
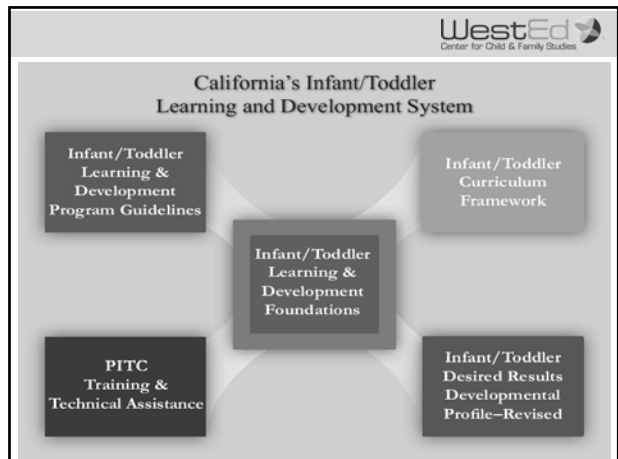


Understanding the Nuances of Development: Birth to 36 months

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California Infant/Toddler Learning & Development Foundations

California Department of Education
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- ### Domains Covered by Infant/Toddler Learning & Development Foundations
- Social-Emotional Development
 - Cognitive Development
 - Language Development
 - Motor and Perceptual Development

- ### Purposes of the Foundations
- To provide research-based descriptions of the way most infants and toddlers typically make developmental progress.
 - To create a common language to facilitate communication among families, infant care professionals, community members, and policymakers about how to support the optimal development and well-being of infants and toddlers
 - To augment infant care teachers' understanding of early development.
 - To inform the curriculum planning process.

- ### Guiding Principles in the Creation of the Infant/Toddler Foundations
- The family (including the family's culture and language) plays a central role in early learning and development.
 - Infancy is a unique stage of life that is important in its own right.
 - Development in infancy can be described by three age periods—birth to eight months, eight months to 18 months, and 18 months to 36 months.

Guiding Principles in the Creation of the Infant/Toddler Foundations (cont.)

- Infants and toddlers are competent, yet vulnerable, at every stage of development.
- Nurturing relationships provide the foundation for emotional security and for optimal learning and development.
- Emotions drive early learning. Infants and toddlers are active, curious learners who are internally driven to interact with social and physical environments.

Guiding Principles in the Creation of the Infant/Toddler Foundations (cont.)

- Infants and toddlers learn in a holistic way rather than one domain at a time.
- Early development can be characterized by both quantitative and qualitative change.
- Early development reflects an interplay of differentiation and integration.

Domain: Social-Emotional Development

- | | |
|---|--------------------------|
| 1. Interactions with adults | 8. Empathy |
| 2. Relationships with adults | 9. Emotion regulation |
| 3. Interactions with peers | 10. Impulse control |
| 4. Relationships with peers | 11. Social understanding |
| 5. Identity of self in relation to others | |
| 6. Recognition of ability | |
| 7. Expression of emotion | |

Domain: Cognitive Development

- | | |
|--------------------------|---|
| 1. Cause and effect | 8. Symbolic play |
| 2. Spatial relationships | 9. Attention maintenance |
| 3. Problem solving | 10. Understanding of personal care routines |
| 4. Imitation | |
| 5. Memory | |
| 6. Number sense | |
| 7. Classification | |

Domain: Language Development

1. Receptive language
2. Expressive language
3. Communication skills and knowledge
4. Interest in print

Domain: Motor and Perceptual Development

1. Gross Motor
2. Fine Motor
3. Perceptual


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Domain *Infant/Toddler Learning and Development Foundations*

Foundation *Social-Emotional Development*
Foundation: Interactions with Peers
The developing ability to respond to and engage with other children.

8 months	18 months	36 months
<p>Age-level description</p> <p>At around 8 months of age, the child shows interest in familiar and unfamiliar peers. The child may stare at other children's faces and hands, and older peers (8 mos.; Mischel, et al., 2003).</p> <p>Behaviors leading up to the foundation (4 to 7 months) During this period, the child may:</p> <ul style="list-style-type: none"> stare at other children while sitting on a parent's lap stare at other children while sitting on a parent's lap stare at other children while sitting on a parent's lap 	<p>Age-level description</p> <p>At around 18 months of age, the child engages in simple back-and-forth interactions with peers for short periods of time (Mischel, et al., 2003, p. 34).</p> <p>Behaviors leading up to foundation (9 to 17 months) During this period, the child may:</p> <ul style="list-style-type: none"> engage in simple back-and-forth interactions with peers for short periods of time engage in simple back-and-forth interactions with peers for short periods of time 	<p>Age-level description</p> <p>At around 36 months of age, the child engages in simple cooperative play with peers. (Mischel, et al., 2003, p. 34)</p> <p>Behaviors leading up to foundation (19 to 25 months) During this period, the child may:</p> <ul style="list-style-type: none"> engage in simple cooperative play with peers engage in simple cooperative play with peers
<p>Examples</p> <ul style="list-style-type: none"> stare at other children while sitting on a parent's lap (8 mos.; Mischel, et al., 2003) stare at other children while sitting on a parent's lap (8 mos.; Mischel, et al., 2003) stare at other children while sitting on a parent's lap (8 mos.; Mischel, et al., 2003) 	<p>Examples</p> <ul style="list-style-type: none"> offer a block to another child, perhaps with encouragement from the infant care teacher (18 mos.; Mischel et al., 2003, p. 35) tickle another child, get tickled back, and tickle him again (18 mos.; Mischel et al., 2003, p. 35) engage in reciprocal play, such as tag-and-chase or catch-and-release (12-15 mos.; Sherry, 1998, p. 11; 19-22 mos.; Ross & Goldstein, 1977a) play ball with a peer by rolling the ball back and forth to each other (12-17 mos.; Parks, 2004, p. 16 mos.; Frankenburg & DeWitt, 1992) 	<p>Examples</p> <ul style="list-style-type: none"> talk with peers while digging in the sandbox together (24-30 mos.; Hart & Wiley, 1998, p. 124) use different edges with peers, sometimes reaching to and out of her side (by 3 years; Segal, 2004, p. 44) build a ball tower with one or two other children (36 mos.; Mischel et al., 2003, p. 39) hand a peer a block or peg of a ball track when building

Behaviors leading up to the foundation



Evidenced Based Foundations DVD Presentation

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Foundation: Imitation
The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.

8 months	18 months	36 months
<p>Age-level description</p> <p>At around 8 months of age, the child imitates simple actions and expressions of others during interactions.</p> <p>Behaviors leading up to the foundation</p> <ul style="list-style-type: none"> copy the infant care teacher's movements when observed (Cohen & Warkentin, 2004) 	<p>Age-level description</p> <p>At around 18 months of age, the child imitates others' actions that have more than one step, and imitates simple actions that he has observed others doing at an earlier time.</p> <p>Behaviors leading up to the foundation</p> <ul style="list-style-type: none"> imitate simple actions that she has observed adults do (Cohen & Warkentin, 2004) 	<p>Age-level description</p> <p>At around 36 months of age, the child reenacts multiple steps of others' actions that she has observed at an earlier time.</p> <p>Behaviors leading up to the foundation</p> <ul style="list-style-type: none"> reenact the steps of a family celebration that the child observed last

