Introduction to the Infant & Toddler Developmental Guidelines

Presented by:
Arizona Department of Education
Early Childhood Education Section
Objectives

- Explore Arizona’s Infant & Toddler Developmental Guidelines
- Understand how to utilize the Infant & Toddler Developmental Guidelines
- Establish a continuum of early learning that leads to school readiness
Why Infant & Toddler Guidelines

- Build awareness of unique developmental characteristics of infant and toddlers
- Increase communication between parents and caregivers
- Increase awareness of quality infant and toddler caregiving and education
- Guide intentional planning
- Guide assessment
- Support professional development
Uniqueness of Infant and Toddler Development

- Young Infants ~ Birth to 8 months
- Older Infants ~ 6 months to 18 months
- Toddlers ~ 15 months to 36 months
Three Goals to the Document

- Help parents, families, and caregivers understand development of infants and toddlers
- Promote healthy growth and development in their homes and in care settings
- Promote the development of coordinated and comprehensive services that utilize the guidelines as a framework
Family Relationships

Positive Teacher-Child Interactions

Improved Outcomes for ALL Children

Quality Environments

Effective Instructional Strategies

AZ Infant Toddler Guidelines
Infant & Toddler Developmental Guidelines

Arizona Early Learning Standards for 3 to K entry

Arizona's College and Career Ready Standards

College and Career Ready Outcomes for All Children
The Arizona Infant & Toddler Developmental Guidelines are not to be used:

- as a curriculum
- as program standards
- as a checklist
- as an assessment tool
- in isolation
- to stifle the creativity of teachers and caregivers

- to imply that only formal and structured activities are to be planned for young children
The Arizona Infant & Toddler Developmental Guidelines are...

- a framework that provides first steps for designing activities and curriculum
- flexible; can be modified
- A reflection of best practice and current brain research
- a link between early learning and school readiness as part of a continuum of quality early education strategies
- appropriate for ALL Arizona’s youngest children regardless of background, language and diverse needs
- common, agreed upon goals and outcomes
- separated into domains; yet interrelated and interdependent
- a tool to assist parents, caregivers and teachers
Individual Differences

- Children develop at different rates
- Cultural influence
- Family structure and beliefs
- Community
- Individual life experiences
Domains

- Social Emotional
- Approaches to Learning
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development
The sense of trust and emotional security that infants and toddlers develop within their families, cultures and communities shapes their interactions and relationships throughout their lives.

Social and Emotional Development

Healthy social emotional skills

Development of skills and abilities in all domains
Components of the Social Emotional Domain

- Trust and Emotional Security
- Self-Awareness
- Self-Regulation
- Relationships with Other Children
Approaches to Learning?

HOW children orient themselves to learning a wide range of skills.
Why does it matter?

It is directly linked to

success in school

AND

life.
Approaches to Learning

- Entails the inclinations, dispositions, attitudes, habits and styles that reflect the many ways that children involve themselves in learning.
- Is about HOW children orient themselves to learning a wide range of skills
- Is critical for their success and school readiness
Components of the Approaches to Learning Domain

- Persistence
- Initiative & Curiosity
- Creativity & Inventiveness
- Reasoning & Problem Solving
Language Development and Communication

Infants and toddlers learn the languages of their families, cultures and communities through interaction and experiences.

Ability to understand and use language to communicate

Increase in learning in all other domains
Components of the Language Development and Communication Domain

- Listening and Understanding
- Communicating and Speaking
- Emergent Literacy
Cognitive Development

Acquiring new skills, knowledge and the ability to process new information through play and interaction with others and the environment.
Components of the Cognitive Development Domain

- Exploration and Discovery
- Memory
- Problem Solving
- Imitation and Symbolic Play
Physical and Motor Development

Physical and motor skills and abilities that emerge during the infant and toddler stages of development
Components of the Physical and Motor Development Domain

- Gross Motor Development
- Fine Motor Development
- Physical Health and Well-Being
ORGANIZATION AND STRUCTURE OF THE DOCUMENT

Arizona’s Infant and Toddler Developmental Guidelines are divided into five domains that reflect the full range of child development:

- Social and Emotional Development
- Approaches to Learning
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development

Each domain of development is related to and influences the others. The domains are further divided into components that designate important areas of infant and toddler development within each domain. Indicators of progress for infants and toddlers in gaining competencies, knowledge, skills, and behaviors are then specified within each component. Examples and strategies, which caregivers can use to facilitate infant and toddler development, are listed for each of the components within the domains. The term “caregiver” in the examples and strategies refers to parents, close family members, child care providers, teachers, and other primary adults in children’s lives. The examples and strategies are not intended to be an exhaustive list, but rather provide further clarification of indicators and suggest some strategies, play, and learning activities that will enhance infant and toddler development.
DOMAIN III: LANGUAGE DEVELOPMENT AND COMMUNICATION

Purpose: To acquire language and the ability to communicate successfully with others

The Language Development and Communication domain involves the development of the ability to use language to communicate with others. Infants and toddlers learn the languages of their families, cultures and communities through the natural interaction of caregiving and everyday experiences. The early and rapid development of the components of language, including listening and understanding, communicating and speaking, and the emergence of early literacy skills and abilities, is particularly fascinating to watch and understand. As infants and toddlers develop their ability to understand and use language to communicate, they also increase their skills and abilities in influencing others, which in turn affects their learning in all other domains.

Language Development and Communication Components:

- Listening and Understanding
- Communicating and Speaking
- Emergent Literacy
Domain III: Language Development and Communication

COMPONENT: Listening and Understanding

**INDICATORS of developing listening and understanding**

- Shows interest in listening to sounds
- Listens with interest to language of others
- Responds to verbal communication of others
- Responds to nonverbal communication of others
- Begins to understand gestures, words, questions or routines

**EXAMPLES of behaviors that show development of listening and understanding**

<table>
<thead>
<tr>
<th>Young Infant (Birth to 8 months)</th>
<th>Older Infant (6 to 18 months)</th>
<th>Toddler (15 to 36 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiets down and turns head toward a familiar voice or sound</td>
<td>Quiets down or gets excited when hears familiar voices</td>
<td>Imitates sounds when hears noises that animals make</td>
</tr>
<tr>
<td>Watches a person’s face and hands when they are talking or gesturing</td>
<td>Looks at person who calls baby’s name or speaks to baby</td>
<td>Laughs when told a silly rhyme or story</td>
</tr>
<tr>
<td>Smiles when spoken to or when greeted with a smiling face</td>
<td>Cries in response to sudden loud noises, angry faces or voices</td>
<td>Understands when told it is time to eat by going to wash hands or coming to the table</td>
</tr>
<tr>
<td>Responds to tone of voice, such as becoming excited or soothed when engaged in conversation</td>
<td>Responds with gestures or words when asked if baby wants to eat or play</td>
<td>Comforts others who are crying or looking sad with a touch or a hug</td>
</tr>
<tr>
<td>Lifts arms when caregiver gestures or says “Up” while picking up baby</td>
<td>Responds with gestures or words to simple requests or questions</td>
<td>Follows simple one-step directions and instructions, such as “Get your coat” or “Let’s go outside”</td>
</tr>
<tr>
<td></td>
<td>Looks for ball when asked, “Where is the ball?”</td>
<td>Shows enjoyment in sharing conversations with caregiver</td>
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</table>
**EXAMPLES OF CAREGIVER STRATEGIES for promoting listening and understanding**

<table>
<thead>
<tr>
<th>Young Infant (Birth to 6 months)</th>
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<th>Toddler (15 to 36 months)</th>
</tr>
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<tbody>
<tr>
<td>Talk with baby and allow baby time to respond to you, perhaps by turning to look at you, smiling or cooing.</td>
<td>Talk with, and use baby’s name, in conversation.</td>
<td>Provide opportunities for toddler to hear the sounds of birds, animals, people and the neighborhood.</td>
</tr>
<tr>
<td>Watch for cues that baby is attending or listening and repeat sounds, gestures or simple language.</td>
<td>Provide opportunities for conversations with others who have varied voices or interaction styles.</td>
<td>Talk about what you and others are doing or saying and describe the actions and results.</td>
</tr>
<tr>
<td>Greet baby by name and repeatedly use the name in conversations with baby.</td>
<td>Recognize and support baby’s learning of home languages and culture.</td>
<td>Describe simple routines and repeat common requests for toddler.</td>
</tr>
<tr>
<td>Notice baby’s response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby.</td>
<td>Use familiar gestures or words during routines and allow time for baby’s response.</td>
<td>Acknowledge toddler’s attempts to communicate with others by listening and using words.</td>
</tr>
<tr>
<td>Repeat familiar words and gestures that accompany your actions when taking.</td>
<td>Observe baby’s response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language.</td>
<td>Use language for simple one-step directions and acknowledge toddler’s responses and actions.</td>
</tr>
<tr>
<td>Allow baby time to respond with gestures, actions, sounds or words to simple requests or questions.</td>
<td></td>
<td>Share stories, games and picture books with toddler that are fun to look at, talk about or read together.</td>
</tr>
</tbody>
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# CASE STUDIES

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<tr>
<td>Gabriel, age 3 months, has started making gurgling sounds after he has been fed or when he wakes up from his nap. He likes to listen to and play with sounds and sometimes blows bubbles. Gabriel’s father imitates his sounds and joins in the bubble-making fun. Sometimes Gabriel imitates the new sounds that his father makes.</td>
<td>Mia’s parents are learning sign language because they have noticed that Mia, now 13 months old, imitates gestures, such as waving bye-bye. They use simple signs such as “more” and “milk” when they talk with Mia at the table. Recently Mia put her hands together and repeated the action and then pointed at the juice. Her father said, “Oh, you want more juice?” and offered her a drink from the juice cup.</td>
<td>Ella, age 26 months, and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Ella’s mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Ella. Ella points to the pictures and repeats the names of what she sees. Sometimes Ella’s sisters and brothers draw a picture or act out what they see in the story with Ella.</td>
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Resources Section

- Best Practices in Early Childhood Education
- English Language Learners
- Young Children with Disabilities
- National Association for the Education of Young Children (NAEYC) Position Papers
- Arizona Resources
- Inclusive Education
Supports for Infant & Toddler Educators

- Program Guidelines for High Quality Early Education: Birth through Kindergarten
- Professional Development
- [http://www.azed.gov](http://www.azed.gov)