Your GPS to a Child's Success

A Field Guide to the Kentucky Early Childhood Standards

Birth to Three

How to use the
Building a Strong Foundation for School Success Series;
Field Guide

This field guide was created to offer an easy-to-read, practical supplement to the KY Early Childhood Standards (KYECS) for anyone who works with young children birth to four years old. This guide is intended to support early childhood professionals who work in the following settings: home settings, early intervention settings, and center-based care. The field guide has chapters for each of the Kentucky Early Childhood Standards. Below is a description of the information you will find in each chapter.

Each chapter will begin with a brief overview of the standard. In this paragraph, you will find information about what this standard is and the theory and research to support its use.

Each chapter contains a section called ***Crossing Bridges***. It is important to understand that the developmental domains of young children often cross and impact others. While a provider is concentrating on a young child learning communication skills, there are other domains or standards being experienced as well. This section tells the reader how this standard supports other standards and domains. For example, you will see that social emotional development of an infant supports or overlaps the infant's communication development.

Each chapter contains a section called ***Post Cards***. This section offers supportive quotes about the standard. In this section, readers will also find narratives, written by early care providers for early care providers. These narratives provide a window into how the standard is supported in a variety of settings.

Each chapter contains a section called ***Sights to See***. This section tells the reader what the benchmarks are for the standards. Each standard contains one or more benchmark. The standard is a broad subject area. These ***Sights to See***, or benchmarks, are indicators that a child is meeting the standard. These benchmarks are the same benchmarks found within the Kentucky Early Childhood Standards.

Each chapter contains a section called ***We know children are on their way when…*** This section is the developmental continuum items found within the Kentucky Early Childhood Standards. This section supports the ***Sights to See***. The Developmental continuum is how children learn developmentally, with regards to the standard. Although not numbered in the KYECS, they are numbered in this tool for organization with adult supports.

Each chapter contains a section called ***We know adults help children get there by …*** This section provides *examples* of how adults provide support for young children to develop. You will notice that each example in this section has at least one number by it. These numbers correspond to the ***We know children are on their way when they …*** section. As you can see, one example or activity could provide support for a child to meet many of the developmental continuum listed in the previous section.

Each chapter contains a section called ***Extra Supports***. Every child needs supports as they develop. In this section, readers will find suggestions to support a child's development. These suggestions may include environmental changes, scheduling adjustments, or general reminders.

Each chapter contains a section called ***Don't forget to refuel***. This section provides resources related to the standard domain. Resources may include agency contact information, books, songs, and community resources that are available to you.

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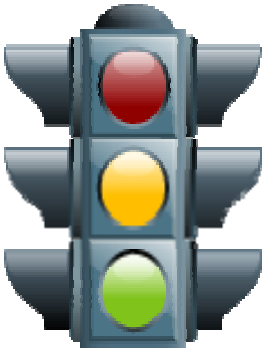


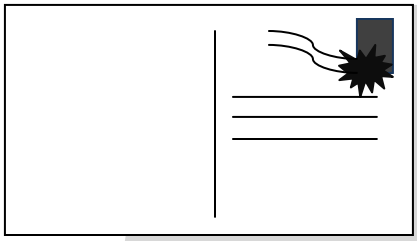
Communication Birth to Three

Language development is one of the major accomplishments which occur during the first three years of life. In this short time children go from communicating through body movements, facial expressions and simple vocalizations such as crying to using hundreds of words to express their thoughts, feelings, ask questions and connect with people in their world. Between the ages of two and three, children may be able to say anywhere from 200 to 1000 words and use simple sentences (Dombro, Colker & Trister Dodge, 1999). The first three years are a critical window for the development of communication skills due to the brain development taking place during this time. Infants and toddlers learn communication skills from the people around them through listening, talking and interacting. Adults impact communication skill development by speaking, singing, playing simple games, reading and *listening* to infants and toddlers.

Crossing Bridges

Communication plays a role in nearly every aspect of development. Cognitive development is intertwined with communication as children use cognitive skills to remember, categorize and use words to connect with others in their environment and make mental connections about the world. Toddlers often talk to themselves while playing and practice using concepts in other ways and settings, for example, "A big car" then later saying "big book" the child works out that 'big' doesn't apply just to that one car, but is a concept that expands to the world. As infants and toddlers learn that sounds and words have meaning, they lay the foundation for literacy development which depends on the understanding that words are symbols which have meaning to all (Roskos, Christie, Richgels, 2003). Motor development is linked with communication as a child's increase in mobility brings the child into new situations. The more a child moves around their world, the more the child will have to talk about and ask about. Exploring toys with their hands help strengthen muscles that will be used for controlling writing tools later. Social/Emotional development and communication can not be separated as social/emotional development is dependent on attachment which is created when primary caregivers respond when a child communicates his/her needs. This connection continues as children learn from their caregivers how to communicate frustrations in a safe way and use communication to solve problems and build relationships.

" I had so much fun talking with you today. I was so excited when I found out that you could say 'ooooh' too, just like me! Then when I said 'ooooh' again, after you did, you smiled so big and kissed me and that was the best! Then I told you 'ba-da' and you could say that too and we smiled and laughed and hugged some more. It makes me so happy to know you love our little talks as much as I do."



Post Cards

"Reading and writing float on a sea of talk."

James Britton

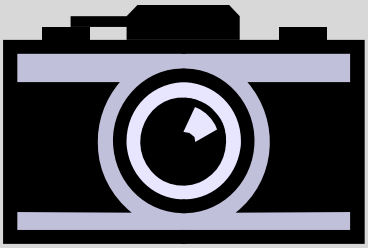
"Let children be children. A skilled five year old grows from a busy four year old, a curious three year old, a cuddled two year old, an adventurous one year old and a communicative baby."

Jenny Lindon

"I learned most not from those who taught me, but from those who talked with me."

St. Augustine

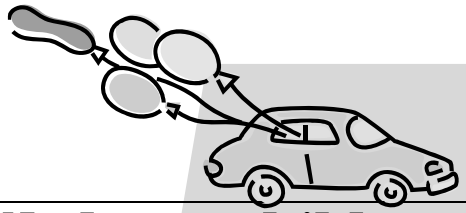
Aisha sat at a table with 3 toddlers; Micha - 18 months, Raj who had just turned 2 and Andre – 28 months. Each child was exploring with brightly colored markers and paper. Aisha saw Micha was having difficulty taking the cap off the marker. "Do you need help Micha? Say 'help'." Micha handed her the marker and said "Pees". "Oh, you asked please. What a nice way to ask for help" said Aisha as she took the cap off and handed the marker back to Micha. "Mine!" squealed Raj pulling on a marker in Andre's hand. Aisha said,"Raj, Andre is using that marker right now. Do you like that blue marker? Let's find another blue marker in the box. Can you find another blue?" She held up two markers from the box and encouraged Raj to find the blue one. Meanwhile, Andre pointed to his paper covered with blue circles and swirls and said "Whale!" Aisha responded, "What a very big blue whale you made! Do whales live in trees or water?" Through her conversation, Aisha supported all 3 toddlers at their individual communication level in one activity.



Sights to See

- **Focuses on and attends to communications of others and to sights and sounds in the environment to gain information.**
- **Responds to verbal and nonverbal communication of others.**
- **Engages in nonverbal communication for a variety of purposes.**
- **Uses vocalization and/or words (verbal, signed, symbolic) for a variety of purposes.**
- **Demonstrates interest and engagement in print literacy materials.**
- **Demonstrates interest and engagement in stories, songs and rhymes.**

"I was so excited when I learned the word for that thing I just love – 'pacifier'. I tried so hard to tell my babysitter I needed it. I kept asking for it but it kept coming out 'paapaa'. She didn't understand me and it was a long, sad morning. Please tell her what my new words sound like when I say them. It will make it much easier when you can't be here. "



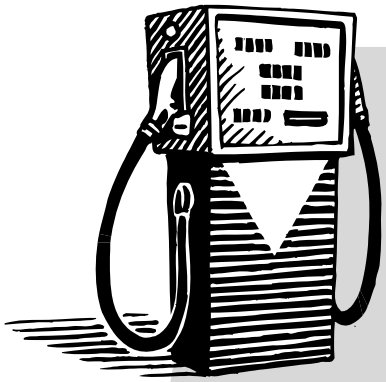
We know children are on their way when they…	We know adults help children get there by…	
1. Responds to sights and/or sounds – looks for source. 2. Looks at speaker. 3. Prefers human voice. 4. Establishes joint attention. 5. Understands and responds to familiar words and/or alternative communication methods. 6. Attends to/enjoys short stories, rhymes, finger plays, songs. 7. Responds to communication of others and sounds in the environment. 8. Responds to others' expressions or emotion. 9. Recognizes /responds appropriately to non-verbal signs and gestures. 10. Participates in turn-taking. 11. Responds appropriately to requests or directions. 12. Identifies objects on request. 13. Responds appropriately to several action words. 14. Demonstrates understanding of several prepositions. 15. Demonstrates understanding of several pronouns. 16. Responds to questions. 17. Demonstrates understanding of many vocabulary words. 18. Demonstrates understanding of some complex sentences. 19. Gains information from stories, rhymes, and songs being read/sung aloud. 20. Initiates communication by smiling and eye contact. 21. Uses gestures and movements to express self. 22. Uses movements/gestures to demonstrate understanding of vocalizations. 23. Uses movements/gestures to solicit attention and/or indicates wants and needs. 24. Uses eye contact, gestures and/or movement to request item or assistance. 25. Uses movement and/or gestures to protest. 26. Uses gestures for greetings and conversational rituals. 27. Uses movements or behaviors to initiate interaction with a person, animal, or object. 28. Varies pitch, length and volume of vocalizations. 29. Makes new sounds, both vowels and consonants. 30. Squeals and laughs. 31. Engages in vocal play and/or vocal turn-taking. 32. Uses specific vocalizations that have meaning to primary caregivers. 33. Uses sounds and words with inflected patterns in conversational manner. 34. Imitates sounds and words. 35. Repeats rhymes, phrases participates in singing songs. 36. Uses single words. 37. Names several objects or persons upon request. 38. Identifies items or people in pictures/photographs. 39. Uses name to refer to self. 40. Uses phrases or short sentences. 41. Uses pronouns to refer to self and/or others.	1 - 5	Speak to infant often from birth with soft tones maintaining a close distance to infant's face due to their limited focus. Maintain good eye contact and vary the pitch of your voice.
	5, 7 -9	Use simple, short sentences and descriptive words. Use routines like feeding, dressing, bathing and diapering to talk to child about what is happening.
	10, 29-31 33 , 34	Repeat the child's sounds, coos etc. back to them and wait for them to continue then follow suit. Also ask simple questions and allow time for them to responds with coos etc. This introduces the concept of turn-taking and the back and forth aspect of communication.
	7-9, 20-27	Use a variety of gestures and facial expressions when talking with infants and toddlers.
	11-18 21-28 32-35 37-40 42-44	Allow very young children time to process your requests and add gestures to help them understand. Be a good listener when infants and toddlers try to communicate. Be patient, make eye-contact, try to help them use pointing or other gestures to help you understand their needs if you don't at first. Don't over correct how very young children pronounce words. Allow them time to search for the words they need. Make sure ALL care providers and family understand how the child communicates his needs in a variety of care situations. Speak calmly in short sentences on their level so they are part of the 'conversation'.
	11-18 37	Work simple directions into every day activities and play ("Bring Mommy a book, a book.") increasing to 2 step directions as the child is ready.
	17, 35-38 42-45	When introducing new words, try to use them in more than one place, for example, if pointing out a 'car' in a picture book show the child a toy car and the car in the driveway.
	24-27 38-42 46	Respect and respond to child's efforts to communicate wants and needs. Pointing and crying is not whining at this age, sometimes very young children have difficulty recalling words when tired, frustrated or upset. Pointing and crying is communication. You can respond while demonstrating the words again ("You want your blankie? I understand. Here is your blankie.")
	6, 12,	Provide lots of books even if infants chew on them. Exposure to books on a daily basis to handle on their own and be read to by and adult is important for

42. Talks about familiar people, story characters and events. 43. Uses 2-3 syllable words meaningfully. 44. Carries on conversation and asks questions. 45. Uses plurals. 46. Asks questions. 47. Looks at pictures and photos briefly. 48. Attends to and/or makes contact with age appropriate book, when presented. 49. Manipulates age-appropriate book. 50. Show interest as age-appropriate book is read aloud. 51. Turns pages awkwardly by him/herself. 52. Show increasing skills in book handling and print directionality. 53. Selects book for adult to read. 54. Anticipates/recalls text/events/people in known book/story. 55. Requests favorite book to be read again. 56. Increased attention span for listening to stories. 57. Holds thick crayon, marker and scribbles. 58. Recalls specific people, actions, and/or events in a story book. 59. Notices there are both print and pictures on a page. 60. Makes lines and shapes with a variety of writing tools to represent objects. 61. Participates in word games or finger-plays. 62. Sings or joins in on a specific story, rhymes or song. 63. Repeats phrases from predictable, repetitive stories. 64. Asks to hear a specific story, rhymes or song. 65. Creates own partial songs, rhymes.	17, 19, 36, 41, 45-53	building vocabulary and literacy skills. Demonstrate how to hold and turn pages, be patient with mouthing etc. – avoid paper pages for very young children.
	42 47-49 53-56 58, 59	Read favorite books over and over again. Young children crave repetition as they engage in learning. Point out pictures and be patient with infants and toddlers wanting to turn pages before you are done "reading" the text. Experience the book in different ways with them.
	6, 35 61-65	Sing familiar, simple songs and rhymes through out the day. Make up some of your own, especially to entertain during long waits. Add finger/hand movements to simple songs and rhymes. Play word rhyming games in the car, store etc.
	57, 60	Provide toddler safe chubby crayons, markers and blank paper and allow child to explore making various marks on paper with writing tools. This should be completely child directed with only the amount of adult assistance that is absolutely necessary. Talk to the child about their picture without judging whether or not is actually looks like a particular object/person… for example "Wow, Kayla! Tell me about your picture."

Extra Supports

- **Lots of respectful, pleasant, calm conversation in the environment between both adults and other adults as well as between adults and children.**
- **Lots of books within easy reach of all children. Snap-shots in plastic photo albums are great extra books. Cloth books are a good option as well. Rotate books to avoid boredom.**
- **Soft, cozy areas close to books so children can get comfortable with books or sit with adults for reading.**
- **Puppets or other items to turn books into moving stories.**
- **Lots of pictures hung at child's eye level of family, animals, diverse cultures etc. Don't forget to talk to children about the pictures they see. Pictures cut from magazines can be glued to poster board (even laminated if you like) to make cheap wall displays that won't be an issue if they are accidently ripped.**
- **A variety of music with varying styles, rhythms, tempos and beats.**
- **Musical and sound-producing toys, bells, shakers etc.**
- **Lift-the-flap books.**
- **Books with varying textures.**
- **Flannel boards and flannel shapes, figures etc.**
- **Toy phones and other pretend play communication items – don't just have a pretend meal, pretend to be a waiter and ask the toddler's order or vice-versa.**
- **Provide pretend play items (toy food, fire fighter hats etc.) to encourage interactive play.**
- **Every child develops at his/her own rate. Adjust your communication expectations to each individual child. Parents and care providers should talk daily to make sure all adults understand each child's modes of communication and current level of functioning.**
- **Infants may be telling you they are *done* communicating – when an infant turns away from you they are telling you they are ready for some quiet. Respect this as well.**
- **Infant and toddler development takes place in spurts, learning new words may reduce during a period fast physical development only to return to pick up new words almost daily.**
- **Remember toddlers are learning to communicate emotions/frustrations and needs at the same time they are learning to deal with the feelings these things produce. Be patient if their ability to communicate seems to have 'good days and bad days'.**
- **Keeping in mind their individuals temperaments, remember that some children may need something communicated more than one way in order to truly understand – for example one child may need to be shown the car or the playground outside the window before he can understand your request to stop playing and cooperate with getting his coat on.**
- **Young children need short directions often paired with physical assistance to comply with directives. For example "Come wash your hands before we eat" while you are placing your hands on the child's back and gently guiding him/her to the sink.**

"Thank you for coming and touching my back to get my attention. I didn't mean to ignore you when you said it was time to clean-up – I was so busy working on this tower I didn't hear you. When someone yells at me to get my attention, it really startles me and it's hard for me be in a good mood or concentrate after that so it only makes it harder for me to cooperate."



Don't forget to refuel!

Resource Books:

- **Reading With Babies, Toddlers and Twos – Susan Straub, KJ Dell'Antonia**
- **From Lullabies to Literature – J. Birckmayer, A. Stonehouse, A. Kennedy**
- **Simple Transitions for Infants and Toddlers – Karen Miller**
- **Infants, Toddlers and Caregivers – Janet Gonzalez-Mena, Dianne Widmeyer Eyer**

Children's Books:

Mr. Brown Can Moo, Can You? – Dr. Seuss
The Foot Book – Dr. Seuss
Elmer's New Friend – David McKee
Barnyard Dance! – Sandra Boynton

Songs:

Welcome, Welcome Everyone Tune: "Twinkle, Twinkle Little Star"

Welcome, welcome, everyone.
It is time to have some fun.
First we'll put our coats away
Then we'll start our busy day.
Welcome, welcome, everyone.
I'm so glad that you have come!

Jean Warren

The Wheels on the Bus: Change this song to be about an animal and a movement they do or sound they make.

Such as, "The wings on the duck go flap, flap, flap."
The cow in the barn says "moo moo moo."

Old MacDonald Had a Farm – Let your children choose animals to sing about. Making their choices known is an important part of communication.

"Thank you for sitting and talking with me during snack. I got to tell you all about my check-up at the doctor and the fire truck I saw on the way home. You waited so patiently while I tried to remember the word 'doctor' and you asked some neat questions that reminded me of other things I wanted to tell you like the color of the fire truck and that the doctor gave me a sticker! You even found a great book about visiting the doctor then we played with the toy fire trucks! What a great morning!"

Just a short walk to…

Kentucky Early Childhood Standards:

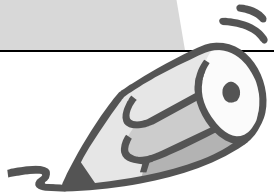
- Birth to Three Section
  Communication *Standards 1 – 3*

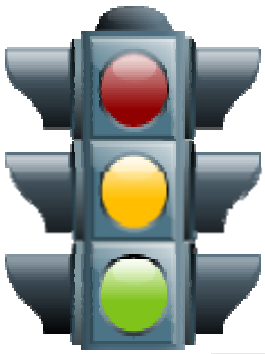
- Three & Four Section
  Language Arts *Standards 1 – 4*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Three & Four Book
  Language Arts

Notes:





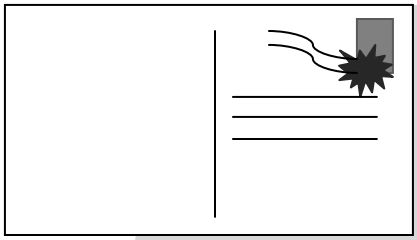
Cognitive
Birth to Three

Cognitive development affects the way children form thought processes, remember things, make decisions, and learn to solve problems (Encyclopedia of Children's Health, 2008). Children begin to learn from birth, and it is from interacting with their surroundings, including people, that cognitive skills grow. Children are born with a desire to explore their world, and they must interact with it in order to form concepts about that world. They are little scientists, constantly attempting to discover, "What happens if?" They learn by doing and repeating activities until they grasp the concepts involved in those activities. For the very young, simply playing and interacting with their environment is their work. Cognitive development for these children cannot be adequately measured by an IQ test, but rather through observation of children interacting with their surroundings and using milestone development checklists as skills are mastered. Cognitive development occurs best when learning is child directed allowing them to follow their own interests and children are given opportunities to explore their environment rather than be lectured to by an adult. Young children desire to become competent in their skills, and are by nature, motivated learners.

Crossing Bridges

Infants and toddlers build cognitive concepts by *physically* interacting with the people and things in their environment with all 5 senses. They develop eye-hand coordination, explore textures, weights etc. and learn through trial and error how things work and how to solve problems. Toddlers have a much larger receptive than spoken vocabulary and understand much more than they are able to say. This sometimes frustrates them and you, but asking open ended questions can help children build language skills. Adults can help their growing vocabulary by giving toddlers new words to describe the world around them. Toddlers are able to understand that words and images represent objects. Social skills are built as children show interest in and ask for help from the people around them as they explore. Self confidence is fostered when child directed learning is emphasized and children learn they can solve problems. As toddlers develop the ability to think in terms of cause and effect, and experiment with pretend play, they may start to show empathy (the ability to put them selves in another's place) and understand that others have feelings. Cognitive development is intertwined with all other domains, and flourishes when the basic needs of safety, security, food and shelter are met.

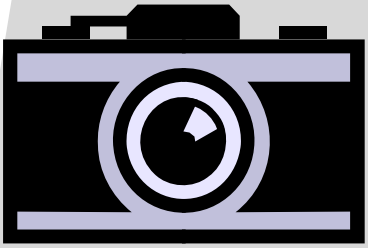
"I learn so much when you hold me close and walk around the room pointing things out, naming and describing them to me."



Post Cards

"Work is child's play." Maria Montessori
"Children Learn through imitation and play." Jean Piaget
"I really think that everybody, every day, should be able to feel some success." Fred Rogers
"A Child's Life is like a piece of paper on which every person leaves a mark." Chinese Proverb

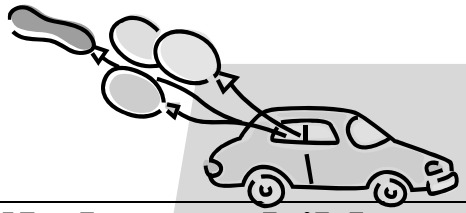
Milo was working very hard playing with a toy dump truck and plastic farm animals. He kept trying to make a cow and horse stand up in the back of the dump truck but whenever he rolled the truck the animals would fall out. Milo tried to turn the animals facing other directions but each time he rolled the truck they would fall out again. He tried rolling the truck slowly but still they fell out. He finally took the animals and truck to Miss Patty as he started to cry a little. Miss Patty had been watching his many attempts but still encouraged Milo to ask for help. "Do you need some help taking your animals for a ride? Can you say 'help'?" Milo reached out and said "Help". "I will be happy to help you," said Miss Patty "I think your animals may need to lie down in the truck. Let's try." Milo and Miss Patty worked to fit the animals in the truck lying down and this worked. Milo smiled wide and drove his truck around the floor.



Sights to See

- **Demonstrates curiosity in the environment.**
- **Responds to the environment.**
- **Recalls information about the environment.**
- **Recognizes characteristics of people and objects.**

"I am a creature of habit. When you create a predictable schedule for me it helps me adjust, feel more comfortable and even helps me learn about orders, patterns and predicting future events."

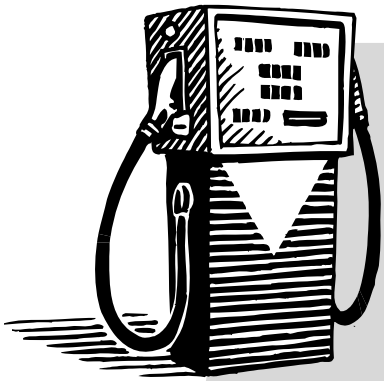


We know children are on their way when they…	We know adults help children get there by…	
1. Uses senses to explore the environment. 2. Uses play to explore objects in the environment. 3. Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment . 4. Explores spatial relationships, shapes and numbers. 5. Observes and/or imitates behavior. 6. Shows interest in listening to and repeating sounds. 7. Works toward an objective. 8. Recognizes and shows preference for familiar people and things. 9. Locates an object that has been hidden from view. 10. Creates mental images of objects and people not in the immediate environment. 11. Exhibits a sense of personal routines. 12. Identifies and investigates the physical qualities of living and nonliving things. 13. Groups objects based on physical or functional similarity. 14. Recognizes functional use of items in the environment. 15. Uses objects in realistic play - imitating the environment.	1, 2 8	Provide a variety of safe toys to explore by sight, sound, touch, taste, smell. Make sure child can reach them easily. Provide music, musical toys and simple instruments. Expect mouthing – don't put out all toys at once -you can pick up dirty toys when child is done and set out clean toys again. Provide lots of floor space.
	2,3 8	For young infants, place objects such as rattles in their hands. Talk with them as they touch, hit, kick or bat objects hanging in reach. Describe their actions
	3-5 8	Provide pop-up toys, rattles etc. that respond to a child's touch. For toddlers, provide more cause and effect experiences like ramp and a toy car. Ask the child what will happen if you put the car at the top of the ramp and let go. Describe what happens. Play with the toys yourself so child sees what it can do – for ex. shake the rattle, roll the car etc.
	4, 7,8 12, 13	Describe color, shapes, size, texture of objects etc. like the different colors of blocks they are playing with and help them sort the blocks by color or size. Provide shape and number puzzles for the children to manipulate. Provide shape sorters. Provide boxes, baskets or bins for toys and help children sort like items during clean-up time. Help older toddlers understand the concept of 'one'-"Can you take one cracker? Can you bring me one block." Play outside – collect leaves etc.
	5, 14-15	Play with children- if they bring you a cup of "coffee", drink and thank them/when child wraps baby doll in a blanket and offers a bottle, praise them as a parent and tell why their care is good for their baby. Help children understand how to use toys /utensils by setting the example. Ask what else is needed "We have a bowl, what do we need to eat out of the bowl?"
	6	Repeat infant's babbling sounds. Make new simple sounds allowing them time to try. Sing to all children. Read to children daily & include rhyming books.
	7	Respond to infant/toddler cries and gestures so they learn communicating what they want is a skill to reach a goal. Teach children to use items such as stools to reach sinks. Teach children to ask for help when frustrated.
	8	Hang pictures of the child or family members in the room. Ask toddlers to recall when they last visited someone.
	9, 10	Play games such as hiding an object in one hand and asking where it is or peek-a-boo.
	11	Hang a picture chart of your daily schedule for toddlers and try to consistently follow the individual schedule of infants and young toddlers. Give warnings and countdowns before new activities, clean-up, coats etc.

Extra Supports

- **Open ended questions during one-on-one activities like diapering, bathing and feeding. Place cards with suggestions around the house or classroom as reminders.**
- **Infants and toddlers have difficulty with change. Provide a predictable schedule with lots of cues or warnings that things are going to change; for example always bath, book, bedtime or "In 5 minutes we are cleaning up and getting our coats on." then "When I count to 10 it is clean-up time."**
- **Safe, easy access to materials to explore independently. For example, put cleaners out of reach but plenty of 'Tupperware', pots and pans in low cabinets so your scientist can enjoy exploring safely.**
- **Simple words to describe things. Avoid baby-talk for toddlers but avoid complex sentences also.**
- **Simple, one-step directives using the same words every time. Also, tell them what *to do* "Feet on the floor" instead of "Don't climb on the shelf".**
- **Picture labels on shelves and baskets so children can see where toys go.**
- **Enough space to use toys and equipment appropriately.**
- **Pretend play items; housekeeping props, dress-up items, newspapers and magazines, and empty food boxes. People figures, animals, and vehicles in the block area to support pretend play. Take pretend play outdoors too.**
- **Lots of picture books in easy reach, containing pictures that are real life and relevant to children. Snapshots from your backyard, playground, local park and neighborhood placed in a safe album make a great picture book for infants and toddlers. Infants need books even if they chew them - get sturdy board books or plastic, bath-tub books. Disinfect as needed. Rotate all books to avoid boredom.**
- **Place blocks away from doors or traffic areas where towers will be in the way and easily knocked over. A little planning can avoid a lot of frustration.**
- **Developmental changes in young children occur quickly, and every child develops at their own rate, so observe each child and keep notes so you can plan activities that meet each child's individual needs. Make sure every child can physically do all activities – for example, if a toddler isn't sitting in child size chairs well yet, put drawing paper on floor if needed or tape to refrigerator.**
- **Plan for children's interests and activities that aren't too hard or too easy, children are much more likely to become involved in an activity and learn from it if they are interested and if it is challenging yet won't defeat them. For instance, you might have puzzles with only three pieces and some with five pieces. Some might have small pegs, while others have large pegs. You are a child's best tool, so stay close and offer help when needed.**
- **Take advantage of one-on-one opportunities to talk with each child. For nonverbal watch their facial expressions and gestures carefully, they may not use words but still communicate. For verbal children, ask questions and note new words in their vocabulary as they respond to your questions. This will help you determine if they are grasping concepts you are teaching them. Give extra response time for these very young children.**
- **Rotate toys to avoid boredom but make sure all types of toys are available – for example, animal puzzles may go in the closet for awhile and puzzles with cars and trucks be placed in the room.**

"I don't get bored with toys if you sit and play with me. I want to try it all myself and I love that you let me play with toys in lots of different ways, but it helps that you are close if I need you and that you talk me about what I am doing."



Don't forget to refuel!

Resource Books:

- **Secure Relationships: Nurturing Infant-Toddler Attachment in Early Care Settings- Alice Honig**
- **The Toddler's Busy Book – Trish Kuffner**
- **Being with Babies – Beveryly Kovach, Denise Da Ros-Voseles**
- **Infants, Toddlers and Caregivers – Janet Gonzalez-Mena, Dianne Widmeyer Eyer**
- **Developmentally Appropriate Practice – Carol Copple, Sue Bredekamp**

Books:

Brown Bear, Brown Bear- Eric Carle
Ten Little Ladybugs – Melanie Gerth
Is Your Mama a Llama? – Deborah Guarino
Oh My, Oh My, Oh Dinosaurs – Sandra Boynton

Songs / Games:

- **Head, Shoulders, Knees and Toes**
- **Five Green and Speckled Frogs**
- **I'm a Little Tea Pot**

Lyrics to above songs and many more at www.preschooleducation.com

I Spy – Remember, at this age, they do not understand the concept of competition and there are no winners or losers, they simply enjoy playing. It is a good opportunity to help them take turns. Play while on walks, sitting at free play, riding in the car, waiting for appointments etc.

-Start by picking something very obvious and a trait that the child is comfortable with, such as color. (ex. "I spy, with my little eye, something blue" when there is a large blue couch in the room). Avoid over correcting the child. Gradually include new concepts such as size etc.

Guess Who? – Allow the child/children to guess who/what you are by your actions and sounds. For example say, "Guess who I am" then crawl on the floor and meow.

"I am a little scientist and always on the move. When you put safe toys in my environment that I can get easily and give me some toys that can challenge me just a little, I can concentrate on exploring and learning."

Just a short walk to…

Kentucky Early Childhood Standards:

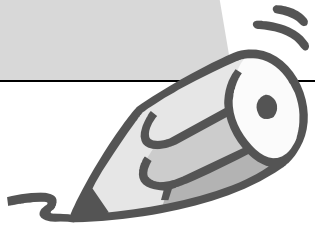
- Birth to Three Section
  Cognitive *Standard 1*

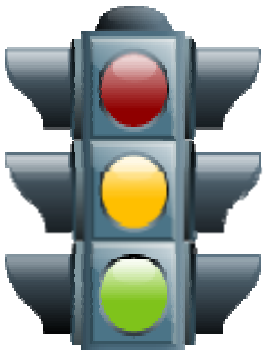
- Three & Four Section
  Math *Standard 1*
  Science *Standard 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Three & Four Book
  Math
  Science

Notes:





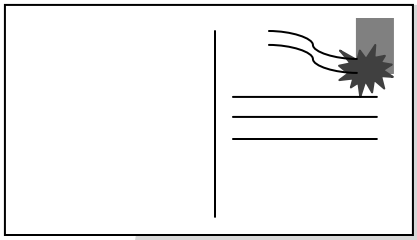
Social / Emotional Development Birth to Three

Social/Emotional development affects all areas of children's lives, feelings about themselves and future interactions with others (Zero to Three, 2003). Birth to three is a critical time for this development. Children are born with unique temperaments or approaches to life which don't change. Some are flexible, some cautious and some not very flexible at all. However, social skills and behaviors related to one's emotions are shaped by early experiences with primary caregivers (parents, extended family, child-care providers). Healthy Social/Emotional Development depends on forming a healthy attachment to these caregivers. Attachment is a strong, lasting bond between two people and is not created automatically but through consistent, sensitive response by the adult, to a child's needs. The adult is the key to creating this bond. A need can be hunger or a child may cry needing to feel close to you. Both needs are real. A healthy attachment provides confidence and creates a model for future relationships as children learn they are deserving of love in a safe world. Fears of spoiling infants, by responding to their cries, have been proven false through research. Children who have their needs met consistently and sensitively cry less, have fewer tantrums, can be more quickly calmed and become more independent toddlers and preschoolers (Urban, Carlson, Egeland and Sroufe, 1991).

Crossing Bridges

Children need to feel safe and secure before they can do anything else. If a child feels sure that an adult they can trust to respond is available, they will have the confidence to explore their environment. This directly impacts their motor development as they will try to move around to reach, grasp, crawl, pull-up and walk to explore their world. When a child cries to be fed or reaches to be held, he or she is communicating a need. When those needs are met consistently the child learns more than trust, he also learns that he can make things happen in his world which develops his confidence and provides his first experience with cause and effect. He also learns the value of communication which is the foundation for language development. Research has revealed that secure attachment provides a protective barrier against stress which has negative effects on physical brain development. This protection works in two ways. First, secure attachment is the result of sensitive, responsive care which reduces stress in general as the child's needs are met. Second, infants and toddlers with secure attachment rebound more quickly from stressful situations that do arise. Social/Emotional Development supports all domains.

"Thank you for holding me all night. I like when you hold me against your chest so I can hear your heart and feel your warm skin. I really loved the way you rocked me too. See, I am used to a warm, cozy place where I can hear a heartbeat and feel some soothing motion. This big world is a real change for me and when you cuddle me close, I feel right a home."



Post Cards

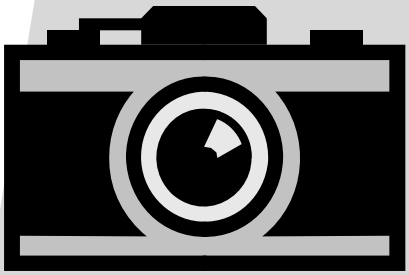
"We have learned to appreciate the role of relationships in every aspect of early development."
Zero to Three: National Center for Infants, Toddlers and Families

If you want your children to improve, let them overhear the nice things you say about them to others."
Dr. Haim Ginott

"Children will not remember you for the material things you provided but for the feeling that you cherished them."
Richard L. Evans

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
Maya Angelou

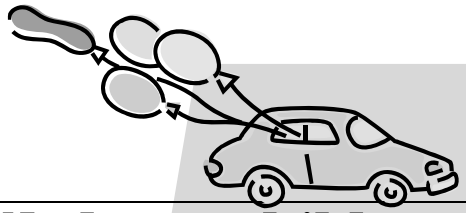
Even though Shayna's older brother seemed to enjoy laying on the floor kicking at his baby gym when he was an infant, Shayna would cry after only a few minutes and only being held would sooth her. As a matter of fact, if Shayna was being held she seemed completely content. Shayna's mother started to simply hold her while she did her house work and even started to use a wrap around baby carrier to keep Shayna close while she had both hands free. She even left the carrier with Shayna's care provider, who also reported Shayna was crying a lot through the day. The carrier worked great for mom and care providers and soon Shayna was playing more and more on the floor and in the meantime she was much more secure and happy. Shayna's mother responded to Shayna's individual temperament and needs.



Sights to See

- **Shows attachment and emotional connection towards others.**
- **Shows desire to create relationships with others and to understand these relationships.**
- **Expresses &/or recognizes a variety of emotions.**
- **Develops socially acceptable behaviors and follows simple rules.**

"Thank you for picking me up so quickly when I was crying. Thanks for checking to see if I was wet or hungry or needed to burp. But, most of all, thank you for just holding me with you and carrying me around when you realized it wasn't any of those other things but that I just wanted to be close to you."

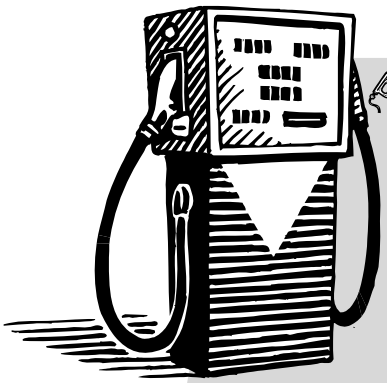


We know children are on their way when they…	We know adults help children get there by…	
1. Respond to being held. 2. Use eye contact to establish, maintain or discontinue interactions. 3. Recognize familiar faces. 4. Exhibits separation anxiety. 5. Use familiar adults as a base for exploration and for 'emotional refueling'. 6. Show concern for others and recognizes other's needs. 7. Observe other people. 8. Engages in independent, parallel play. Contact with peers centers around toys and other objects. 9. Shows enjoyment in interactions with others. 10. Initiates social contact. 11. Respond to praise from adults. 12. Develops friendship with peers. 13. Responds to praise or rewards from adults. 14. Develops sense of self as a separate person from others. 15. Identifies other people and their roles. 16. Focuses attention on others, notices likeness and differences. 17. Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions. 18. Responds to emotional cues and social situations. 19. Expresses emotions towards familiar persons, pets, or possessions. 20. Associates emotions with words and facial expressions. 21. Seeks out ways to calm self. 22. Develops self regulations. 23. Expresses sense of self (autonomy). 24. Recognizes own accomplishments. 25. Understands authority and simple rules, including the consequences for not following rules.	1.	Find out how each child likes to be held and provide as much physical contact as possible.
	2.	Respond to child's eye contact with a smile, by moving closer to his/her face and/or gently talking.
	3.	Limit changes in caregivers across times of day and days of the week as much as possible.
	4.	Make a "Bye-bye" routine and stick to it. Don't sneak away. Care giver can offer physical comfort and reassure child that 'Mommy' is coming back.
	5.	Sit at child's level as much as possible so they can return to you as needed. Talk to them from across room to reassure you are there. If child is upset, respond as soon as possible with sensitivity and patience.
	6 – 7	Talk to children about what others are doing and how they are feeling. "Oh, Pedro fell. He's sad. Let's go help him. I'm going to give him a hug."
	8.	Provide enough floor space and toys that are the same (2 shape sorters etc.) so that children can play near each other without over crowding or competition.
	9, 16	Set the tone in the room by sitting and enjoying play activities, providing happy voice and smiles. In group settings, invite all to play, demonstrate friendly play.
	10, 17, 21	Respond to any attempt by child to interact even if you can't physically get to them by saying "Hi Micah. Thank you for that smile. As soon as I wash my hands I'm coming to play with you."
	11-16	Take the time to talk about what they are doing or trying to do "You are working so hard to open that book." "You stacked up 2 blocks!" and draw their attention to other's activities and feelings too "Look how happy Laney is, she likes that red hat." 'Miss Patty worked so hard getting our snack ready, Thank you Miss Patty".
	17 - 20 22,25	Label their feelings and let them know that we all have them. "I can see how mad you are that Liam took the truck. Sometimes I cry when I am mad too. I can help you. Liam, Kanisha was playing with the truck. " * Let them ask for your help – toddlers don't tattle. Use books and pictures to show facial expressions related to feelings.
	18,19 22-24	Allow children to use security items or your lap for calming. Consider letting a child sit on your lap while feeding another. Acknowledge their efforts and let them feel pride in what they can do. Choose only a few safety rules and be calm but consistent in enforcing them. Explain why, for example "Bottom in your chair or you will fall over and cry."

Extra Supports

- **Individualized schedules for all children under 18 months old.**
- **For group schedules (>18mos), lots of free play time and flexibility to meet their needs.**
- **Warning time and cues before transitions in schedule.**
- **Try to reduce waiting (for example, have you coat, shoes etc. before you strap a child into buggy where they can only wait)**
- **Talk on their level with eye contact and calm, respectful voices.**
- **Very few rules which are designed for safety and consistently enforced. Children are comforted by consistency.**
- **Provide soft places where a child can find quiet.**
- **Avoid too many background noises, loud music, overly cluttered walls which can be over stimulating.**
- **Point out feelings in books, use puppets, dolls, stuffed animals etc. to talk about feelings as you play.**
- **Hang pictures or make albums showing expressions of emotions cut from magazines etc.**
- **Remember that very young children need closeness and reassurance, they do not manipulate. It may seem like small thing, to you, that they just want to be held…but that is exactly what they need at times. Offer affection and physical closeness often.**
- **Be sure to talk with family and find out how the child has slept, etc. Remember that being tired or rushed or even adjusting after being away for holidays can all affect infants and toddlers and they may need more patience and closeness from you at times.**
- **Respond to infant cries as soon as possible. You will NOT spoil them. They need to learn that they can make a difference and that someone is there for them. This actually helps build their self confidence and will reduce the rush to cry in the future.**
- **Some children just need more cuddling/holding than others. Meet their needs as individuals.**
- **Speak to children before you pick them up, while you are changing them etc. Remember how much they are handled through their day and can feel like things just happen to them out of their control. Make these times respectful, pleasant and opportunities for one-on-one interaction.**
- **Remember to ask infants and toddlers questions and offer them choices but remember to allow extra time for them to respond with gestures, noises or words. These little ones often have to work hard to remember how to communicate something, so be patient.**
- **Offering choices when possible will empower them and may avoid power struggles later when you can not let them choose.**
- **Remember, we ALL have bad, cranky, tired, sad days when we have a 'shorter temper'. Don't expect anything different from infants and toddlers and remember that some days they just need even more patience from you.**

"I was so sad when you left for work. Why did I get to stay with you yesterday but today you had to go? I cried a lot. I was confused that I couldn't stop you even though I used my words to ask you to stay. It helped when you said you'd be back after nap. I don't know how to tell time, but I know nap is right after lunch. Miss Amy is really helping too – she is letting me sit on her lap with some books. "



Don't forget to refuel!

Resource Books:

- **Secure Relationships: Nurturing Infant-Toddler Attachment in Early Care Settings- Alice Honig**
- **Why Love Matters: How Affection Shapes a Baby's Brain – Sue Gerhardt**
- **Temperament Tools: Working With Your Child's Inborn Traits– Helen Neville**
- **Building Strong Foundations: Practical Guidance for Promoting the Social/Emotional Development of Infants and Toddlers – Rebecca Parlakian**

Books:

When I Feel Sad? – Cornelia M. Spelman, Kathy Parkinson
When I Feel Angry? – Cornelia M. Spelman, Nancy Cole
Lots of Feelings – Shelley Rotner
Baby Faces: Hugs and Kisses – Roberta Grobel Intrater, Nic Bishop
Welcome Precious – Nikki Grimes
Guess How Much I Love You – Sam McBratney
A Touch of Love – Melissa Lagonegro
Barney's Little Lessons, Be My Friend – Sheryl Berk, June Valentine-Ruppe

Song:

Special You – Tune of "Twinkle, Twinkle Little Star"
Special, special, special you.
Look at the great things you can do.
You can walk and you can play.
Listen to the great things you can say.
Special, special, special you.
Look at the great things you can do.

If you're happy and you know it ***(change each verse)***

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it and you really want to show it,
If you're happy and you know it clap your hands.

If you're sad and you know it, *cry a tear…
If you're surprised and you know it, *make a face…
If you're silly and you know it, *laugh out loud…
If you're angry and you know, *stomp your feet….
If you're tired and you know it, *yawn and stretch…

"I tried to tell Ella not to take my shovel. I said 'No!' but she took it so I hit her with my bucket. That worked. Everything seemed fine until you showed me that Ella was crying. You told me that if my words don't work, I need to ask you for help and never use hurting hands. Ella was way more sad about her hurt head then I was about my shovel. I'll try to remember to ask for help. "

Just a short walk to…

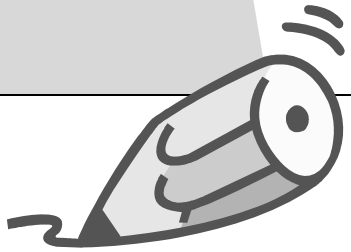
Kentucky Early Childhood Standards:

- Birth to Three Section
  Social Emotional *Standard 1 & 2*

- Three & Four Section
  Health/Mental Wellness *Standard 1*
  Social Studies *Standard 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Three & Four Book
  Health/Mental Wellness
  Social Studies



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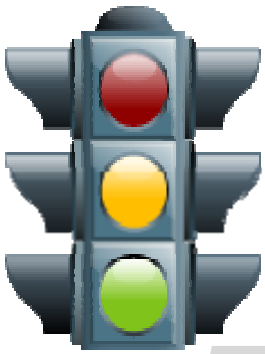


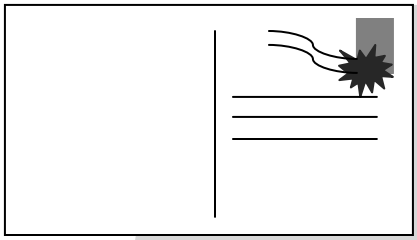
Motor Development Birth to Three

Promoting movement and physical development with infants and toddlers is clearly an important area in support of early brain development and learning. Growth of small bodies to bigger bodies requires regular nutrition and exposure to experiences that challenge movement and exploration. Piagetian theory (1952) provides orderly stages for developing children and includes the basic stage of a sensorimotor period (birth-two years). The sensorimotor period is based on input babies receive from both their senses (see, hear, smell, touch) and the motor activities of the body. We also know that the development of motor skills allows for more exploration of their environment (play) and growth of perceptual-cognitive or thinking skills, social and emotional changes (Vygotsky, 1978; Berthanol, Campos & Barrett, 1984). Infant motor skills are so very interrelated to other areas of growth and can seem complicated.

Crossing Bridges

Infant and toddler's physical movement is integrated among the nervous, skeletal, and sensory systems. This interaction is amazingly complex. When children are experiencing physical activities, they are also experiencing the world around them. Infants and toddlers grow at a very rapid pace, incorporating within the all of the developmental domains. For example, communication is closely connected to the physical growth of young children, as is creative expression. When a child reaches up to be held and an adult responds, he is learning to communicate what he needs. Cognitive development is supported as the child engages his memory to use reaching up as signal for "Pick me up" again in the future. When he is bouncing up and down and clapping to music, he is using communication skills to respond to the music. He is also using creative expression and cognitive skills to respond to the music. Bringing these skills together is the motor development he is exhibiting through his ability to reach, clap his hands and move his body. Social and emotional skills are also intertwined through the laughter and expressions that this child displays further communicating his feelings. The more a he can move around his environment, the more he will have to talk about, interact with, explore and share.

"What is going on out here in this crazy world of new sights, loud sounds, new smells, big hands moving me around? This isn't the snuggly place I grew in for the last 9 months. Sensory overload! I can't get used to this on my own. Please help me feel snuggled and safe again!



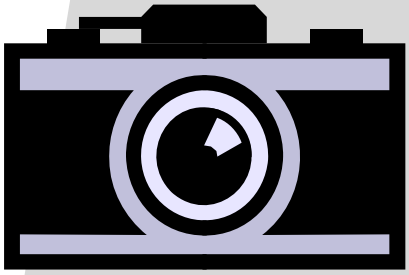
Post Cards

"All children need a laptop. Not a computer, but a human laptop. Moms, Dads, Grannies and Grandpas, Aunts, Uncles – Loved ones who will embrace them… and pass on their hopes and their dreams."
General Colin Powell

"Play is the child's main business in life; through play he learns the skills to survive and finds some pattern in the confusing world into which he was born." Lee

"Your children will become what you are; so be what you want them to be." David Bly

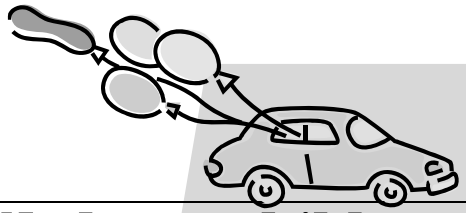
Miquel has learned that he can climb up onto the couch however his mother was very worried when she saw him trying to get off the couch face first. Miquel's mother played with him for a while allowing him to climb on the couch then turning his body and saying "Okay, on your tummy feet come first." While helping him get his body in the position to back off of the couch feet first while on his stomach. Miquel was thrilled to play with Mom and show off his new climbing skills and by the time they were done playing he was placing himself in the safe position to climb down.



Sights to See

- **Moves with purpose and coordination**
- **Demonstrates balance and coordination**
- **Exhibits eye-hand coordination**
- **Controls small muscles in hands**
- **Expresses physical needs and actively participates in self-care routines to have these needs met**

"I just love my bath time! Thank you for sitting close to me and keeping me safe so I can splash and play. Did you see me swing my hands up and down fast and make big splashes? I am really good at that! It isn't easy to catch my toys floating in the water. When I try to pick them up, they go down under the water but its fun to keep trying and when I do get one I can splash with it too! I really like the ones that squirt water out when I squeeze them. This is great!"

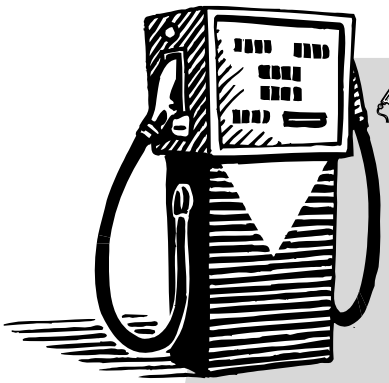


We know children are on their way when they…	We know adults help children get there by…	
1. Reaches for object 2. Brings object to mouth 3. Transfers objects from one hand to another 4. Rolls over 5. Crawls 6. Uses furniture to raise or lower self to floor 7. Walks 8. Climbs low objects 9. Pushes and pulls toys while walking 10. Kicks ball forward 11. Walks up and down stairs placing both feet on each step 12. Sits independently with balance 13. Stands without support 14. Moves from sitting to standing using hands 15. Squats without falling 16. Runs 17. Throws objects while standing 18. Reaches for objects 19. Makes random marks on paper 20. Stacks and places objects 21. Makes controlled scribbles 22. Attempts to catch and throw 23. Grasps and releases objects 24. Passes objects from one hand to the other and changes position of the objects within their hands 25. Moves from using whole hand grasp to grasping with thumb and index finger with increasing control 26. Verbally or physically asks for food or drink 27. Assists in feeding routines 28. Follows familiar sleep routines 29. Seeks assistance with diapering/toileting 30. Participates in dressing routines 31. Participates in routines to maintain hygiene	1-3	Place your face close to infants, make contact and allow infant to reach for your face, hair etc. Place your finger in infant's palm and allow child to grasp. Place small rattles etc. in infants hand so he/she can hold and explore and eventually bring to his/her mouth. Hang mobiles over changing areas.
	4,5, 12	Provide safe, soft floor space for infants to have full range of body movement to kick, wave arms, reach and try to roll. Once infant can hold his/her head up, place infant on tummy for a few minutes several times a day. Lie in front of child on the floor and talk or sing to give him something to lift his head and see. Place safe toys in easy reach. Clear lowest shelves to make room for baby's toys or use small baskets on the floor.
	6	Remove obstacles, cover outlets etc. and make sure furniture is in good repair to allow safe place to explore in your home or classroom. Place toys on couch seat or low shelf to encourage child to pull-up.
	7-9 13	Provide safe push-toys and low cushions to crawl over to encourage child to crawl, climb and walk with assistance to explore the environment. Go for lots of walks, they have short attention spans so even 15 minutes is an great adventure if it is cold outside.
	7-18	Lots of safe, open floor space. Very young children will not clean up after themselves and this can create hazards for tripping. Clean with them as they play to make sure they don't fall unnecessarily. Play outdoors whenever possible, take balls, bubbles, push toys outdoors also and remember to stay close by as adventurous "almost walkers" love to see what they can really do with just a finger to hold to.
	11	Help toddlers practice with the stairs. Allow them to crawl up and down while you stay right them to avoid falls. Later hold two hands moving to one and showing them how to hold the rail. **Keep baby gates up unless you are with infants and toddlers near stairs**.
	18,20 23-25	Provide large variety of safe blocks, balls, buckets and baskets to place things in and dump out. Expect mouthing – disinfect as needed and rotate to avoid boredom.
	26,27	Allow child to self feed safe food, provide spoon to explore and hold even if child can't use it correctly yet. Encourage but don't demand child to point or attempt sign or word to request more food or drink.
	28,30	Allow child to try to climb in own toddler bed (not crib) help pull pajama pants up etc.
	29-31	Allow child to help pull pants up after diapering or reach for soap, faucet and towel by himself when hand washing. Allow child to brush his own teeth for a few moments then you finish the job.

Extra Supports

- **Provide infants and toddlers with as much freedom of movement as. Avoid exer-saucers, bouncy seats beyond a few minutes a couple times a day. Limit time spent in highchairs and strollers to what is completely necessary.**
- **Plan for increased motor skills to mean increased curiosity as infants grow. Remember 'Safe' for a 3 month old who isn't mobile isn't 'Safe' for a crawler who is getting everywhere. Continue to reevaluate your home and / or classroom for safety hazards – consistently check drawer and cabinet locks, outlet covers, Baby gates etc. You may need them now when you didn't last week or the ones you have may have been broken.**
- **Consider making some changes to provide safety and inexpensive play materials for your little one – Rearrange cabinets to keep large pots and pans, plastic containers etc. near the floor and put cleaners, class and open boxes of food etc. up high. Your child can explore safely and you just doubled the number of toys in your environment.**
- **Not all children develop at the same rate – do not compare an infant or toddler to others in your family, neighborhood or child care. There are large windows of time for motor skills to emerge that are considered 'typical'. Providing a safe, interesting environment for any child to explore through a variety of activities with caring adults both indoors and out is the best way to support motor development but every child will still gain skills at their own pace.**
- **Remember that cold air doesn't cause illness, germs do. Play outside everyday if at all possible. If it is very cold, simply adjust the time to short periods and possibly go outside more than once.**

"Thank you for playing 'Simon Says' with me! I liked stretching up to the sky and I can reach my toes better than you can! I am getting so good at stomping my feet and I can almost jump up and down but my favorite was turning around and around and feeling a little dizzy – that was silly! You know the best games to play!"



Don't forget to refuel!

Resource Books:

Baby Play - Wendy S. Masi, Roni C. Leiderman

Toddler Play – Wendy S. Masi

The Wiggle & Giggle Busy Book: 365 Fun, Physical Activities for Your Toddler and Preschooler – Trish Kuffner

Books:

Snap! Button! Zip! – Abigail Tabby
Busy Baby Board Book – Fiona Watt
Hide and Seek Baby Board Book – Fiona Watt
First Picture Action Rhymes – Jo Litchfield

Songs / Games:

We're Getting Lots of Exercise! – Tune of "Farmer in the Dell"
We're jumping up and down. We're jumping up and down. We're getting lots of exercise just jumping up and down.
We're spinning round and round. We're spinning round and round. We're getting lots of exercise just spinning round and round.
(continue with any moves you or child can create.)

Walk Through the Jungle (can easily change animals & let children choose)
I walk through the jungle and what do I see? *(pretend to walk sneaky and quiet)*
A great big frog jumping at me! *(do the movement and sound of each animal)*
I walk through the jungle and what do I see?
A great big snake hissing at me!
Continue with new animals even bugs.

Simon Says (remember that, for this age group, no one is 'out'. They are not ready for the concept of competition, winners or losers – but love to play)
Use animal actions and movements etc. Play indoors and outdoors.
"Simon says hop like a frog"
"Simon says stomp your feet"
"Simon says run to the fence"

"I loved putting stickers on my paper but it sure wasn't easy to get those stickers off their page all by myself. It really helped when you folded the page so they stuck up a little so I could peel the sticker the rest of the way off myself. Putting those sticky stickers on my paper wasn't easy. They wanted to stay stuck to my finger, but I love trying hard especially when I know you are there if I need you."

Just a short walk to…

Kentucky Early Childhood Standards:

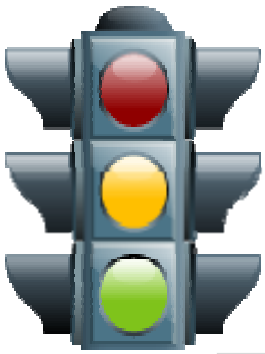
- Birth to Three Section
  Motor *Standard 1*

- Three & Four Section
  Health/Mental Wellness *Standards 1*
  Physical Development *Standards 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Three & Four Book
  Health/Mental Wellness
  Physical Development

Notes:



Creative Expression Birth to Three

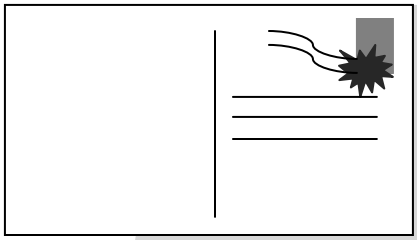
What we are exposed to during early years shape our interests and competencies as adults. In fact, every time infants and toddlers have opportunities for a variety of play, interaction, and experiences, they are learning language, social, emotional, physical and intellectual skills. The more experiences with music, art, dramatic play, movement, and sensory play children have, more opportunities to learn about who they are individually. "Creative arts" activities encourage children to express and experiment with their own ideas, feelings, and thoughts as well as find their interests.

Experimenting with "creative arts" provides a safe place for infants and toddlers to try new skills and ideas. It also exposes infants and toddlers to what is meaningful in the world all around us with its different sounds, smells, colors, textures, and shapes. Thus, developing children's creative expression helps children to fulfill their innate desire to explore and master one's world through active engagement.

Crossing Bridges

Creative Expression is the interests and play of infants and toddlers in music, movement, art, and pretend play. Infants and toddlers are still building language skills, so giving them many chances to be creative may help with communication and problem solving. Creative expression is connected to all areas of development. Infants and toddlers are using communication skills when they show preferences for favorite colors, copy sounds and respond to music. Infants and toddlers build cognitive (thinking) skills when they use one thing to stand for another in pretend play (for example: when a toddler uses a block to symbolize a telephone). Motor (muscle) skills are built when infants and toddlers reach for things and move to music. During pretend play, when infants and toddler show feelings, they are working on social emotional development.

"When you hold me close and dance with me in your arms, I love the sounds of the music and your soft voice singing and how I can almost feel the music."



Post Cards

"Music is important because it let's kids' brains flow into new experiences and learn in new ways."
(Child -Age 9, United States)

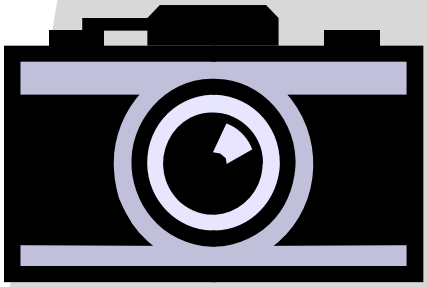
"Music is the art of thinking with sounds." Jules Combarieu

"Every child is an artist. The problem is how to remain an artist once we grow up." Pablo Picasso

"Art is the imagination expressed through the senses." Anonymous

As Ms. Laura held Lizzy, a newborn infant, soft music played in the background. Ms. Laura hummed and swayed to the music, allowing for Lizzy to experience dancing.

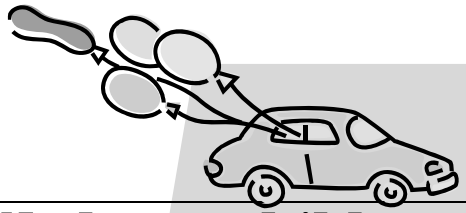
JaMarion, an 18 month old toddler, uses chunky crayons to color on a piece of paper that Mom taped down on the table. With each mark, JaMarion looked at Mom and squealed with delight. Mom described the colors and shapes of JaMarion's art and when he is finished, she hangs it low on the refrigerator so that JaMarion can admire it.



Sights to See

- **Enjoys and engages in visual arts**
- **Enjoys and engages in music**
- **Enjoys and engages in movement and dance**
- **Enjoys and engages in pretend play and drama**

"Wow! I love to bounce up and down to the music you play. And it is so fun when you hold my hands and tap them on my legs and belly and even on your cheeks to the beat. I love how music makes us silly!"

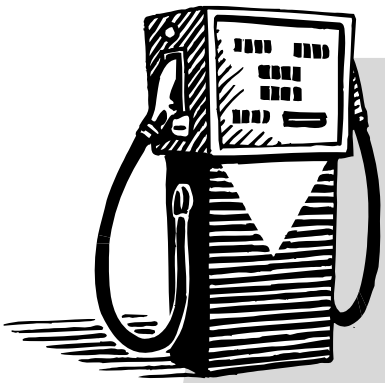


We know children are on their way when they…	We know adults help children get there by…	
1. Attends to bright and/or contrasting colors	1	Provide toys that have bold and intense colors and or black and white. Hang mobiles, hang pictures on wall at child's eye level, provide many books even for infants.
2. Attends to the facial expressions of adults. 3. Gazes at pictures, photographs and mirror images 4. Shows preferences for favorite colors	1-3	Provide mirrors, family photos and pictures of familiar things.
5. Uses various materials in exploring and creating visual art 6. Observes and describes visual art	1, 4-6	Let children pick and play with different art materials such as: finger-painting, sidewalk chalk, crayons, tissue paper, play dough, and goop.
7. Responds to sounds, tones, and voices 8. Responds to music 9. Enjoys rhythms and songs 10. Prefers repetition of familiar songs and rhythmic patterns. 11. Expresses joy through music	5,6 21,22	Give them things to build with such as blocks, and stacking ups and things to create with such as crayons, paint, markers, glue, collage items such as cotton balls, leaves ask children to tell you about their work.
12. Responds to touch and motion	7-11	Sing songs and talk to children throughout the day. Share different kinds of music. Sing songs over and over.
13. Explores the movement of self and / or objects. 14. Shows enjoyment for rhythmic patterns	7,12	Hold, rock, cuddle and rub infants. Sway to music while holding them, walk while holding them. Hum and sing while holding them.
15. Enjoys moving to music 16. Exhibits an increase variety of movements to express self	11, 16	Notice children's feelings say to children "your smiling so I can tell your happy"
17. Imitates sounds, facial expressions and gestures of another person 18. Imitates the actions of other persons 19. Imitates sounds or actions of an animal or object	10, 13, 17-20	Play games where we copy each other's movement and sounds – change words to known songs to suit other interests of child and incorporate movements, sounds of vehicles, animals etc. Allow child to be creative and you copy his/her moves as well.
20. Utilizes voice and body as a means of artistic expression 21. Uses one object to represent another 22. Engages in pretend play	17-19 20-22	Provide pretend props such as telephones, purses, shoes, dress up clothes, baby dolls, bottles and other realistic items related to the home. Play with sounds in songs and change their voices in dramatic play.

Extra Supports

- **Open-ended materials, such are developmentally appropriate art materials,**
- **Plenty of time for exploration**
- **Variety of art and dramatic play materials**
- **Lots of messy activities, and supports for easy clean-up (paper towels, shower curtains, table cloths)**
- **Lots of different types of music, including music that is fast, slow, multi-cultural, and music with motions and activities**
- **Conversations and comments about what children have created or are creating**
- **Include preferences from developmental curriculum**
- **Watch children for favorite toys, colors, songs and increments patterns (beef this up)**
- **Include cultural materials in pretend play choices and other domain activities that may be accessible to infants and toddlers**
- **Include a variety of diverse music selections for young children to experience**
- **Be creative in the placement of art materials, so that children of differing motor abilities can access these activities.**
- **Remember all children develop at different rates so they won't all engage in these activities the same way. Plan for the abilities of every individual child and make sure all can participate.**

"I had fun tapping my marker on my paper as my Barney music played in the other room. I love to tap tap tap to the music and it is so neat that my tapping almost sounds like music too and it makes really neat little spots on my paper!"



Don't forget to refuel!

Resource Books:

First Art: Art Experiences for Toddlers and Twos – MaryAnn F. Kohl, Renee F. Ramsey

The Complete Book and CD Set of Rymes, Songs, Poems, Fingerplays, and Chants – Jackie Silberg, Pam Schiller

Babies Make Music (Book and CD) – Lyn Kleiner

Recipes:

Paintable Play dough

2 cups corn starch
1 cups baking soda
1 cup water
Mix all ingredients together and cook over medium heat. Stir constantly until mixture forms ball. Allow to cool slightly and knead. Store in plastic wrap in refrigerator.

Soap Crayons

1 cup soap flakes such as Ivory Flakes
1/8 cup water
3 drops food coloring of choice
Grease plastic ice cube tray with shortening or Pam. Mix ingredients together in bowl. Pour into tray. Allow time to harden. Pop out.

Recommended Music for Infants and Toddlers:

Piggy Back Songs – Various Artists
Country Blues for Kids – Victor Johnson
Hoppin' and Boppin' for Youngsters – Abridge Club Entertainment
Toddlers on Parade – Kimbo
We All Live Together – Greg and Steve
Disney's Lullaby Album: Gentle Instrumental Favorites for Babies
Sweet Dreams: Piano Lullabies – The O'Neill Brothers

"I love to feel the homemade play dough we make together when it is still warm. It's so fun to make fun shapes with the play dough! I liked when you thought I was making a snake and I surprised you when I told you it was really a worm!"

Just a short walk to…

Kentucky Early Childhood Standards:

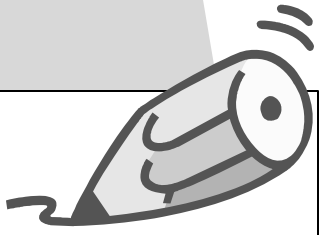
- Birth to Three Section
  Creative Expression *Standard 1*

- Three & Four Section
  Arts and Humanities *Standard 1*

Your GPS to a Child's Success – Field Guide to the KY-Early Childhood Standards:

- Three & Four Book
  Arts and Humanities

Notes:



Resource Guide

Public Libraries	**0m**
Child Care Resource and Referral	**0m**
Health Department	**0m**
And many more…	**0m**

Contact the below agencies and programs to find these resources in local area.

- **Local Public Library:** Children's Books, Children's Story times and group activities, Resource books on Communication Development, Children's music. Many communities have Book Mobile programs through their local library as well. **http://www.kdla.ky.gov/directory.htm**

- **Child Care Resource and Referral Agencies:** Information and resources on Communication Development in books and on video, Children's books, music and play materials to support Communication Development, information on finding high quality child care in your area, training information for child care providers to support Communication Development. **www.kentuckypartnership.org**

- **HANDS Home Visiting Program:** A voluntary intensive home visitation program designed to assist parents at critical development points during their child's first years of life. **Dept. for Public Health 502-564-3970**

- **Early Childhood Mental Health Program:** Provides program and child-level consultation to early care and education (child care) programs regarding social, emotional, and behavioral issues as well as training on working with young children with social, emotional, and behavioral needs and their families to child-serving agencies and individuals and evaluation, assessment, and therapeutic services for children age birth to five and their families. **Dept. for Public Health 502-564-3527**

- **First Steps: Early Intervention System:** A statewide early intervention system that provides services to children with developmental disabilities from birth to age 3 and their families. **Dept. for Public Health 502-564-3756 ext. 3973**

- **Scholarship Fund:** The Early Childhood Development Scholarship provides a seamless system to upgrade the professional development of child-care workers and trainers. **Kentucky Partnership for Early Childhood Services www.kentuckypartnership.org (800) 956-8950**

- **Local Health Department Information: 502-564-3796**

All of the above and more at: www.kidsnow.ky.gov

More information on Infant and Toddler Development Topics at www.zerotothree.org

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