger, fullness, food preferences and changes in appetite.  Introduce new foods one at a time with awareness of the possibility of food allergies.  Progress to solids then finger foods and cup according to health provider’s recommendation.  Provide well-balanced meals, limiting non-nutritious foods. Keep mealtime positive.  Keep presenting foods, especially for picky eaters; eventually they will try it.</p>
<p>W9 Helping your child learn and develop</p>	<p><b><i>Routines</i></b></p> <p>Play is the work of children – they learn through play.  Allow child to safely explore their environment, even if it means they may get a bit messy.  Respect their play time and let them concentrate on what they are doing.  Read and tell stories to your child each day.  Sing, play with sounds, and dance.  Talk, describing what you are doing and where you are going.  Offer options – “You can color on this paper, but not on the wall”.  Establish a routine.  Offer guidance consistently.  Be patient when child attempts to perform a task independently.</p>

Parent/Caregiver Focus	Parent/Caregiver response and support <i>Routines (continued)</i>
W10 Helping your child learn and develop (continued)	Do not expect sharing, but model and encourage. Listen to your child.
W11 Learning to trust and connect with others – relationship building	Physical – holding, rocking, massaging, swaddling. Language – talking, singing, music, reading, listening for feelings. The child needs to know and be involved with (both) parent(s). All supportive adults should work in partnership. Children need to know they are loved. Be spontaneous and have fun – play and exercise is good for you and your child. In addition to daily care giving routines, make time each day for the infant to have time alone with you – and be truly engaged with you. A positive partnership (respect and valuing each other, mutual trust) between parents and child care providers enhances the child’s growth and development.
W12 Learning to know and trust his/herself – get his/her needs met, comfort him/herself	Watch for child’s cues in a responsive, consistent and predictable manner. Help child feel competent by responding to the needs he communicates. Read your child’s cues/signals and appropriately respond to hunger, pain, over-stimulation, and other comfort needs. Respond to crying in a calm and reassuring manner such as cuddling, gentle rocking and/or soft talking or singing.  Protect from violence, abusive behavior and endangering environments. Choose people you trust to care for your children. Your child’s safety depends on your careful choice of caregivers.
W13 Learning to trust the world around him/her – feeling safe in his/her environment	<b>Safety</b> Use safe equipment such as approved cribs and car seats and be aware of unsafe walkers or recalled equipment. Follow recommendations from the Consumer Product Safety Commission.

Parent/Caregiver Focus	Parent/Caregiver response and support <i>Safety (continued)</i>
<p>W14 Learning to trust the world around him/her – feeling safe in his/her environment (continued)</p>	<p>Use recommended techniques to reduce the risk of SIDS such as always placing infants on their back to sleep.</p> <p>Keep your infant’s crib clear of all items such as pillows, blankets, and stuffed animals.</p> <p>Child proof environments accessible to children such as providing appropriate barriers (gates and electrical receptacle covers, according to AAP), eliminating choking and strangulation hazards (small items, balloons, and cords), and preventing access to poisonous substances and materials (medication, cleaning supplies, and <i>some</i> plants).</p> <p>Provide supervision at all times, such as never leaving a child alone in a tub, in a car, near water, or <i>on</i> a changing table.</p> <p>Handle a child safely by supporting a newborn’s head.</p> <p>Never shake any child.</p> <p>Provide a safe environment by having a smoke-free home/facility, using smoke and carbon monoxide detectors, having evacuation plans and drills and checking for lead and radon levels in the home/facility.</p> <p>Get training in infant and child CPR and first aid.</p> <p>Minimize exposure to sunlight and use sunscreen appropriately.</p>

# INFANT/TODDLER FOUNDATIONS

## ADVISORY WORK GROUP

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Bridget Wheatley	Sussex First Time Families Consortium	Project Coordinator
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Donna Zeberkiewicz	Family Child Care	Family Child Care Provider
Karen Banks		Outside Group Facilitator

\*Delaware Department of Health and Social Services

\*\* Department of Services for Children, Youth and their Families

\*\*\*Infant-Toddler Environment Rating Scale

