



# Saudi Early Learning Standards

Children Birth to 3 Years Old

برنامج التحول  
الوطني 2020



وزارة التعليم  
Ministry of Education

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# Saudi Early Learning Standards

**Children Birth to 3 Years Old**

**Kingdom of Saudi Arabia  
2018**

Ministry of Education

Tatweer Company for Educational Services

National Association for the Education of Young Children

برنامج التحول  
الوطني 2020



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Ministry of Education

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ISBN: 978-1-938113-37-6

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# Acknowledgments

The Ministry of Education of the Kingdom of Saudi Arabia, in conjunction with the National Association for the Education of Young Children and Tatweer Company for Educational Services, thanks the following esteemed individuals for their hard work and valued contributions to the Saudi Arabian Early Learning Standards (0-3 years).

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## With Special Thanks

We offer special thanks to the numerous schools and individuals who donated their time to participate in school tours, school observations, and focus groups, which were so vital to the research and development of this project.



# Introduction

## The first three years of life are without doubt the most critical period for establishing a strong foundation for success in school and life.

Brain connections formed during this time, and the dramatic speed at which they form, provide an unmatched opportunity to set a lifelong foundation for learning. The human brain contains an estimated 100 billion neurons, nearly all formed during the prenatal period. It is during the next 1000 days (birth to 3 years) that brain cells form effective and efficient connections in order to function optimally for growth and development in all child development domains (physical, cognitive, language, social, emotional) (Sheridan & Nelson, 2009; Calkins, 2015). By the end of their first year of life, most children will double their length and triple their weight, in addition to making all those neural connections. Research on brain development indicates that the brains of infants and toddlers are twice as active as those of adults. By the time children reach the age of three, most have become competent in at least one language, formed a sense of self, learned about basic concepts such as cause-and-effect, and developed numerous large and small-muscle skills. It is during this time when young children's brains are establishing vital neural connections at an unmatched rate that will provide the foundations for all future learning (Center on the Developing Child, 2017).

Optimal development, however, depends on the relationships and experiences infants and toddlers enjoy. During the infant-toddler years from birth to age three, all children depend on responsive, secure relationships to develop and learn. These relationships are built upon the interactions between the child and his/her primary caregivers during daily routines including feeding, bathing, and playing. Infants and toddlers are competent yet vulnerable at every stage of development and the nurturing, trusting relationship they form with their primary caregiver(s) provides them with the foundation for emotional security and optimal learning and development. Primary caregivers, of course, include parents, but other extended family (grandparents, aunts/uncles, cousins) can also be counted by the young child as primary

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persons who care for them. Certainly their nursery teachers, who may be with them for many hours each week day, are also very important people in an infant/toddler's life. The relationships formed between child and caregivers—when consistent, responsive, empathic, and nurturing—are highly correlated with secure attachment and successful learning (Oppenheim & Koren-Karie, 2009).

It is critical that adults who work with infants and toddlers understand how these very young children differ even from older children. Babies have their own learning agenda. They are programmed genetically to learn language, to become more skillful in their small-muscle and large-muscle functioning, to seek out significant relationships through which they can be nurtured and protected, and to use their relationships to learn ways of relating to others (Zero to Three, 2008).

The process of sharing in the care of children during the critical years of infancy and toddlerhood is most effective for the child and rewarding for the teachers when teachers have an understanding of child development and infant mental health. The rewards do not just happen due to luck or fate, but are the result of a deliberate effort to contribute to children's growth and well-being through a partnership between teachers and each child's family. This partnership is as important for the parents as it is for the child. The concerns and often strong emotions felt by mothers and fathers who put their child into nursery in order to go to work can be greatly eased when they feel their baby is well cared for by nursery teachers. Teachers can help mothers/fathers to learn more about their babies by sharing what they know and observe about their babies' growth and development (Daws & Rementeria, 2015).

Caring for very young children is rewarding and also challenging. Teachers, parents, and children benefit from a practice of mindfulness. "Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 1994). By practicing calmness and reflection, adults create an environment of acceptance and safety where children can learn. Children learn to use their own breathing to cope with overstimulation and build resilience so as to handle life's inevitable ups and downs.

## **The Saudi Arabian Early Learning Standards**

The Kingdom of Saudi Arabia has demonstrated a remarkable commitment to increasing access to and the quality of early learning. The Saudi Vision 2030 outlines priorities for the Kingdom and emphasizes innovation in strategies to support a strong future. This vision provides the momentum to support a strong, comprehensive system of early childhood education, based on the three pillars of Islamic education, national identity, and the international mindset that reflects global best practice (Saudi National Curriculum Framework for Children Ages 0-6, 2018). The foundation for a strong early care and education system began with agreement on early learning standards. In 2015, the Kingdom of Saudi Arabia developed the world-class Saudi Early Learning Standards (SELS), which provide the framework for what young children, ages three to six years old, should know and be able to do. The Saudi Arabian Early Learning Standards were created through a comprehensive and collaborative process with several goals, including to:

- » Improve the quality of care and early learning children receive throughout Saudi Arabia.
- » Strengthen the connection between early learning and primary school education in Saudi Arabia.
- » Provide guidance on appropriate expectations and outcomes for children at various development stages.
- » Create a shared language and an evidence-based framework for educators and caregivers to talk together about early learning.

Creating Learning Standards for infants and toddlers was the next step to this important work. Drawing on the plan utilized when developing the published Saudi Early Learning Standards for Children 3 to 6 Years Old (SELS

3-6), a similar comprehensive and collaborative process was implemented. Working again with the National Association for the Education of Young Children (NAEYC), the world's largest membership organization working on behalf of young children and based in the United States in Washington, D.C., the plan ensured the continued focus on two important considerations: that the development and review processes be both informed and inclusive. The plan involved:

- » Numerous stakeholders and resources.
- » Focus groups (with parents, teachers, and various stakeholders) to provide information regarding the current status and future goals for nursery in Saudi Arabia.
- » A team of early childhood professionals from around the Kingdom of Saudi Arabia, many involved in the previous SELS 3-6 process, to work closely with NAEYC and other local and international experts.
- » A comprehensive review of the latest research and best practices in infant/toddler early learning and care.
- » Team participation in the research, writing, and review of the document.
- » Expert review teams to ensure accuracy and community relevance.

Extending the SELS in this document to include children 0-3 will support a seamless system for young children from nursery through kindergarten. These same goals of improving the quality of care and early learning, strengthening the connection between early learning and primary school, providing developmentally appropriate expectations for children, and creating a shared language and evidence-based framework for educators/caregivers continue to be valid for the Saudi Arabian Early Learning Standards for Children 0-3 Years Old, with the additional mission to extend the connection between all age levels.

## Guiding Principles

The SELS are a tool for parents, educators, and caregivers to be used when they interact with, support, and care for young children. In order for this document to be useful, it must first be understood as it applies to infants and toddlers. Building on the following assumptions agreed upon for creating the SELS 3-6, plus additions made by the SELS 0-3 development team where necessary for addressing the unique needs of infants and toddlers, resulted in the following Guiding Principles for writing the SELS 0-3. The Guiding Principles are also designed to help parents, educators, and caregivers use the SELS 0-3 effectively.

### Children

*All children learn.* From before birth, children learn and develop. This is true of all children regardless of their language, culture, setting, or developmental status. Among the many things educators and caregivers can do to support learning and development, the creation of early learning standards helps to instruct adults in maintaining appropriate developmental expectations for young children as they grow.

*Children are unique and develop at different rates.* Though children typically develop along a predictable continuum, children learn in different ways at different rates. Additionally, children will differ in how they demonstrate learning across the domains. Teachers and caregivers should utilize the Standards to inform their observations of children, but they should remain mindful that children may vary in how and when they develop in different areas.

*Children learn through relationships.* Relationships are developed between children and the important people who care for them on a daily basis—their parents and nursery caregivers/teachers. Relationships are built through everyday routine actions like feeding, changing diapers, talking and reading to little children, etc. When these

interactions convey a sense of safety and nurturing, and are responsive to the child's signals, then the child learns to trust his/her caregivers and can explore and grow.

## How Children Learn

*Children are active learners and need opportunities each day to play on their own as well as with parents/teachers.* Infants need opportunities to lay on a safe, solid surface on their stomachs so that they develop the muscles needed to hold up their head, move their arms and legs, and explore their bodies. Toddlers need opportunities to engage with safe environments where they can explore their growing abilities to see, move, and manipulate objects. Parents and teachers are critical supporters both to create safe environments and to encourage children's natural curiosity.

*Children are naturally curious and should be encouraged to safely explore their environment and make connections to the world around them.* By engaging with their environment, children make sense of their world. This type of learning is instinctual, and children will make meaningful connections to the world around them when they are provided with adult encouragement, rich environments, and the freedom and motivation to explore.

*Children's development in one domain, or focus for development (e.g., language, motor skills, cognition), is strongly connected to, and interdependent on, development in other domains.* Children's learning is strongly interconnected across domains. The learning that takes place in one area affects and is affected by the learning that takes place in others. Equal attention must thus be paid to children's total development, rather than placing more or less importance on any one domain.

## Family and Community

*Children develop within a culture.* Each family, while part of the larger Saudi culture, also has their individual family culture. It is essential to learn about and respect each child's family culture and foster positive connections between home and school.

*Children learn best when families are active partners in learning.* Families are the primary caregivers and educators for young children and should be supported by nursery schools with the tools and guidance needed to ensure their children's healthy development. Families should likewise seek to actively engage with nursery schools to support and extend learning within the home. When working with infants and toddlers, developing partnerships with children's families is especially important to connect the child's experiences at home with their experiences in the nursery school.

## Children's Rights

*All children deserve a high-quality education and teachers who are specialized and well trained.* Saudi society benefits when all citizens start life on a strong foundation of learning. It is essential that teachers have the training, knowledge, and support to deliver a high-quality education to very young children and to support children in reaching appropriate developmental goals. Infants and toddlers have unique needs and varying rates of development. Responsive caregivers who understand them as individuals and learners are needed for their group care. Understanding the Standards is an essential first step to setting appropriate expectations for young children.

*Children have the right to feel safe and loved— this is necessary for healthy development.* A baby's felt sense

of security with the people and in the places where he/she lives on a daily basis is critical to the foundational development needed for lifelong learning and success.

*All children, including those with developmental delays/disabilities, have the right to be included in the nursery and treated with high, yet developmentally appropriate, expectations.* Each child's abilities and learning styles are unique and must be supported to optimize the child's success in school and life.

## An Education Centered in Islam

*In order to fully reach one's natural potential, children must be nurtured in Islamic principles and values.* Infants and toddlers can be exposed to the centrality of Allah, the Creator of all things. Within the family and nursery environments and by being exposed to parents/caregivers/teachers as models of Islamic values, very young children will develop these foundational values of kindness, respect for others, cooperation, honesty, and self-reliance.

## Framework

The framework of this document was written using the SELS 3-6 as a model. This document is organized around 7 Standards, corresponding to developmental domains:

1. Approaches to Learning
2. Social-Emotional Development
3. Language, Communication, and Emergent Literacy Development
4. Cognition and General Knowledge
5. Patriotism and Social Studies
6. Islamic Education
7. Health and Physical Development

The sections for each standard include tables showing indicators—descriptions of behavior that children might exhibit to show growing competence in a particular area. The examples are not the only ways children might exhibit growing competency of a given indicator; rather, they provide an illustration to help parents and teachers more clearly understand each other. All indicators and examples are organized into strands and sub-strands.

Strands represent the big ideas within each standard. For example, the standard of Social-Emotional Development is divided into two strands: Self and Relationships. This format increases readability, understanding, and use.

When necessary, some strands have been further divided into sub-strands. Sub-strands provide an additional level of organization for strands that address very large topics. To continue with the example above, while the strand of Self is smaller and more addressable than the broader standard of Social-Emotional Development, another level of organization is required to present content in a useable way. Therefore, this strand has been subdivided into three sub-strands: Self-Concept, Self-Regulation, and Emotional Expression.

Each strand also includes Strategies for Adults Working with Infants and Toddlers. These strategies provide additional guidance and ideas for teachers and parents.

For infants and toddlers, the standards of Patriotism and Social Studies and Islamic Education focus less on child indicators and more on how the family and nursery environments are structured and how teachers and parents are models for desired behaviors. These sections will include strategies for adults working with infants and toddlers.

**Table. 1- Details the Coding Information for Standards and Strands.**

Organizational Level	Code Identifier
Approaches to Learning Curiosity, Creativity, and Initiative Attention, Engagement, and Persistence Logic, Reflection, Reasoning, and Problem Solving	AL 1 2 3
Social-Emotional Development Self (Emotional) Relationships (Social)	SE 1 2
Language, Communication, and Emergent Literacy Development Listening and Receptive Language Speaking and Expressive Communication Emergent Literacy Development	LL 1 2 3
Cognition and General Knowledge Classification and Grouping Space and Spatial relationships Memory Cause and Effect Imitation and Symbolic Play	CK 1 2 3 4 5
Patriotism and Social Studies	No Strands
Islamic Education	No Strands
Health and Physical Development Physical Development Health and Well-Being	HP 1 2



**Table. 2 - Shows a sample indicator, labeled with table elements.**

<b>1.0 Strand: Curiosity, Creativity, and Initiative</b>		
The strand of Curiosity, Creativity, and Initiative addresses a child’s desire to explore, discover, and figure things out.		
<b>Before or Around 18 Months</b>		
	<b>Indicator</b> Children will...	<b>Examples</b> Children may...
AL 1.0.6	Show awareness of and interest in the environment.	<ul style="list-style-type: none"> <li>■ Crawl over a pile of soft blocks to get to the big red truck.</li> </ul>
AL 1.0.7	Explore self and objects in surroundings.	<ul style="list-style-type: none"> <li>■ Look or reach inside a container of small toys after seeing the teacher take the toys off the table and put them in a container.</li> </ul>
AL 1.0.8	Try new ways of doing things.	<ul style="list-style-type: none"> <li>■ Smile and clap/move when hearing rhythms and rhymes.</li> </ul>
AL 1.0.9	Initiate activities, particularly when asked to do so.	<ul style="list-style-type: none"> <li>■ Dump water to watch it spread.</li> </ul>
AL 1.0.10	Seek and take pleasure in trying new skills.	

## Age Groupings

The infant and toddler period of exceptionally rapid growth and development spans the years from birth to age three. Infants follow typical developmental paths and have strong inborn drives to learn and develop. Individual children vary considerably in their rate of progress in achieving these developmental milestones or benchmarks—like smiling, walking, and talking. Chronological age alone is not a good measure of child growth and development because the many influences on development result in a wide range of individual variations. Experiences and environments play necessary and important roles and vary greatly. Therefore, skill development does not stop and start at specific ages. A baby’s developmental path may unfold unevenly.

With these considerations, this document is organized into three distinct, yet somewhat overlapping, age groupings. These broad age groups are commonly used (Ex.: NAEYC, Zero to Three, PITC) to describe major changes during the infant and toddler period. The overlap in age groupings reflects the impact of individual differences on the rate of development. Although all children are dealing with issues of security, exploration, and identity throughout the years of early childhood, each of these issues becomes a more prominent factor during one of the three infant-toddler stages.

### Birth to 9 Months (Young Infants)

Young infants are in the stage of very rapid development. Babies at this age need the emotional **security** that comes from close relationships with primary caregivers. At this early stage, infants learn what they can expect from life and are developing their confidence in how they approach opportunities.

### 6 to 18 Months (Mobile Infants)

Mobile infants, with their increased ability to move, focus on **exploration** and figuring out the world around them. Adults provide the secure base from which the mobile infant can venture out to explore and the interactions that expand the infant’s sense of self.

### 15 to 36 Months (Older Infants or Toddlers)

Older infants or toddlers have a heightened awareness of and interest in their own **identity**, independence, and control. At the same time, they are avidly exploring their world and need caring adults to guide and support them as they develop language and grow toward a confident sense of self.

## Caring for Children with Special Needs

Caring for children with special needs is much the same as caring for all children. All children need love, good nutrition, responsive care, and stimulating environments. There are, however, some areas where children with special needs may require additional considerations and support to which parents and teachers must be sensitive. As each child’s abilities and learning styles are unique, these supports will be different for each child.

Children with developmental delays or disabilities benefit greatly from early intervention. Parents and teachers should be trained to closely observe babies for signs of risk for or actual delays in development and be referred to appropriate professionals for early intervention services. Parents and teachers are also essential partners in providing early intervention to very young children because they are with the child for many more hours than the professional and can therefore encourage the child to practice movements, words, etc. that can assuage the long-term effects of the delay/disability.

For children with special needs, teachers should practice inclusion to the greatest extent possible. This means that teachers should promote access, encourage participation, and provide supports when needed to ensure children with special needs, formally identified or not, are able to gain as much as possible from the environment and community. Inclusive practices enrich the learning environment for all students and communicate a clear message that all children are valued members of the community. All children learn from their environments, an important part of which includes interactions with other children. Limiting children's access to the community and other aspects of the learning environment will limit their opportunities to develop to their full potential.

The strategies found in this document can be adapted to meet the needs of individual children in an inclusive learning setting. Teachers are encouraged to seek additional guidance from experts with specialized knowledge in supporting children with special needs so that they can continue to carry out recommended practices throughout the child's day.



# Approaches to Learning

## The standard of Approaches to Learning addresses how children approach learning.

Specifically, this standard describes the behaviors and attitudes that are foundational and that support learning in all developmental stages and later, as children are older, academic strands, such as: natural interest, curiosity, and creativity; the ability to attend, engage, and persist in tasks; and logical thinking and reflection, while engaging in individual and cooperative problem solving. In so doing, essential tools and skills that facilitate children’s learning are presented.

Children begin to demonstrate behaviors, attitudes, and skills as infants when they use their senses to explore the world and show increased interest in particular people, toys, or objects. Toddlers may experiment with solutions to simple problems and recognize when they need to ask an adult for help with a difficult task. As children grow, these approaches to learning become more obvious to adult observers as positive learning habits and attitudes, such as motivation, curiosity, goal setting, and commitment to seeing tasks through to completion. Research demonstrates that the skills of curiosity, internal motivation, and persistence are learned in early childhood and are keys to success in school and life (Heckman & Masterov, 2007).

As young children grow and develop, their approaches to learning will reflect individual learning styles and preferences. Some children will enthusiastically engage in new and different experiences, while others may prefer to invest significant time and attention toward a familiar activity. In order to support young learners, it is essential that educators and caregivers carefully observe the children in their care and encourage them as they discern each child’s unique approaches to learning. Teachers and parents must pay careful attention to the child with developmental delays/disabilities in order to creatively optimize that child’s learning.

This standard is organized into three strands: Curiosity, Creativity, and Initiative; Attention, Engagement, and Persistence; and Logic, Reflection, Reasoning, and Problem Solving.

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Language, Communication, and Emergent Literacy Development

Cognition and General Knowledge

Patriotism and Social Studies

Islamic Education

Health and Physical Development

## **Standard: Approaches to Learning**

**This standard contains three strands:**

- Curiosity, Creativity, and Initiative
- Attention, Engagement, and Persistence
- Logic, Reflection, Reasoning, and Problem Solving

## 1.0 Strand: Curiosity, Creativity, and Initiative

The strand of Curiosity, Creativity, and Initiative addresses a child's desire to explore, discover, and figure things out.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
AL 1.0.1	Pay attention to familiar people.	<ul style="list-style-type: none"> <li>■ React positively through body movements when seeing mother.</li> <li>■ Reach for and grasp their feet.</li> <li>■ Explore toys and other objects with hands and mouth.</li> </ul>
AL 1.0.2	Show interest in themselves (watch own hands, play with own feet).	
AL 1.0.3	Use their senses (some senses more than others) to explore and discover objects.	
AL 1.0.4	Show interest in objects.	
AL 1.0.5	Show likes and dislikes for activities and experiences.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
AL 1.0.6	Show awareness of and interest in the environment.	<ul style="list-style-type: none"> <li>■ Crawl over a pile of soft blocks to get to the big red truck.</li> <li>■ Look or reach inside a container of small toys after seeing the teacher take the toys off the table and put them in a container.</li> <li>■ Smile and clap/move when hearing rhythms and rhymes.</li> <li>■ Dump water to watch it spread.</li> </ul>
AL 1.0.7	Explore self and objects in surroundings.	
AL 1.0.8	Try new ways of doing things.	
AL 1.0.9	Initiate activities, particularly when asked to do so.	
AL 1.0.10	Seek and take pleasure in trying new skills.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
AL 1.0.11	Show ability to initiate activities.	<ul style="list-style-type: none"> <li>■ Watch activities and ask many questions that start with "how" or "why."</li> <li>■ Observe and study another child or person carefully, staring for long moments.</li> <li>■ Try to involve other peers in their play (e.g., organize a marching band).</li> <li>■ Try a new task, even if not sure of the consequence.</li> <li>■ Use objects other than for intended uses.</li> </ul>
AL 1.0.12	Show eagerness and curiosity as a learner.	
AL 1.0.13	Show interest in what others are doing.	
AL 1.0.14	Investigate cause and effect relationships.	
AL 1.0.15	Ask questions that require more than a yes/no answer.	

## 2.0 Strand: Attention, Engagement, and Persistence

The strand of Attention, Engagement, and Persistence addresses a child’s ability to remain focused on a task or object and continue to persevere to overcome obstacles.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
AL 2.0.1	Respond to different things in the environment in different ways.	<ul style="list-style-type: none"> <li>■ Kick a mobile to make it move or shake a rattle to make a sound.</li> <li>■ Look at faces, including their own, in a mirror.</li> <li>■ Show more interest in a new toy than an older, familiar one.</li> <li>■ Transfer objects, like a small ball, from hand to hand.</li> <li>■ Put arms up to be picked up.</li> <li>■ Look back and forth between adult and desired object.</li> </ul>
AL 2.0.2	Focus on interesting things for a brief period of time.	
AL 2.0.3	Persist in trying over and over to make something happen.	
AL 2.0.4	Gesture/look to get attention or focus attention between self and adults.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
AL 2.0.5	Spend more time focusing on things found interesting, although are easily distracted.	<ul style="list-style-type: none"> <li>■ Pay attention to a short picture book by looking at the pictures or listening to the words.</li> <li>■ Fill a bucket with sand or stack blocks again and again.</li> <li>■ Expect a favorite chant to be said the same way each time and protest if the caregiver changes the words.</li> <li>■ Point at airplane (or any object of preference) and vocalize.</li> </ul>
AL 2.0.6	Seek order, ritual, and routine and notice when changes occur.	
AL 2.0.7	Persist in trying to make something happen or complete a task.	
AL 2.0.8	Point and vocalize to gain attention of adult.	
AL 2.0.9	Seek assistance when a task seems difficult.	
AL 2.0.10	Begin to demonstrate desire for choices.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
AL 2.0.11	Focus on an interesting activity for a short period of time.	<ul style="list-style-type: none"> <li>■ Listen to a story that a caregiver is reading to a small group while playing with trucks nearby.</li> <li>■ Persist in trying to put on shoes until successful.</li> <li>■ Become completely occupied in figuring out a situation (throwing a ball at a target).</li> </ul>
AL 2.0.12	Pay attention to more than one thing at a time.	
AL 2.0.13	Persist to achieve a goal and try to correct mistakes along the way.	
AL 2.0.14	Complete tasks.	
AL 2.0.15	Persist on tasks despite interruptions.	



### 3.0 Strand: Logic, Reflection, Reasoning, and Problem Solving

The strand of Logic, Reflection, Reasoning, and Problem Solving addresses a child’s ability to make sense of their world through exploration and discovery. Children are learning to notice, stop, and think as they use logic and reasoning skills to solve problems.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
AL 3.0.1	Perform simple actions to make things happen.	<ul style="list-style-type: none"> <li>■ Pull a handle to make an object fall.</li> <li>■ Bang a pop-up toy’s lever, then try to push the lever sideways or other direction until it pops up.</li> <li>■ Try to push pieces of different shapes into holes in toy.</li> <li>■ “Test” teacher reactions to see if the same response results (e.g., dropping toys and expecting teacher to give back).</li> <li>■ Fuss when frustrated.</li> </ul>
AL 3.0.2	Repeat actions to make something happen again.	
AL 3.0.3	Try new action to try to solve problem.	
AL 3.0.4	Explore an object’s characteristics in many ways.	
AL 3.0.5	React to events appropriately (e.g., shy away from a stranger, cry when hungry, reach for a desired toy).	
AL 3.0.6	Behave to get attention when stressed or frightened.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
AL 3.0.7	Try unfamiliar things and experiment with different uses for objects.	<ul style="list-style-type: none"> <li>■ Use a spoon to unlock a door.</li> <li>■ Search for a missing ball in various places.</li> <li>■ Talk on the phone, stir a pot.</li> <li>■ See a ball roll under the chair and then reach under the chair to get it.</li> <li>■ Anticipate need for an activity (e.g., go to cabinet where the dustpan is when someone is sweeping the floor).</li> <li>■ Continue to “test” adult responses.</li> </ul>
AL 3.0.8	Try different strategies to solve a problem.	
AL 3.0.9	Behave in consistent ways to cause a desired response.	
AL 3.0.10	Know objects and people exist even when out-of-sight.	
AL 3.0.11	Role play adult behaviors; imitate adult actions.	
AL 3.0.12	Enjoy copying sounds, actions, and words.	
AL 3.0.13	Anticipate familiar coming events.	
AL 3.0.14	Use many ways to interact with objects and people to see how it changes the outcome.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
AL 3.0.15	Recall and use information in new situations.	<ul style="list-style-type: none"> <li>■ Imitate pouring raisins into a bowl at home after watching a teacher do so at school.</li> <li>■ Put bowl, blanket, etc. on head as hat.</li> <li>■ Use a tissue to clean up the table when juice is spilled.</li> <li>■ Use only rings with holes when playing with a ring-stacking toy.</li> <li>■ Trade one toy for another when someone else has a toy that the child wants.</li> <li>■ Try to figure out how to carry an additional book when hands are full.</li> </ul>
AL 3.0.16	Use objects as intended.	
AL 3.0.17	Explore new uses for familiar objects.	
AL 3.0.18	Try new challenges willingly and with enthusiasm.	
AL 3.0.19	Attempt to problem solve or find multiple solutions to diverse issues and challenges, both with objects and in social interactions.	
AL 3.0.20	Use logic to figure out how a new toy works.	
AL 3.0.21	Learn from errors.	

## Supporting Approaches to Learning

# Strategies for Adults Working With Infants and Toddlers

1. Show your enthusiasm and joy in working with young children. Smile! Be playful!
2. Watch the child with developmental disabilities closely to notice evidence of curiosity. Figure out ways to encourage the child to be curious, creatively adapt, and explore his/her world.
3. Be consistent with your responses to children, the environment, and routines.
4. Provide a safe environment for mobile infants and toddlers to explore on their own, with peers, and with teachers. Include indoor and outdoor spaces that are safe for mobile infants and toddlers, yet allow them opportunities to take risks in the ways they use their bodies (climbing, pulling up), with toys (sufficient number of balls, blocks, dolls, etc.), and with objects (too big to swallow when put in mouth, etc.).
5. Provide a variety of age-appropriate materials that vary in colors, textures, sounds, smells, and shapes. Be aware of the child who does not enjoy touching some textures or some smells or sounds that startle him. This child should not be forced or made to participate in activities that are uncomfortable due to sensory challenges.
6. Offer help when older infants and toddlers show they want it and need it. Encourage children to work out challenges in movements (getting back down off a step or getting a tricycle's wheels to turn) before stepping in.
7. Encourage children to work out problems in social interactions (taking turns, sharing materials) before stepping in.
8. Provide child with choices.
9. Notice and comment about a child's efforts and accomplishments. Comment on contents of a picture/drawing/story, particularly to ask questions or encourage reflection, instead of giving praise.
10. Offer variety along with repetition in stories, games, books, chants, fingerplays, and activities.
11. Model flexibility and a calm approach ("Oh, that didn't work! Oops. Let's try it this way.").
12. Follow toddlers' signals to decide whether to continue, adapt, or end an activity.
13. Establish a regular yet flexible routine. Children thrive with consistency and predictability.
14. Expect children to encounter frustrations when they attempt new activities. Guide them toward trying again.
15. Accept failures as a normal part of development and learning. Reflect with child how or what he may have learned from a mistake/failure.
16. Allow toddlers to do things their own way when possible and take some risks.
17. Give child time to figure out his own solution, stepping in only when requested by child or when child is becoming too frustrated.
18. Plan for transition times. Explore strategies to help make transitions smooth and less stressful.
19. Observe the child to understand and support temperament, learning styles, and interests.
20. Look for opportunities to expand child's thinking by asking questions and reflecting on possible additional ways of thinking or doing.

21. Intentionally provide materials, toys, and situations that are novel to the child to encourage creativity, curiosity, reflection, and problem solving.
22. Accept child's experimenting and/or "testing" adult reactions and responses. It is the child's job to figure out how their world works—will the same action receive the same result every time, or are there alternative ways of doing things?
23. Asking an adult for help when appropriate is a skill to be nurtured without making the child overly dependent on adult solutions.





# Social-Emotional Development

The standard of Social-Emotional Development addresses social and emotional competencies, which are strongly linked to each other and tied to all other developmental and academic domains.

Indeed, many scholars define the social and emotional competencies as the bedrock for all further learning and development. Combining two distinct areas, this standard includes the ability to create and sustain relationships with others (social development) and the ability to know and express one’s emotions (emotional development). More specifically, this area of development includes how children regulate their behaviors, express their emotions, create a sense of self-identity, and manage responsibility. Healthy social-emotional development provides an important framework for success throughout one’s life.

**Social development** particularly addresses a child’s ability to develop and sustain relationships with others. Beginning in the earliest phases of life with attachment, social development is manifest as children recognize familiar faces and interact with adults. Babies look at their caregivers’ faces and initiate social interactions through smiles and vocalizations. As children grow, they begin to interact with others in more sophisticated ways, such as back-and-forth conversations, cooperative play, and conflict resolution. By definition, social development is framed by the social interaction aspects of culture—the family’s culture, the culture of the nursery, and the greater societal culture of the Kingdom of Saudi Arabia.

**Emotional development** focuses on the child’s sense of self. This area typically includes identity formation, including self-awareness of one’s own abilities, identities, and preferences, so that as children establish their self-identity, they begin to make clear distinctions between themselves and others. Emotional expression, another component of emotional development, includes the understanding and ability to process emotions; as this develops and children mature into toddlerhood, they will also begin to recognize and empathize with the feelings

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of others, a key component of a harmonious Islamic society. Emotional development also includes the regulation of behaviors.

In practice, social and emotional development are closely linked, with healthy development in one area being linked with that in the other. Healthy social-emotional development begins at birth as children establish attachments to caregivers and other adults. Children who benefit from secure relationships as infants later develop friendships with peers and learn to integrate effectively and positively into society. Competencies within this standard depend on a child receiving appropriate, responsive, and nurturing care in his or her early years.

Young children acquire these competencies by experiencing authentic, close relationships and through activities that give them opportunities to observe and practice social behavior. Play activities—both individual and group activities—are thus some of the most important experiences for young children as they provide numerous opportunities for acquiring these skills. In particular, shared pretend play allows older toddlers frequent opportunities to engage in conversation, empathize with others, follow and enforce rules, play a variety of pretend roles, and participate in cooperative endeavors, to name a few.

This standard is organized into two strands: Self and Relationships.

There are five sub-strands: Self-Concept/Awareness; Self-Regulation; Emotional Expression; Relationships with Adults; and Relationships with Peers.

## **Standard: Social-Emotional Development**

**This standard contains two strands:**

- Self (Emotional)
  - » **Sub-strands:**
    - Self-Concept/Awareness
    - Self-Regulation
    - Emotional Expression
- Relationships (Social)
  - » **Sub-strands:**
    - Relationships with Adults
    - Relationships with Peers



## 1.0 Strand: Self

The strand of Self focuses on the child’s emotional development. It is divided into three sub-strands: Self-Concept, Self-Regulation, and Emotional Expression.

### 1.0 Sub-Strand: Self-Concept/Awareness

The sub-strand of Self-Concept/Awareness focuses on the child’s developing ability to communicate a growing awareness of themselves as unique individuals with specific characteristics, abilities, and preferences.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
SE 1.1.1	Show interest in themselves and their bodies.	<ul style="list-style-type: none"> <li>■ Look at hands and feet while moving them.</li> <li>■ Turn toward a familiar person upon hearing own name.</li> <li>■ Grab and hold onto own feet.</li> <li>■ Cry when not being held the way they want.</li> <li>■ Smile when seeing the caregiver.</li> <li>■ Look at own reflection in the mirror.</li> </ul>
SE 1.1.2	Develop awareness of own name.	
SE 1.1.3	Recognize and explore own abilities.	
SE 1.1.4	Demonstrate preferences with food, activities, and people.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
SE 1.1.5	Show awareness of their own individual characteristics and preferences.	<ul style="list-style-type: none"> <li>■ Look in mirror and smile.</li> <li>■ Hold preferred toy tight or take forcibly from a peer.</li> <li>■ Point to a cup of water and say, “umm,” meaning “I want water.”</li> <li>■ Identify parts of their bodies (e.g., “Nose”).</li> </ul>
SE 1.1.6	Assert and express themselves.	
SE 1.1.7	Recognize self in pictures.	
SE 1.1.8	Begin to understand self in relationship/belonging to own family.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 1.1.9	Refer to self, family members, and other important figures (such as caregivers) by name.	<ul style="list-style-type: none"> <li>■ Say, "This is my mama" when mother walks in room and will refer to themselves as "I" or "me."</li> <li>■ Say, "I am hungry" when feeling hungry.</li> <li>■ Hug their caregiver and say, "I love you."</li> <li>■ Clap for themselves upon completing an activity and say, "waw."</li> <li>■ Say, "me, me" about doing a task such as pouring milk when expressing a need to be independent.</li> <li>■ Refer to "My classroom" or "My teacher."</li> <li>■ Identify their own belongings (shoes, blanket).</li> </ul>
SE 1.1.10	Express needs and feelings through simple language or age-appropriate behavior.	
SE 1.1.11	Use body language and words to show possession of items.	
SE 1.1.12	Demonstrate awareness of own emotions.	
SE 1.1.13	Recognize own ability to do/accomplish things.	
SE 1.1.14	Show independence in performing many familiar activities and routines.	
SE 1.1.15	Take initiative in trying new tasks.	
SE 1.1.16	Recognize their uniqueness in the world, as well as links to others, including group identity (e.g., belonging to community/ group).	
SE 1.1.17	Demonstrate awareness of own behavior and its effect on others.	

## 2.0 Sub-strand: Self-Regulation

The sub-strand of Self-Regulation focuses on the child’s developing understanding of their needs and wants and beginning to exercise control over their own emotional regulation and behavior.

<b>Before or Around 8 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 1.2.1	Develop some simple strategies to calm self, though often requires adult support, called co-regulation.	<ul style="list-style-type: none"> <li>■ Look to and expect a response from a caregiver when crying or upset.</li> <li>■ Suck fist, thumb, or pacifier for calming down when upset.</li> <li>■ Turn away from an over-stimulating activity (a busy activity, several people).</li> <li>■ Lift arms to the teacher to communicate a desire to be held; calm down when held.</li> </ul>
SE 1.2.2	Communicate the need for help to alleviate discomfort or distress.	
SE 1.2.3	Anticipate routine interactions.	

<b>Before or Around 18 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 1.2.4	Develop some strategies to calm self, though may often require adult support.	<ul style="list-style-type: none"> <li>■ Seek to be close to a parent when upset.</li> <li>■ Use comfort objects, such as a special blanket or stuffed toy, to help calm down.</li> <li>■ Grab a toy back from a peer and then return it when adult asks them to share.</li> <li>■ Cope with stress by playing with familiar toys in a favorite spot.</li> <li>■ Learn to take a deep breath to calm down when instructed to by teacher.</li> <li>■ Use the word 'mine,' often indiscriminately.</li> </ul>
SE 1.2.5	Express needs and feelings through a few words and gestures.	
SE 1.2.6	Test limits and strive for independence.	
SE 1.2.7	Begin to anticipate and predict what will happen next (during daily routine) and possible consequences.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 1.2.8	Follow established rules with adult supervision and guidance.	<ul style="list-style-type: none"> <li>■ Play quietly in a corner of room after drop off until ready to join group.</li> <li>■ Tell the teacher about their desire to sit near her by saying, "Teacher, I want to sit by you," when group time is starting.</li> <li>■ Reach for caregiver's hand when she pulls a bandage off child's knee.</li> <li>■ Take a breath when told to do so by parent/teacher to calm self.</li> </ul>
SE 1.2.9	Have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.	
SE 1.2.10	Anticipate the need for comfort and try to prepare themselves for changes in routines.	
SE 1.2.11	Adapt to transitions.	

### 3.0 Sub-Strand: Emotional Expression

The sub-strand of Emotional Expression focuses on the child’s increasing ability to understand and control their feelings and ways to regulate and express their emotions.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
SE 1.3.1	Express needs and feelings in a variety of ways (e.g., gestures, facial expressions, vocalizations).	<ul style="list-style-type: none"> <li>■ Begin crying when hearing a loud voice.</li> <li>■ Laugh when seeing others laughing.</li> <li>■ Get frustrated or angry when unable to reach a toy.</li> <li>■ Express joy by squealing.</li> </ul>
SE 1.3.2	Respond to the feelings of those who are close to them.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
SE 1.3.3	Demonstrate an awareness of own emotions and begin to label emotions.	<ul style="list-style-type: none"> <li>■ Say, “darling” to another child and hug him.</li> <li>■ Wave their hand saying goodbye to their mother.</li> <li>■ Try to push onto caregiver’s lap when another child is already sitting there.</li> <li>■ Clap for themselves upon completing an activity.</li> <li>■ Smile when feeling happy.</li> <li>■ Become upset in the presence of someone who is upset.</li> </ul>
SE 1.3.4	Express more kinds of emotions, such as pride and jealousy.	
SE 1.3.5	Demonstrate increasing awareness of the feelings of others.	
SE 1.3.6	Seek support when demonstrating frustrating emotions.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
SE 1.3.7	Express feelings, including the negative ones.	<ul style="list-style-type: none"> <li>■ Express feelings by saying, “I am sad. I want Mama.”</li> <li>■ Show empathy for another crying child by saying, “You’re mad,” or give hug.</li> <li>■ Give a block to a peer who is making a tall tower.</li> <li>■ Bring a peer her favorite blanket in an attempt to comfort her.</li> <li>■ Say, “I can’t find my shoe” when going outside.</li> </ul>
SE 1.3.8	Begin to associate emotions with words and facial expressions.	
SE 1.3.9	Demonstrate an increasing awareness and empathy for the feelings of others.	
SE 1.3.10	Help others and request support/help from adults.	

## 2.0 Strand: Relationships

The strand of Relationships focuses on social development, especially the developing ability to respond to and engage with adults and other children. It has two sub-stands: Relationships with Adults and Relationships with Peers.

### 4.0 Sub-strand: Relationships with Adults

The sub-strand of Relationships with Adults focuses on the child's development of close relationships with familiar adults who are consistent and responsive in the care of the child.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
SE 2.4.1	Show preference for familiar caregivers (attachment).	<ul style="list-style-type: none"> <li>■ Stop crying upon being picked up by mother.</li> <li>■ Show wariness of an unfamiliar adult and often cry if adult comes too close.</li> <li>■ Look to where caregiver points.</li> <li>■ Babble back and forth with a caregiver or other adult, matching tone.</li> </ul>
SE 2.4.2	Demonstrate trust by seeking comfort from and preferring familiar caregiver to another adult.	
SE 2.4.3	Establish joint attention with familiar adult.	
SE 2.4.4	Demonstrate imitation of familiar caregiver.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
SE 2.4.5	Initiate interactions and respond to familiar adults.	<ul style="list-style-type: none"> <li>■ Engage in routines and reciprocal interactions, such as clapping when changing diapers or clothes.</li> <li>■ Respond when hearing their name called.</li> <li>■ Hold on to caregiver's leg when unfamiliar adult enters room or area.</li> <li>■ Smile when seeing pictures of children at the nursery.</li> <li>■ Move excitedly when approached by a familiar caregiver or teacher who usually engages in active play.</li> <li>■ Point/gesture to make adult see something; with their eyes, follow adult pointing at something.</li> </ul>
SE 2.4.6	Show wariness of an unfamiliar adult and might show anxiety if adult comes too close.	
SE 2.4.7	Recognize their name when hearing it.	
SE 2.4.8	Participate in routines and activities that involve back-and-forth interaction and/or joint attention.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 2.4.9	Communicate with adults more freely.	<ul style="list-style-type: none"> <li>■ Call “Teacher” from across the room when playing with toys to make sure that teacher is paying attention to them.</li> <li>■ Tell a familiar parent of a peer about an event that happened that day.</li> <li>■ Wear some adults’ version of dress up clothes when they are at the home corner (dramatic play center).</li> <li>■ Imitate a family role (feed baby doll like mother does).</li> <li>■ Listen to adult help when negotiating argument with peer.</li> </ul>
SE 2.4.10	Check with familiar adult periodically for approval and to stay connected when playing farther away, often with glances or gestures.	
SE 2.4.11	Imitate adults and peers.	

### 5.0 Sub-strand: Relationships with Peers

The sub-strand of Relationships with Peers focuses on the child’s development of healthy relationships with other children through interactions over time.

<b>Before or Around 8 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 2.5.1	Observe other children with interest.	<ul style="list-style-type: none"> <li>■ Start to cry when other children are crying. May look at or crawl towards a crying child.</li> <li>■ Reach for or touch a peer (can include pulling the hair, poking at eyes, or biting a peer.)</li> </ul>
SE 2.5.2	Show interest in and awareness of peers or other children.	

<b>Before or Around 18 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 2.5.3	Respond to and interact with other children.	<ul style="list-style-type: none"> <li>■ Show joy or run with excitement when other children are excited.</li> <li>■ Hit or bite another child who takes a toy.</li> <li>■ Offer a toy to a peer who is crying or upset.</li> <li>■ Bang trucks together while sitting next to a peer who is doing the same thing.</li> <li>■ Often want to play with the same toy as a peer.</li> </ul>
SE 2.5.4	Respond to peers’ feelings and emotions.	
SE 2.5.5	Imitate the simple actions of a peer.	
SE 2.5.6	Engage in parallel play (or associative play).	
SE 2.5.7	Begin to demonstrate kindness and helpfulness.	
SE 2.5.8	Separate from adults to play with children.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
SE 2.5.9	Develop friendships with a small number of children in the playgroup.	<ul style="list-style-type: none"> <li>■ Look for other children to play with them at the play area.</li> <li>■ Run joyfully towards the play area when saying goodbye to their mother.</li> <li>■ Notice when a friend is absent saying, "Where is Hind?"</li> <li>■ Tell a peer, "You stack one and I stack one" when building a tall tower with blocks.</li> </ul>
SE 2.5.10	Begin to take turns with other children.	
SE 2.5.11	Demonstrate kindness and helpfulness more independently.	
SE 2.5.12	Begin to develop preferences for some children.	
SE 2.5.13	Begin to negotiate for things/roles they want.	

## Supporting Social-Emotional Development

# Strategies for Adults Working With Infants and Toddlers

1. Help create a sense of security and comfort by developing warm, responsive relationships with young children and their families to help provide a safe, joyful environment.
2. Assign a primary caregiver to provide the predictable, consistent care the young children need to develop secure attachment relationships. A primary caregiver is the one teacher on whom the child can develop the trust that s/he will be with the child every day, for most of the care hours in the day. These responsive relationships are essential to help buffer the effects of everyday stress on brain development. The primary caregiver also develops a good relationship with families that leads to quality communication and a better understanding of the child.
3. Pay attention to signs that children are becoming over-aroused, bored, frustrated, or competitive for limited attention or resources. These signs include biting, throwing, hitting, and yelling. Help the child to calm himself and engage appropriately with people and the environment.
4. Use words and expressions to communicate understanding of what children are feeling, struggling with, or wanting. Help older toddlers with the words to communicate their feelings to other children as well as to teachers and parents.
5. Provide a balance of quiet and active periods in the daily routine. Research has shown that having the opportunity to experience nature every day has a positive effect on children's moods, physical health, and behavior. Structure the outdoor environment so that it is a safe place in which children can take risks and make discoveries.
6. Predictable daily routines and an organized environment support young children's immature brain regions that govern self-regulation. Responsive adults help to co-regulate children's physical states and emotional states.
7. Young children are naturals at learning mindfulness. They can learn to calm themselves by focusing on their breath. Teaching children to be kind to themselves and others creates a calmer classroom.
8. Talk to children. Offer guidance that focuses on what young children should do rather than on what they should not do. Example: 18-month-old is climbing on furniture in the classroom and teachers says, "You want to climb. Let's go outside where you can climb safely on the climber."
9. Reflect about your ability to accept the strong emotions of a baby who is upset.
10. "Being with"—sharing the experience with no attempt to change what the person is doing or believing—is a skill that requires acceptance, practice, and reflection.



11. For an excitable or anxious child, become calm, subtle, and mindful. Take a deep breath yourself so that the child can sense you as calm, open, and able to co-regulate the child—just by being beside and/or holding the child.
12. Recognize the child's need for balance between independence and security. A child needs to feel both mastery and safety.
13. Stay emotionally involved, calm, and available while you are setting limits. Take a deep breath yourself, encourage the child/ren to also take a deep breath to give you all a minute to think about the next step.
14. Talk to the children. Explain what you are doing and what is coming next. Give children time to understand your tone of voice as well as your words.
15. Understand that a fundamental task of the early years is to develop a sense of self and others. This means lots of trial and error, frustration, and self-centered behaviors; understand this as a part of normal development.



# Language, Communication, and Emergent Literacy Development

## The standard of Language, Communication, and Emergent Literacy Development addresses a child’s ability to communicate.

This includes his or her ability to express thoughts, feelings, and information in a way that is understood by others, as well as the ability to understand that which others express. The development of language and communication supports all standards of development in the infant-toddler period. This process of language learning begins at birth and remains one of the most important human functions throughout one’s life, functioning as a precursor for social and academic competencies. It is the means by which humans build relationships, share meaning, and express needs.

Babies listen to adults’ speech and attend to adults’ cues. They express themselves through crying, facial expressions, and simple gestures like reaching and turning away. As children grow, their ability to communicate becomes more sophisticated, using words, intentional gestures, and eventually grammatically correct sentences to express their wants, needs, feelings, and ideas.

This ability for verbal and nonverbal communication is intrinsically tied to the skills of reading and writing, all of which are strong predictors of later academic success. Early experiences with language thus play an essential role in preparing young children to thrive in educational settings. While research shows that children are natural language learners, environmental factors strongly impact this process. Some of these factors include supportive relationships with adults who frequently speak and listen to children, relationships with adults who consistently model effective oral and written communication, and a rich literacy environment that encourages children to engage actively with books and being read to on a daily basis.

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Some children have developmental delays or disabilities that limit expressive language in particular. Alternate methods of communicating, like baby sign language, can enhance communication and limit frustration. Receptive language, unless the child is deaf, is enhanced by speaking to the developmentally delayed/disabled child the same as with typically developing peers.

This standard is organized into three strands: Listening and Receptive Language; Speaking and Expressive Communication; and Emergent Literacy Development.

There are two sub-strands: Foundations for Reading and Foundations for Writing.

## **Standard: Language, Communication, and Emergent Literacy Development**

### **This standard contains three strands**

- Listening and Receptive Language
- Speaking and Expressive Communication
- Emergent Literacy Development
  - » **Sub-strands:**
    - Foundations for Reading
    - Foundations for Writing

## 1.0 Strand: Listening and Receptive Language

The strand of Listening and Receptive Language focuses on the child’s developing ability to understand words and increasingly complex utterances.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
LL 1.0.1	Respond to caregivers when they talk by turning toward them.	<ul style="list-style-type: none"> <li>■ Quiet down and turn head toward a familiar voice or sound.</li> <li>■ Watch a person’s face and hands when they are talking or gesturing.</li> <li>■ Respond with smiles when spoken to or when greeted with a smiling face.</li> <li>■ Respond when spoken to with their own noises.</li> <li>■ React to tone of voice by becoming excited, scared, or soothed.</li> <li>■ Lift arms when caregiver gestures or say, “Up” while being picked up.</li> </ul>
LL 1.0.2	Respond to nonverbal communication of others.	
LL 1.0.3	Show interest and listen to familiar sounds and language of others.	
LL 1.0.4	Understand gestures, words, questions, or routines.	
LL 1.0.5	Understand the names of familiar objects.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
LL 1.0.6	Listen attentively before responding.	<ul style="list-style-type: none"> <li>■ Look at person who calls baby’s name or speaks to baby.</li> <li>■ Quiet down or get excited when hearing familiar voices.</li> <li>■ Respond with gestures or words when asked if baby wants to eat or play.</li> <li>■ Look for ball when asked, “Where is the ball?”</li> <li>■ Seek to gain the attention of caregiver through noises and/or gestures.</li> </ul>
LL 1.0.7	Respond with gestures or words to simple requests or questions.	
LL 1.0.8	Initiate mutual sharing of attention.	
LL 1.0.9	Begin to show an understanding and respond to one-step instructions having to do with the current situation.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
LL 1.0.10	Wait to listen to simple directions or requests before acting.	<ul style="list-style-type: none"> <li>■ Follow some simple instructions such as, “let’s go outside,” or, “get your hat.”</li> <li>■ Understand when told it is time to eat by going to wash hands or coming to the table.</li> <li>■ Laugh when told a silly rhyme or story.</li> <li>■ Imitate sounds when hearing noises that animals make.</li> </ul>
LL 1.0.11	Show an understanding of the meaning of others’ comments, questions, requests, or stories.	
LL 1.0.12	Follow simple one-step directions and instructions.	
LL 1.0.13	Understand more abstract, complex statements and requests that refer to positions in space, ideas, feelings, and the future.	
LL 1.0.14	Show enjoyment in sharing back and forth/ listening and responding to conversations with familiar people.	
LL 1.0.15	Recognize different types of sounds.	

## 2.0 Strand: Speaking and Expressive Communication

The strand of Speaking and Expressive communication focuses on the child’s developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances, and to use language to express thoughts and ideas.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
LL 2.0.1	Respond to caregivers when they talk by turning toward them.	<ul style="list-style-type: none"> <li>■ Gaze at caregiver during a feeding.</li> <li>■ Repeat sounds such as “da da da da” or “ba ba ba ba.”</li> <li>■ Lift arms to communicate a desire to be held.</li> <li>■ Shake head back and forth and say, “no” when not wanting to do something.</li> <li>■ Make sounds when the caregiver is chanting a rhyme.</li> <li>■ Put arms up above head when the adult says, “soooo big.”</li> <li>■ Mimic adult actions when playing “sooo big.”</li> <li>■ Pull the caregiver’s hands away from his face during a game of peek-a-boo.</li> </ul>
LL 2.0.2	Use several types of cries for expressing hunger, discomfort, fear, and other emotions.	
LL 2.0.3	Start to use sounds, vocalizations, and gestures to get attention and communicate wants, needs, and feelings.	
LL 2.0.4	Interact with others in ways expected by their family or community (e.g., smiles, gurgles, movements).	
LL 2.0.5	Take turns by making sounds in response to adult talking.	
LL 2.0.6	Play with making/ repeating different sounds and babbles.	
LL 2.0.7	Use different forms of communication (e.g., sounds, actions).	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
LL 2.0.8	Use sounds, words, or signs to communicate wants, needs, and feelings.	<ul style="list-style-type: none"> <li>■ Point to a favorite toy and look at caregiver.</li> <li>■ Use long strings of babbles together.</li> <li>■ Use two words together, such as “Daddy give.”</li> <li>■ Learn simple signs for “more,” “all done,” and “thank you.”</li> <li>■ Initiate interactions by touching, vocalizing, or offering a toy.</li> <li>■ Use words such as “bottle,” “up,” or “more.”</li> <li>■ Wave “bye-bye” to mother upon leaving.</li> <li>■ Say “yes” or “no” when asked a simple question.</li> <li>■ Say, “mmm” when eating, after a parent says, “mmm.”</li> </ul>
LL 2.0.9	Participate in back-and-forth interactions with language with family and caregiver.	
LL 2.0.10	Use the name or sign for familiar objects, animals, or people.	
LL 2.0.11	Imitate sounds or familiar words of home language.	
LL 2.0.12	Use a vocabulary of 25-50 words in home language consistently.	
LL 2.0.13	Use familiar gestures such as waving goodbye.	
LL 2.0.14	Use basic conversational rules of turn taking when communicating.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
LL 2.0.15	Use home language with a vocabulary of 50 or more words and sometimes use two or three-word sentences, not necessarily using correct grammar.	<ul style="list-style-type: none"> <li>■ Use own name when referring to self: "Ahmad's marker."</li> <li>■ Use words like "mine," "yours," and "his" to indicate who owns each toy.</li> <li>■ String 2-3 words together to make sense: "Where mama go?"</li> <li>■ Example of typical Saudi children's rhyme.</li> <li>■ Wave Bye-bye; put arms up signaling wish to be picked up.</li> </ul>
LL 2.0.16	Speak clearly so as to be understood by caregivers and many other adults.	
LL 2.0.17	Communicate orally to 2-3 people at a time.	
LL 2.0.18	Participate in back-and-forth conversations containing a few turns, with each turn building upon what was said in the previous turn (e.g., ask questions and answer questions with two or three-word responses).	
LL 2.0.19	Expand sign language repertoire (for child with developmental delays/disabilities).	
LL 2.0.20	Repeat simple rhymes or chants.	
LL 2.0.21	Use common gestures to communicate.	

### 3.0 Strand: Emergent Literacy Development

The strand of Emergent Literacy Development focuses on the child’s developing interest and engagement with literacy-based materials (print in the environment) and activities foundational to reading and writing.

#### 1.0 Sub-strand: Foundations for Reading

The sub-strand of Foundations for Reading focuses on the child’s developing interest and engagement with literacy-based materials (print in the environment) and activities, such as being read to.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
LL 3.1.1	Respond with interest to a caregiver’s talking and reading.	<ul style="list-style-type: none"> <li>■ Look at books, pat the pictures, or bring book to mouth.</li> <li>■ Point to a photo of a family member.</li> <li>■ Hold a book (it may be upside down) and try to turn the pages.</li> </ul>
LL 3.1.2	Listen and attend to repetitions of familiar words, chants, or rhymes.	
LL 3.1.3	Show interest in books, photos, pictures, and drawings.	
LL 3.1.4	Show interest in holding and mouthing books.	
LL 3.1.5	Show pleasure when being read to.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
LL 3.1.6	Show interest in and involvement with books and other print materials.	<ul style="list-style-type: none"> <li>■ Make motions for familiar games, such as “pat-a-cake” or other chants and finger plays.</li> <li>■ Point at or name objects, animals, or people in photos, pictures, and drawings.</li> <li>■ Point to a picture of a dog and make a barking noise, or say, “doggie.”</li> <li>■ Turn pages of books, look at the pictures.</li> <li>■ Select and ask caregiver to read a book over and over many times.</li> <li>■ Recognize a favorite book by its cover.</li> </ul>
LL 3.1.7	Sometimes actively participate in book reading, storytelling, and chanting.	
LL 3.1.8	Identify and name characters and objects in books and pictures.	
LL 3.1.9	Show interest in listening to stories about themselves or characters like themselves.	
LL 3.1.10	Attach words to pictures in books or elsewhere.	



Before or Around 36 Months		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
LL 3.1.11	Recognize and understand some symbols.	<ul style="list-style-type: none"> <li>■ See a picture of a flower in a book and pretend to sniff it.</li> <li>■ Look at, turn pages and name people or objects in picture books.</li> <li>■ Answer questions about a book character's words and actions.</li> <li>■ Know several simple rhymes, chants, or stories.</li> <li>■ Bring favorite books for caregiver to read.</li> <li>■ Look at books on their own.</li> <li>■ Make up a story about a picture of a camel and tell it to a teddy bear.</li> <li>■ Act out conversation or actions in favorite story or book.</li> <li>■ Point out letters in own name.</li> </ul>
LL 3.1.12	Show understanding of the meaning of stories and other content of books that a caregiver reads.	
LL 3.1.13	Show interest in reading books, telling stories, and rhyming by initiating these activities and by having "favorite" books, stories, and chants.	
LL 3.1.14	Repeat favorite children's chants/rhymes, often including hand/body movements to go with rhyme.	
LL 3.1.15	Demonstrate book handling skills (e.g., holding book upright, turning most pages).	
LL 3.1.16	Show emerging alphabet awareness (e.g., recognizing letters in name and book titles).	
LL 3.1.17	Begin to understand that print represents words.	

## 2.0 Sub-strand: Foundations for Writing

The sub-strand of Foundations for Writing focuses on the child's developing foundational skills that support future writing activities.

Before or Around 8 Months		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
LL 3.2.1	Transfer and manipulate an object with their hands.	<ul style="list-style-type: none"> <li>■ Grasp a rattle, let go of it, and then try to grasp it again.</li> </ul>
LL 3.2.2	Watch an adult write.	

Before or Around 18 Months		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
LL 3.2.3	Use hands and fingers to grasp small objects.	<ul style="list-style-type: none"> <li>■ Pick up a small toy with the tips of thumb and fingers.</li> <li>■ Pick up large crayon or marker.</li> <li>■ Make marks or scribbles on a paper.</li> <li>■ Use finger paints.</li> <li>■ "Write/scribble" with chalk on sidewalk.</li> </ul>
LL 3.2.4	Make marks on a paper with a large crayon or marker.	
LL 3.2.5	Participate in a variety of art projects to develop fine motor skills needed for writing.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
LL 3.2.6	Make “pictures” of scribbles or shapes on paper to convey meaning or to tell a story.	<ul style="list-style-type: none"> <li>■ Make scribble marks on paper and tell caregiver what is “written.”</li> <li>■ Attempt to draw a circle or/and straight line after watching someone else do it.</li> <li>■ Use writing tools, such as own fingers, large crayons, markers, or paint brushes with paper and/or other writing surfaces (e.g., concrete walks).</li> <li>■ Dictate a story for teacher to write down.</li> <li>■ Pretend to write a grocery list or other example of writing in pretend play activities.</li> </ul>
LL 3.2.7	Use a variety of writing tools (crayons, paint brushes, pencils, pens).	
LL 3.2.8	“Dictate” story for teacher to write down.	
LL 3.2.9	Use “writing” in pretend play.	

## Supporting Language, Communication, and Emergent Literacy Development

# Strategies for Adults Working with Infants and Toddlers

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1. Use every daily routine with babies as an opportunity to enhance oral language by talking back and forth when diapering and responding to their coos and babbles positively. Babies love to listen to “motherese,” that higher pitched, singsong tone.
2. Be attentive to communication. One of the first important lessons about communication that infants learn from adults is that people will pay attention to you when you try to communicate. Watch carefully the baby’s reaction to you. Reflect on what you think the baby is thinking. Try out your guess by responding to baby.
3. Use the child’s ability to participate in joint reference to teach about things in the environment. Point to and talk about body parts on dolls, stuffed animals, and yourself. Talk about what the baby sees when put on your lap or outside in nature. Be aware of the child who does not use pointing to draw teacher attention; this child may need further evaluation by a child development expert.
4. Read, Read, Read. Cuddle with one or several children as you read and share books together every day. Enjoy books at varied times of the day and in varied spaces. Take a blanket outside and read books under a tree.
5. Be a good language model. Finish sentences and thoughts. Do not interrupt the child as soon as you think you know what is being communicated. Use grammatically correct language and correct pronunciations.
6. Expand and extend the child’s language. When you expand conversation, you repeat what the child has said but make it grammatically correct, add additional vocabulary, or add new concepts or thoughts. When you extend a topic, you can partially repeat what the child has said but also add more information. Extensions happen more with older toddlers.
7. Have many books in good condition and accessible to mobile infants and toddlers. Put them on lower shelves so that crawling / sitting babies can pick them out. Sturdy board books that can be explored with all their senses will last longer than those whose pages may tear. Teacher-made books with pictures of the children and their families and pictures capturing the children engaged in play make wonderful books.
8. Provide additional early literacy materials like pictures on the walls, written signs attached to nursery objects (e.g., crib, table, chair), various “writing” implements (e.g, large crayons, markers, paint brushes, sidewalk chalk, paper, poster board).
9. Intentionally encourage children to “dictate” a story or a message to parent that teacher writes down and reads back to child.
10. Provide engaging dramatic play props for toddlers. The opportunity to role-play is essential to also experimenting with language. This includes acting out favorite book characters, writing down grocery lists, etc.
11. Facilitate rhyming, chanting, and movement as part of the language experience for infants and toddlers.
12. Ask questions that inspire more than one-word (yes-no; up-down; good-bad) responses. Encourage children to elaborate their speech.
13. The child with developmental disabilities frequently has difficulty with the fine motor coordination needed to hold a marker, with pressing down sufficiently to draw a line, or with seeing the outline of shapes clearly. Teachers can include the child and praise what s/he can do to minimize the frustration that accompanies inability to master the task.
14. The child with developmental delays or disabilities may not speak until much older. Facilitate use of sign language to encourage child to communicate wants and needs in order to reduce frustration for both child and teacher.



# Cognition and General Knowledge

## The standard of Cognition and General Knowledge addresses how children think and what children know.

Cognition, or how children think, refers to internal mental processes that allow children to create, process, and use information. These processes begin at birth and develop as children grow. Infants explore their surroundings with their senses, cataloguing information about their environment. Note the similar concepts in strands describing Approaches to Learning, Language, Communication, and Emergent Literacy Development, and Health and Physical Development. All domains interact so that children learn in multiple ways.

Cognitive development is the essential building block for conceptual knowledge and thinking skills. As they grow, children’s ability to think about information develops. Babies develop object permanence and form understandings about what is safe (familiar people and environments) and what is unsafe (unfamiliar people and environments). Children begin to think symbolically and represent objects with sounds and words—a skill essential for developing language. As children develop these cognitive skills, their activities change, and their ability to access new information increases.

General knowledge, or what children know, refers to content knowledge acquired in the various domains of learning. Sometimes these are referred to as content areas or subject areas. These are important learning skills and understandings for children to acquire.

It’s also important to remember that infants learn holistically. Young children do not experience social, emotional, intellectual, language, and physical learning separately. Early learning is best fostered in very young children through attending to the “whole child” rather than giving focused attention to one developmental domain at a time. (Shonkoff & Phillips, 2000)

Cognitive development is optimally advanced through play and social interactions. Children engage in cognitive development efforts naturally, as they regard them as play. Through play, infants construct knowledge about themselves, others, and objects. Play is also important to

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learning for young children because it activates the pleasure centers of the brain. Because something is fun and feels good, the brain wants to repeat it. Play activates pleasure. Pleasure results in repetition. And it's the repetition that actually strengthens the learning. (Stamm, 2016)

This standard is organized into five strands: Classification and Grouping; Space and Spatial Relationships; Memory; Cause and Effect; and Imitation and Symbolic Play.

## **Standard: Cognition and General Knowledge**

**This standard contains five strands:**

- Classification and Grouping
- Space and Spatial Relationships
- Memory
- Cause and Effect
- Imitation and Symbolic Play

## 1.0 Strand: Classification and Grouping

The strand of Classification and Grouping addresses the child's developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
CK 1.0.1	Distinguish between familiar and unfamiliar people, places, and objects.	<ul style="list-style-type: none"> <li>■ Turn toward the sight, smell, or sound of their mother.</li> <li>■ Explore objects by mouthing, banging, shaking, or hitting them.</li> <li>■ Demonstrate fear of unfamiliar people or objects.</li> </ul>
CK 1.0.2	Explore differences between objects.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
CK 1.0.3	Group objects or people into two distinct groups (familiar or unfamiliar).	<ul style="list-style-type: none"> <li>■ Place all toy cars on one side of the rug and all blocks on the other side.</li> <li>■ Place stacking things together.</li> <li>■ Build a tall tower next to a short tower.</li> </ul>
CK 1.0.4	Show awareness when objects are in some way connected to each other.	
CK 1.0.5	Recognize differences in size.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
CK 1.0.6	Sort multiple objects by their properties and uses.	<ul style="list-style-type: none"> <li>■ Sort primary-colored blocks into three piles: a red pile, a yellow pile, and a blue pile.</li> <li>■ Put all the vehicles (cars, trucks, and airplanes) in one bin and plastic people into another bin.</li> <li>■ Sort objects in nature (shells, leaves) by size (smaller, larger).</li> </ul>
CK 1.0.7	Put things that are similar but not identical into one group.	
CK 1.0.8	Recognize patterns.	
CK 1.0.9	Match objects with similar attributes.	

## 2.0 Strand: Space and Spatial Relationships

The strand of Space and Spatial Relationships focuses on the child’s developing understanding of how things move and fit in space.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
CK 2.0.1	Begin to learn the properties of objects.	<ul style="list-style-type: none"> <li>■ Look for what is making a sound.</li> <li>■ Drop a toy and watch it fall.</li> <li>■ Watch a caregiver get on knees to find a ball under a chair.</li> <li>■ Move own body through space by rolling, rocking, and possibly crawling.</li> </ul>
CK 2.0.2	Observe people and objects as they move through space.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
CK 2.0.3	Use trial and error to discover how things fit and move in space.	<ul style="list-style-type: none"> <li>■ Stack, sort, push, pull, and turn objects while experimenting with how they fit in space.</li> <li>■ Use two hands to pick up a big truck, but only one hand to pick up a small one.</li> <li>■ Choose a large cookie off the plate instead of a smaller one.</li> <li>■ Respond to the adult suggestion, “Try to squeeze your body between those chairs.”</li> </ul>
CK 2.0.4	Become increasingly aware of the size of objects.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
CK 2.0.5	Demonstrate the ability to judge how objects will fit together and move in space.	<ul style="list-style-type: none"> <li>■ Put together a puzzle with three to four separate pieces.</li> <li>■ Stack rings onto a post with the biggest ring on the bottom, without much trial and error.</li> <li>■ Understand instructions to put an object in a certain place (for example, “Please put your cup on the table.”).</li> <li>■ Use words such as big and little.</li> </ul>
CK 2.0.6	Show understanding of words used to describe size and locations in space.	



### 3.0 Strand: Memory

The strand of Memory focuses on the child's developing ability to store and later retrieve information about past experiences, objects, and people.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
CK 3.0.1	Recognize familiar people, objects, and routines.	<ul style="list-style-type: none"> <li>■ Smile in recognition of familiar caregiver.</li> <li>■ Look for toys that have been dropped or partly covered by a blanket.</li> <li>■ Look for the father after he briefly steps out of the nursery room during drop off in the morning.</li> <li>■ Kick feet in anticipation of being fed when mother positions baby on her lap.</li> </ul>
CK 3.0.2	Show awareness that a person or object still exists even when it no longer can be seen or is not physically present.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
CK 3.0.3	Remember typical actions of people, the location of objects, and steps of routine.	<ul style="list-style-type: none"> <li>■ Look for a missing toy when asked, "Where is the ball?"</li> <li>■ Anticipate and participate in the steps of a nap routine.</li> <li>■ Look out the window and wait for a familiar caregiver to return.</li> <li>■ Place hand over mouth and blow a kiss like they have seen their mother do.</li> </ul>
CK 3.0.4	Understand that people and objects continue to exist even when out of sight.	
CK 3.0.5	Imitate something they have seen another person do.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
CK 3.0.6	Recall information related to his/her activities or interests after short periods of time.	<ul style="list-style-type: none"> <li>■ Look for favorite toy where they left it last.</li> <li>■ Tell a parent, "Today we played in the sand" when picked up from nursery school.</li> <li>■ Wash hands when it is time to eat.</li> <li>■ Get their pillow out of the cubby in anticipation of naptime as soon as lunch is finished.</li> </ul>
CK 3.0.7	Anticipate the series of steps in familiar activities or routines.	
CK 3.0.8	Briefly describe recent past events or act them out.	

## 4.0 Strand: Cause and Effect

The Strand of Cause and Effect focuses on the child’s developing understanding that one event brings about another. All children need to learn the knowledge of sequencing that builds on cause and effect.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
CK 4.0.1	Perform simple actions to make things happen.	<ul style="list-style-type: none"> <li>■ Shake a toy, hear the sound it makes, and then shake it again.</li> <li>■ Clap hands and then look at a parent to get her to play pat-a-cake.</li> <li>■ Look to parent/teacher and clap hands to gain attention, praise self.</li> </ul>
CK 4.0.2	Notice the relationships between events and notice the effects of others on the immediate environment.	
CK 4.0.3	Repeat actions to cause desired effect.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
CK 4.0.4	Combine simple actions to cause things to happen.	<ul style="list-style-type: none"> <li>■ Build a tower with the big cardboard blocks and kick it over to make it fall, then build it again and knock it down with a hand.</li> <li>■ Push a button to turn a toy or radio on and off and repeat action.</li> <li>■ Drop objects from different heights or positions.</li> </ul>
CK 4.0.5	Change the way they interact with objects and people in order to see how it changes the outcome.	
CK 4.0.6	Observe others’ actions to discern the effect they will have on people or objects.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
CK 4.0.7	Demonstrate an understanding of cause and effect by guessing/making predictions about what could happen and reflect upon what caused something to happen.	<ul style="list-style-type: none"> <li>■ Guess/make a prediction about what will happen when a teacher asks, “What do you think will happen when I pour the water in the sand?”</li> <li>■ Say, “She misses her mommy” when a child cries after her mother leaves in the morning.</li> <li>■ See a bandage on a peer’s knee and ask, “What happened?”</li> </ul>
CK 4.0.8	Express beginning understandings of cause and effect.	

## 5.0 Strand: Imitation and Symbolic Play

The strand of Imitation and Symbolic Play focuses on the child's developing ability to mirror, repeat and practice the actions modeled by another and engage in pretend play.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
CK 5.0.1	Repeat simple actions.	<ul style="list-style-type: none"> <li>■ Imitate an adult's facial expressions.</li> <li>■ Imitate an adult's sounds when babbling.</li> <li>■ Hit a drum after the caregiver does it.</li> <li>■ Play pat-a-cake.</li> </ul>
CK 5.0.2	Match expressions of others during interactions.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
CK 5.0.3	Imitate simple actions they observed others doing at an earlier time.	<ul style="list-style-type: none"> <li>■ Try to bite into a plastic apple that looks like a real one.</li> <li>■ Rock a doll to sleep, just as a parent does with a new baby.</li> <li>■ "Talk" while using a rectangular wooden block as a phone.</li> <li>■ Pretend to read book to stuffed animal or doll.</li> </ul>
CK 5.0.4	Reproduce others' actions that have more than one step.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
CK 5.0.5	Reenact multiple steps of others' actions that were observed at an earlier time.	<ul style="list-style-type: none"> <li>■ Pretend to clean up the room and prepare for rest time as was done the day before.</li> <li>■ Pretend to drive a car after observing their father do it.</li> <li>■ Imitate the actions of a firefighter by holding a hose to extinguish a fire.</li> <li>■ Put on fireman's hat and boots to play fireman.</li> <li>■ Put pretend groceries into the basket like mommy does at the market.</li> </ul>
CK 5.0.6	Use one object to represent another object and can pretend to use an object without using a physical object.	

## Supporting Cognition and General Knowledge

# Strategies for Adults Working With Infants and Toddlers

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1. Be playful. Infants and toddlers learn within the context of relationships. Rather than “teach” infants and toddlers, become a curious, interesting play partner yourself.
2. Observe babies’ ways of exploring and learning. Identifying learning as it takes place helps teachers to avoid interfering with or interrupting important intellectual activity. Watch carefully as a child examines an object or action. Reflect on what the child might be thinking.
3. Allow the children to try things out on their own. Frustration and success both enhance learning.
4. Allow enough time for activities. Develop predictable routines for knowing what comes next. Young children need time and cheerful support to finish up an activity in which they are engaged. If hurried, they may get frustrated and even have a tantrum. Give toddlers a warning that they will soon stop what they are doing.
5. Encourage exploration. The mobile infant needs to explore. Close relationships with their teachers provide the secure base from which the mobile infant can come and go. Watch how the baby looks at you, or touches you, before going back to what they are exploring.
6. Be intentional in the materials and toys you choose for your environment. Infants need a variety of safe, responsive objects to explore. Responsive objects change in sound or sight when the infant does something to them. Toddlers with developmental delays may need access to infant toys.
7. Have a variety of toys that can be easily cleaned as well as rotated regularly to keep the environment fresh, safe, and interesting to mobile and older infants.
8. Organize your environment. Too many toys confuse and over-stimulate young children. Have accessible an appropriate amount of toys for the number of children in room.
9. Consider having two of the same toy, especially for mobile infants and toddlers. Waiting and sharing are still new to infants and toddlers. Provide more than one of the most popular toys, allowing for parallel play to occur.
10. Provide toys to practice learning schemes, such as banging, throwing, emptying, filling, shaking, opening, and closing. Mobile infants love to “Dump and Fill” with materials. Have enough baskets, buckets, scoops, and bowls for this kind of activity. Sometimes the favorite toys are simple pots and pans or textured cloth that can be found at home.
11. Look for opportunities to expand child’s thinking by asking questions like, “How can we stack these blocks higher?”
12. All children need to learn the knowledge of sequencing that builds on cause and effect. Think about telling time or playing games by specific rules. The young child with learning differences may have difficulty with this concept in the abstract so needs many varied opportunities to learn cause and effect. Think about activities like putting toys away in their place and playing simple games.





# Patriotism and Social Studies

## The standard of Patriotism and Social Studies addresses the skills and attitudes children should acquire as they grow in the context of Saudi Arabian society.

As young children grow and develop socially, their interest and need to understand their place in a social world grows deeper. As they establish their sense of self-identity, children begin to take greater notice of other people, roles and responsibilities, and how people work and live together. They develop a sense of belonging associated with certain people and places, helping them form a sense of group identity. It is essential to support young Saudi Arabian children in developing this sense of group identity in relationship to their nation, which sits as a cornerstone in Saudi Arabian culture.

Included in the Saudi National Curriculum Framework for Children Ages 0-6 (2018), is content expressing the need for children to be exposed to an international education that is linked to their own essential cultural values, and at the same time facilitates vital connections to the broader world. Starting in early childhood, children need to develop an open, global perspective of learning that respects diversity and enables them to communicate effectively across cultures. Children learn best in a positive environment that promotes tolerance, justice, and peace, mitigates bias and violence, and builds the skills to cope with the rapid changes associated with globalization and recognize its opportunities (United Nations Children’s Fund, 2015). When working with the age group of infants and toddlers, this important learning can begin with the exploring of the cultures represented by the families and children.

As stated in the SELS 3-6, this standard is similar to Approaches to Learning as it pays special attention to the attitudes children develop. Equally important is the development of a historical and cultural knowledge of Saudi Arabia and the skills to live well within its society. The development of these complex feelings of patriotism and citizenship in children are broad goals and occur over many years. These skills and knowledge are not expected to show until children have attended at least one year of kindergarten. (SELS 3-6, 2015, pg. 125)

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The foundation for this later learning begins with the youngest children and their developing sense of personal identity. Then the child develops a sense of “group identity,” the feeling of belonging to a family and the group at nursery school. This process of development continues and later develops into the understanding of their role as a citizen of Saudi Arabia.

For the above reasons, indicators for infants and toddlers have not been identified for this standard; instead, strategies for adults to provide the foundation for this future learning are suggested.



## Supporting Patriotism and Social Studies

# Strategies for Adults Working with Infants and Toddlers

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1. Provide materials in the classroom that reflect important places, practices, and daily life experiences (i.e., books, pictures, paintings, traditional clothing, artifacts, and recordings).
2. Welcome each child and their family members with the prayer “Asslamu Alykum” (Peace be upon you) as they arrive every day, creating a predictable routine that demonstrates the belonging to the nursery school group and the Muslim faith.
3. Encourage families to share their traditions and celebrations with you. Then engage the child with familiar chants and folk stories from their home life experiences throughout their time in nursery school. Post pictures children bring from home of themselves in traditional dress or eating a family meal.
4. Model citizenship-building activities such as reciting the national anthem in the morning or other national chants. Model other citizenship-building efforts by talking to children about being a cooperative citizen as they help to clean up after an activity or meal.
5. During the daily routine, identify pictures and artifacts in the environment (i.e., a picture of the King and geographical places (mosque, library, desert) and other members in the community who might interact with children (doctor, nurse, etc.)). Include items of clothing in the dress up area that are worn by community helpers. Take guided walks around the nursery school to show children the mosque, library, or park.
6. Label in writing pictures of the King and other Saudi national places and artifacts to expose young children to the foundations for emergent literacy.





# Islamic Education

## The standard of Islamic Education addresses essential knowledge and skills for young children to grow and develop in the Islamic Faith.

Islam is at the center of personal and social life in Saudi Arabia, building the foundation for all of a child's other learning. Religious competence is thus extremely important for young Saudi Arabian children to fully develop in and understand their world.

The Islamic education provided to children in Saudi Arabia establishes faith in Allah and addresses children's development of values and dispositions such as love, cooperation, tolerance, humility, and equality. In addition, it builds an understanding of the connections between an individual's well-being and the well-being, strength, and cohesion of society as a whole (Dagestani, 2005).

As stated in the SELS 3-6, young children are not yet equipped to think deeply about and form a full understanding of their religion. Specifically, during the period of birth through three years, children are not expected to grasp the abstract and complicated nature of religious understandings. However, exposure to the values and traditions lays the foundation for their future understanding of their religion.

For the above reasons, indicators for infants and toddlers have not been identified for this standard; instead, strategies for adults to provide the foundation for this future learning are suggested.

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## Supporting Islamic Education

# Strategies for Adults Working with Infants and Toddlers

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1. Demonstrate respect for the individuality of each child and work to develop each child's positive self-concept by accepting each child's developmental abilities, strengths, individual temperament, interests, and preferences and modeling acceptance of others.
2. Model the Islamic values in the way you interact with children, co-teachers, families, and the community. Demonstrate how teachers cooperate and how children cooperate with teachers and peers. Demonstrate humility vs. self-centeredness as a valued action by not boasting, but being grateful for your skills, abilities, and opportunities.
3. Appreciate and acknowledge the attempts of young toddlers to practice behaviors that reflect the values of Islam (example: manners, repeating a prayer).
4. Purposefully explore the natural world with young children and articulate appreciation for its beauty and to its creator.
5. Introduce new ideas that progress from simple and concrete to more complex and abstract. Facilitate these ideas in developmentally appropriate learning experiences, without allocating long periods devoted specifically to Islamic education.
6. Offer Islamic experiences that are interesting, play-based, age appropriate, and culturally informed such as chants, artwork, storytelling, and discussions.
7. Share meditation and mindfulness practices with children and introduce these practices within age-appropriate contexts (examples: encourage children to calm themselves by breathing deep into their belly; encourage children to be kind to one another).
8. Include artifacts related to religious practice into learning corners (examples: block corner accessories include models related to religion, literacy corner includes books and stories related to religious concepts, the dramatic play corner includes a prayer mat, traditional prayer clothes, etc.).





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& Minerals

# Health and Physical Development

## The Health and Physical Development standard addresses the knowledge and skills that children need to maintain personal wellness.

This includes skills and knowledge in areas of health, safety, and motor development.

Providing young children with a foundation in healthy living is essential for encouraging wellness throughout a child's lifespan. Experts suggest that physical health is related to mental health and cognitive function. Due to the large amount of developmental milestones infants and toddlers reach in the first three years, it is vital to understand the relevance of this standard on all the developmental domains.

Children do not develop equally in either time or ability. Some children have developmental disabilities which limit gross and/or fine motor development minimally, or to a large extent. Some may be visually or hearing impaired. Some children may have sensory challenges that limit their participation in some classroom activities. Typically-developing peers may also meet physical milestones at different times and with varying ability. All children can be included in nursery school when teachers support them to succeed to the best of the child's ability. Accommodations for limited ability will help the child to feel included. Early intervention specialists should be consulted to give the classroom teacher and parent instruction in ways to help the child optimize his physical development.

A growing area of concern in early childhood education is the limited amount of time young children spend outdoors. Children's play time and physical activity in the natural world has significantly decreased. This is alarming to experts because research shows that access to green, outdoor spaces is linked to improved cognitive functioning and social competency. (Becker, Lauterbach, Spengler, Dettweiler, & Mess, 2017)

In addition to the importance of promoting active play and movement, teaching infants and toddlers about healthy hygiene by engaging them in washing hands after diapering and

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eating is important for establishing good habits. Good nutritional practices have a clear connection to children's well-being and their long-term health. Breastfeeding infants exclusively for at least the first six months is highly recommended by the World Health Organization and UNICEF because of the extraordinary range of benefits. Nurseries can support breastfeeding mothers by providing a private, comfortable space for them to utilize during their work time and/or refrigerators in which to store breast milk pumped at home.

Teaching children about safety and reasonable risk taking are essential for protecting children who may not yet have the cognitive ability to predict dangers in unfamiliar environments. Parents and educators can support children in this learning by building environments that give children the opportunity to practice and talk about healthy practices and ways to stay safe.

Also concerning is the impact of technology as it becomes more pervasive in our culture, often creating distractions to the adults in infants' lives and changing the quality of connection between adult and baby.

There is new research regarding well-being and mental health. Early introduction to strategies that assist in addressing and reducing stress is important for adults and children. Mindfulness is an important tool for well-being. Even very young children can learn to calm themselves by focusing on their breath. Teachers and parents can co-regulate/help infants by calming them as they interact with infants. Teaching mindfulness strategies to teachers, parents, and children will create a calm, peaceful environment. (Flook, Goldberg, Pinger, & Davidson, 2014)

This standard is organized into two strands: Physical Development and Health and Well-Being.

There are five sub-strands: Gross Motor Development; Fine Motor Development; General Health and Well-Being; Oral Health; and Nutritional Health.

## **Standard: Health and Physical Development**

**This standard contains two strands:**

- Physical Development
  - » **Sub-strands:**
    - Gross Motor Development
    - Fine Motor Development
- Health and Well-Being
  - » **Sub-strands:**
    - General Health and Well-Being
    - Oral Health
    - Nutritional Health



## 1.0 Strand: Physical Development

The strand of Physical Development addresses a child's growth and ability to move his or her body with increasing control and coordination. It is organized into two sub-strands: Gross Motor Development and Fine Motor Development.

### 1.0 Sub-Strand: Gross Motor Development

The sub-strand of Gross Motor Development focuses on the child's development of large muscles/limbs or the whole body, in order to engage in physical activity.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
HP 1.1.1	Develop strength and control of head, arms, legs, and torso using purposeful movements.	<ul style="list-style-type: none"> <li>■ Hold head up when placed on stomach.</li> <li>■ Use arms and legs to move forward or backward when on stomach or back.</li> <li>■ Sit by self when propped up and maintain balance while playing with a toy.</li> <li>■ Roll back to front, front to back independently.</li> </ul>
HP 1.1.2	Move body, arms, and legs with some coordination.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
HP 1.1.3	Move body with purpose to achieve a goal.	<ul style="list-style-type: none"> <li>■ Sit by self independently for an extended length of time.</li> <li>■ Crawl on hands and knees to get a toy.</li> <li>■ Try to stand up while in the sitting position or lower self from standing to sitting.</li> <li>■ Walk while holding onto furniture or people and later walk alone.</li> <li>■ Roll a ball to teacher or peer while sitting on the floor.</li> <li>■ Walk independently.</li> </ul>
HP 1.1.4	Move with increasing coordination, control, and balance.	
HP 1.1.5	Move from one place to another with independence.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
HP 1.1.6	Often demonstrate large-muscle stability, control, and coordination.	<ul style="list-style-type: none"> <li>■ Run independently.</li> <li>■ Walk up steps and down steps, alternating feet, then back down or turn and walk down.</li> <li>■ Run, jump, kick, and throw a ball.</li> <li>■ Hold hands and move with group to participate in circle games.</li> <li>■ Hold simple child's yoga positions/poses.</li> <li>■ Climb on outdoor equipment.</li> </ul>
HP 1.1.7	Demonstrate and practice increasing balance skills.	
HP 1.1.8	Actively run and engage in outdoor environment.	

## 2.0 Sub-Strand: Fine Motor Development

The sub-strand of Fine Motor Development focuses on the child’s development of small muscles to produce movements, touch, grasp, and manipulate objects.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
HP 1.2.1	Use hands and/or feet to touch objects or people.	<ul style="list-style-type: none"> <li>■ Reach for, grasp, and hold small toy in hand.</li> <li>■ Use hands and actions, such as shaking and patting, to explore diverse ways to use a new toy.</li> <li>■ Look at an object in hand while bringing it to mouth.</li> <li>■ Drop and put small blocks into a container.</li> <li>■ Transfer a toy or object from one hand to another.</li> </ul>
HP 1.2.2	Coordinate eyes and hands to reach for and grasp objects to actively explore.	
HP 1.2.3	Use different actions on objects, like mouthing, pounding.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
HP 1.2.4	Develop small-muscle control and coordination.	<ul style="list-style-type: none"> <li>■ Transfer a block, ball, or other toy from hand to hand.</li> <li>■ Hold two blocks, one in each hand, and hit them together to make noise.</li> <li>■ Use pincher grasp with thumb and forefinger together to pick up small objects.</li> <li>■ Hold a crayon, pencil, or writing object and scribble with it.</li> </ul>
HP 1.2.5	Use both hands together to accomplish a task.	
HP 1.2.6	Transfer an object from one hand to another by reaching, grasping, and releasing.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
HP 1.2.7	Control small muscles in hands and fingers to accomplish simple tasks.	<ul style="list-style-type: none"> <li>■ Grip a ball to throw toward another child or to an adult.</li> <li>■ Make lines, circles, or scribbles with a crayon on paper.</li> <li>■ Push and pat puzzle pieces into place.</li> <li>■ String a large wooden bead onto a shoelace.</li> <li>■ Show a preference for one hand or the other.</li> <li>■ Unbutton large buttons.</li> </ul>
HP 1.2.8	Coordinate the fine movements of the fingers, wrists, and hands to manipulate a wide range of objects and materials.	

## 2.0 Strand: Health and Well-Being

The strand of Health and Well-Being focuses on the development of health and safety practices that include daily routines, oral health, and nutrition. It is organized in three sub-strands: General Health and Well-Being; Oral Health; and Nutritional Health.

### 3.0 Sub-Strand: General Health and Well-Being

The sub-strand of General Health and Well-Being focuses on the development of general health and safety practices that become part of a child’s daily routines.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
HP 2.3.1	Express physical needs non-verbally or verbally.	<ul style="list-style-type: none"> <li>■ Cry when hungry and quiet down when picked up for feeding.</li> <li>■ Cry when in any distress and quiet in the arms of a calm teacher.</li> <li>■ Coo, smile, or play with caregiver after being fed or after getting a diaper change.</li> </ul>
HP 2.3.2	Respond during the steps of personal care routines.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
HP 2.3.3	Show an awareness of familiar personal care routines and participate, or resist, participation in the steps of these routines.	<ul style="list-style-type: none"> <li>■ Cooperate when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed.</li> <li>■ Hold hands under water to be washed and notice the feel of the water on skin.</li> <li>■ Accept suggestions and redirection for unsafe behaviors or when in an unsafe situation.</li> </ul>
HP 2.3.4	Participate in self-help skills (hand washing, dressing, etc.).	
HP 2.3.5	Follow adult guidance regarding safe and unsafe behaviors.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
HP 2.0.6	With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.).	<ul style="list-style-type: none"> <li>■ Participate in health care routines, such as using tissues to wipe nose, washing and drying hands, and brushing teeth.</li> <li>■ Respond to “Hot” or “No” and do not touch things when told not to.</li> <li>■ Stop when told, “Stop” and wait for an adult before crossing the street.</li> <li>■ Take a deep breath when feeling scared or anxious.</li> <li>■ Dress and undress self with some assistance.</li> </ul>
HP 2.0.7	Cooperate and/or stop a behavior in response to a direction regarding safety.	
HP 2.0.8	Use adults as resources when needing help in potentially unsafe or dangerous situations.	

### 4.0 Sub-Strand: Oral Health

The sub-strand of Oral Health focuses on the development of oral health practices that become part of a caregiver’s and child’s daily routines.

<b>Before or Around 8 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
HP 2.4.1	Allow caregivers to gently wipe child’s gums after feeding.	<ul style="list-style-type: none"> <li>■ Participate in health care routines to wipe gums.</li> <li>■ Hold teething toy to chew on it.</li> </ul>
HP 2.4.2	Not be left in crib to hold bottle and fall asleep.	
HP 2.4.3	Fuss or cry when teething (the growth of teeth through the gums in young children is a normal process that can make your baby very uncomfortable.).	

<b>Before or Around 18 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
HP 2.4.4	Go to dentist with caregiver after first tooth erupts, or by child’s first birthday.	<ul style="list-style-type: none"> <li>■ Participate in health care routines to brush teeth.</li> <li>■ Go to dentist.</li> <li>■ Take a deep breath when feeling scared or anxious.</li> </ul>
HP 2.4.5	Go to dentist with caregiver every 6 months for prophylactic cleaning, sealing.	

<b>Before or Around 36 Months</b>		
	<b>Indicators:</b> Children will...	<b>Examples:</b> Children may...
HP 2.4.6	Go to dentist with caregiver every 6 months for prophylactic cleaning, sealing.	<ul style="list-style-type: none"> <li>■ Participate in health care routines to brush teeth.</li> <li>■ Go to dentist.</li> <li>■ Take a deep breath when feeling scared or anxious.</li> </ul>

### 5.0 Sub-Strand: Nutritional Health

The sub-strand of Nutritional Health focuses on good nutrition to fuel the young child’s body for both physical and cognitive growth.

Before or Around 8 Months		
	Indicators: Children will...	Examples: Children may...
HP 2.5.1	Demonstrate hunger clearly.	<ul style="list-style-type: none"> <li>■ Fuss when hungry.</li> <li>■ Turn head away or spit out milk/food when full.</li> <li>■ Explore food with hands to get it to mouth.</li> <li>■ Learn to take food from spoon offered by caregiver.</li> </ul>
HP 2.5.2	Regulate the speed and intensity with which they eat.	
HP 2.5.3	Be introduced to easily digested foods at 4-6 months. First solid food mixed with milk (breast or formula) and is cereal of some kind, then gradually other pureed fruits, vegetables, and meats.	

Before or Around 18 Months		
	Indicators: Children will...	Examples: Children may...
HP 2.5.4	Go to dentist with caregiver every 6 months for prophylactic cleaning, sealing.	<ul style="list-style-type: none"> <li>■ Participate in health care routines to wash and dry hands before eating.</li> <li>■ Respond to “Hot” or “No” and not touch things when told not to.</li> <li>■ Explore use of spoon to feed self.</li> </ul>
HP 2.5.5	Explore food with fingers.	
HP 2.5.6	Try new foods when offered.	

Before or Around 36 Months		
	Indicators: Children will...	Examples: Children may...
HP 2.5.7	Begin to recognize and eat a variety of nutritious foods.	<ul style="list-style-type: none"> <li>■ Wash hands before eating.</li> <li>■ Use utensils to feed self.</li> <li>■ Participate in preparing nutritious snacks.</li> </ul>
HP 2.5.8	Distinguish between food and non-food items.	

## Supporting Health and Physical Development

# Strategies for Adults Working with Infants and Toddlers

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1. Provide an environment in which children may safely be physically active, learning to take reasonable/calculated risks with their bodies and learn movements like yoga.
2. Limit the use of restraining devices such as infant seats and various containers that limit the movement of infants, except when necessary for the child's safety.
3. Always place babies on their back for safe sleeping and on their tummies for supervised play time to strengthen their arm/leg, neck, and core muscles.
4. Allow babies to experience open spaces during alert times, such as lying on a blanket on the floor or outdoor, shaded grass area.
5. Provide close supervision as babies learn to move and explore environment.
6. Childproof the spaces babies will explore; perform daily safety checks.
7. Observe older infants/ toddlers increasing physical skills that are used in playing, walking, running, jumping, throwing, and climbing.
8. Use poison symbols in classroom and at home and teach child what they mean.
9. Explain when things are hot and too hot to touch safely; cold and too cold to touch safely.
10. Introduce child to safety personnel and places (e.g., firefighters and fire stations; doctors and hospitals).
11. Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle; "You should always hold my hand when we walk in a parking lot.").
12. Comment positively when child behaves safely.
13. Provide opportunities for babies to practice reaching, grasping, releasing, and grasping again various small (safe) objects and toys, realizing that dropping or fumbling is natural.
14. Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs, and pegboards, beads to string, and lacing cards, being watchful that pieces of toys/materials are not choking hazards.
15. Provide the mobile infant and toddler supervised opportunities for sensory experiences using sand or water and other sensory materials.
16. Encourage proper nutrition and exercise by offering healthy food, modeling healthy habits, and teaching good hygiene practices.
17. Provide opportunities for toddlers to develop and use self-help skills, such as feeding and dressing self.
18. Take care of your own health and well-being! Caring for young children requires your full attention and energy. Learn strategies for reducing stress, such as meditation and yoga, and explore the benefits to a positive attitude and good health practices for yourself.







# Glossary

## Introduction

**Adaptations:** Modifications made to the environment or activity plan to accommodate for a range of developmental and physical needs.

**Administrator:** The individual responsible for planning, implementing, and evaluating a nursery and/or kindergarten. This includes principals, executive directors, school directors, assistant directors, managers, supervisors, curriculum specialists, and other leaders in community-based organizations, schools, and other settings.

**Age Groupings:** Three broad, somewhat overlapping age groups that describe major changes during the infant and toddler periods: 0-8 months (Young Infants), 6-18 months (Mobile Infants), 15-36 months (Older Infants or Toddlers).

**Assessment:** The process of obtaining information from multiple indicators and sources of evidence, organizing and interpreting that information, and then evaluating it to make an appraisal. Assessment is used to: (1) make sound decisions about teaching and learning, (2) identify significant concerns that may require focused intervention or referral to an early intervention specialist for individual children, and (3) help programs improve their educational and developmental interventions.

**Attachment theory:** A psychological model that attempts to describe the dynamics of long-term interpersonal relationships between humans. Attachment specifically refers to the bond between a child and his or her parents and/or caregivers.

**Brain architecture:** The structural formation of brain circuitry, comprised of billions of connections between neurons. This structure forms during moment-to-moment interactions between adult and child and/or child and child and is the basis of brain activity and is responsible for enabling behavior. “Research has found that core brain development, 85% of which occurs in the first three years of life, shows differences in brain structure and function based on the child’s experiences in relationships with others and with their social context” (Shonkoff & Phillips, 2000).

**Caregiver:** Any adult with responsibility for the care and well-being of a child. This may be a parent, grandparent, other family member, person in the community (such as a neighbor), teacher, or person hired to provide care.

**Checklist:** A list of items that can be scored as “yes” or “no.”

**Classroom-based assessment:** The type of assessment used by teachers on a day-to-day basis to collect information and evidence about each child’s development and learning to inform her or his practice. Methods for this include observation and recording, work sample collections, and audio and video recording. It does not typically include the use of norm-referenced assessments or tests.

**Cognitive:** A modifier used to refer to the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

**Content:** The substance or subject matter that is the object of children's learning and also the knowledge (certain vocabulary and concepts) and skills in an area of learning. Content for children birth to 3 is communicated through attitudes and emotions of caregivers.

**Continuum:** A collection or continuous progression of values each varying by minute degrees, but of which the beginning and end are entirely distinct.

**Co-regulate:** The effort by parent or caregiver to help the child to manage emotions/feelings. Co-regulatory efforts include holding, speaking, rocking, and sitting beside the child.

**Curriculum:** The plans, materials, and content for experiences through which children's learning will take place. Curriculum can refer to the written resources used by teachers in a school.

**Developmental screening:** A brief standardized procedure designed to quickly appraise a large number of children to find out which children need further evaluation. Screening typically is a process that includes use of a norm-referenced instrument, information provided by a child's teacher, and information provided by a child's family.

**Developmentally appropriate:** A modifier used to refer to content or other components of early childhood education that refers to the trajectory of children's development as well as to children's individual strengths, needs, learning styles, temperament, etc., and the social and cultural context in which children live.

**Diagnostic evaluation tool:** An instrument used by a specialist to perform an in-depth appraisal of a child to identify his or her specific abilities and needs. This is frequently administered after a teacher or family member has noticed a child potentially exhibiting special needs in a screening. Sometimes referred to as diagnostic assessment.

**Domains:** Specific areas of development and learning, typically used to refer to instructional practices for children. Children 0-3 meet recognizable milestones in each domain. (See also Cognitive, Language, Literacy, Social and Emotional Development, Fine motor, Gross motor).

**Early childhood community:** All members of the society with a specific interest in early childhood care and education, especially young children, parents and caregivers of young children, early and childhood educators.

**Early childhood education (ECE):** A field of study referring to group settings serving children from birth through age 8 (typically meaning third grade). Sometimes referred to as early care and education or early learning.

**Early childhood education setting:** Any place in which young children receive care and education. Typically, this refers to a nursery, a school, or a classroom within a school.

**Early childhood educators/early childhood professionals:** Professionals who work with or on behalf of young children—specifically teachers, administrators, and trainers.

**Empathy:** The ability to identify and share another person’s emotional state. A critical skill for healthy families and communities.

**Evidence-based framework:** A structure that is built upon scientifically valid research.

**Expert:** A person with a comprehensive and authoritative knowledge of a particular area.

**Expressive language:** A child’s ability to use language, including sounds, words, and gestures, to express desires and needs. (See also Receptive language and Language)

**Identified special needs:** One or more developmental or physical delays or disabilities that have been formally diagnosed by a specialized professional. (See also Special needs)

**Inclusion:** The values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of their families, community, and society.

**Infant:** A child between the ages of birth to 15 months. 15- 36 months is referred to as an older infant or toddler.

**Kindergarten (in Saudi Arabia):** (1) A school for children 3–6 years of age, and (2) a term that refers to the level of schooling children receive between the ages of 3–4, 4–5, and 5–6 years.

**Language:** A method of human communication, spoken, written, or nonverbal, in which words, sounds, or gestures are used in a structured and conventional way. (See also Expressive language and Receptive language)

**Literacy:** The ability to read and write. Likewise, pre-literacy skills support a child’s ability to read and write.

**Mentoring:** A relationship-based process between colleagues in similar professional roles through which a more-experienced individual with adult learning knowledge and skills (the mentor) provides guidance and acts as an example to the less-experienced protégé (the mentee).

**Milestones:** Actions or events that mark a significant change or stage in a child’s development.

**Mindfulness:** “Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally” (Kabat-Zinn, 1994, p. 4).

**Neurodevelopment (see also Brain Architecture):** How the human brain grows and develops.

**Nursery (in Saudi Arabia):** A setting where children birth to 36 months are cared for during work hours. Care is “a stable environment that is sensitive to children’s health and nutritional needs, with protection from threats, opportunities for early learning, and interactions that are responsive, emotionally supportive, and developmentally stimulating” (Britto, et al., 2017).

**Play:** Physical or mental activity that a child engages in for enjoyment or amusement. In early childhood settings, play provides opportunities for children to learn about themselves, make friends, and develop and practice skills. Play includes physical play, object play, pretend or dramatic play, constructive play, and games with rules.

**Receptive language:** A child’s ability to understand words and gestures spoken to him/her. (See also Expressive language and Language)

**Relationship-based:** Relationships are built through everyday routine actions like feeding, changing diapers, talking, and reading to little children. Relationships with safe, consistent, responsive adults are critical to allow children to grow, explore, and learn.

**School readiness:** Foundational skills children need for success in school and life. These skills include language and literacy, but also social-emotional, cognitive, and physical skills developed starting in infancy.

**Social and emotional development:** Describes children’s relationships with others, their self-understanding, and their ability to identify and regulate their emotions.

**Special needs:** Children with delays and/or learning differences that are not severe enough to qualify for formal diagnosis but benefit from individualized interaction/guidance to optimize growth and learning. (See also Inclusion)

**Teacher:** The adult with primary responsibility for a group of children, who spends the vast majority of time with this one group of children who occupy an individual classroom or well-defined space.

**Teacher training:** A learning experience, or series of experiences, specific to an area of inquiry and a related set of skills or dispositions that is delivered by a professional(s) with subject matter and adult learning knowledge and skills.

**Teaching:** Has a goal of enhancing development and learning. Teachers use their knowledge and judgment to make intentional decisions about which materials, interactions, and learning experiences are likely to be most effective for the group and for each individual child within that group.

## Approaches to Learning

**Attend (to something):** To focus one’s attention on a stimulus.

**Attune:** To respond contingently/accurately to a child’s request for attention, need fulfillment, and distress.

**Flexibility:** An ability and willingness to change or compromise.

**Prior knowledge:** Information that children have previously learned through their experiences.

**Self-initiated (activities):** Activities that a child has chosen and begun independently of adult instruction.

**Senses:** The means by which humans and other living creatures perceive stimuli, specifically the senses of sight, hearing, taste, touch, and smell.

**Temperament:** Describes the characteristic way in which individuals—children and adults—interact with the world (NAEYC, 2013).

## Social-Emotional Development

**Associative play:** A stage of Mildred Parten's stages of play theory, in which children are still playing mostly independently but show an interest in the actions of others. A child in this stage might copy what another child is doing or interact with another child without linking their activities.

**Begin to:** A term used in the document to indicate that a child is beginning to show development in a skill or knowledge area but is not yet at a mastery level.

**Circle:** A time when all children convene in a group for the purposes of sharing experiences, practicing back-and-forth communication skills, and, particularly for older children, introducing a concept or skill.

**Cooperative play:** A stage of Mildred Parten's stages of play theory, in which children interact with one another for the purpose of play.

**Delayed gratification:** The ability to resist the temptation of an immediate reward and instead wait for a later, potentially larger reward.

**Imaginative (or pretend) play:** A type of play in which a child is acting as though an invented scenario is actually happening.

**Parallel play:** An early stage of play when children play independently beside each other with no/little attempt at joint play. Infants and toddlers primarily engage in parallel play. (See also Associative play)

**Primary caregiver:** Means that each child is cared for by only the same one or two adults, allowing the adult to come to know the child very well and the child to form a strong emotional bond (attachment) with that adult (NAEYC, 2013).

**Prosocial behavior:** Behavior that is positive and cooperative and enhances the social environment. (See also Empathy)

**Relationships (see also Relationship-based):** “Nurturing emotional relationships are the most crucial primary foundation for both intellectual and social growth” (Brazelton & Greenspan, 2000).

**Routines and transitions:** These include arrival and departure, diapering, napping, cleanup, hand washing, meals and snacks, and moving from one activity to another (such as preparing to go outdoors, sit at the table for mealtime, etc.).

**Small group:** A small group of children (Young infants = 2 children, Mobile infants= 2-3 children, Older infants or toddlers = 4 children) formed to enable teachers to offer more focused experiences and support the development of trusting relationships between infants and adults. Teachers may be introducing a new skill or concept, reducing the over-stimulation of very young children, engaging children in solving a problem, or applying a concept they have already introduced.

## Language, Communication, and Emergent Literacy Development

**Alphabetic awareness:** The recognition of letters, including their names, forms, and sounds.

**Decode:** Applying one’s knowledge of letter-sound relationships to begin to be understood by others and correctly pronounce written words.

**Emergent:** In reference to skill development, means that a skill is in the process of development. While the skill is not yet established, clear indicators of development are apparent.

**Encode:** Applying one’s knowledge of letter-sound relationships to begin to scribble marks the child defines as corresponding to spoken words.

**Environmental print:** The text that appears in the environment. This can take the form of signs, labels, logos, etc.

**Grasp:** A term used to refer to one’s hand position around a writing instrument.

**Onset:** A term that refers to the first consonant or consonant blend in a word. (For example, the onset of the word “car” is /c/. The onset of the word “chair” is /ch/.)

**Orally blend:** To combine sounds to make a word or syllable.

**Parts of speech:** The categories to which words are assigned, according to their syntactic functions. (For example, action words—or verbs—are one part of speech.)

**Phoneme:** Any distinct unit of sound found in a specific language.

**Phonological awareness:** The ability to hear sounds in spoken language.

**Print concepts:** Recognition of print, including an understanding that print carries meaning.

**Segment:** In reference to sounds, means to separate the individual sounds in a word. (For example, the word “dog” contains three sounds: /d/ /o/ and /g/.)

**Social conventions:** A culture’s rules for how and when to use language.

**Sound units:** Single sounds.

**Syllables:** Units of speech containing one vowel sound, with or without surrounding consonant sounds. May be a whole or partial word.

**Synonym:** A word that means exactly the same or nearly the same as another word.

**Toddler:** A child between the ages of 12 to 36 months.

## Cognition and General Knowledge

**Cause and effect:** The developing understanding that one event brings about another.

**Compare:** To describe the relationship between two or more things by thinking about their similarities and differences.

**Environmental science:** The study of the earth’s environment, including topics related to the properties of the earth and nature.

**Geometry:** The area of mathematics that involves shape, size, position, direction, and describes and classifies the physical world.

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

**Inferences:** Conclusions arrived at through logical reasoning.

**Inquiry:** A systematic process for using knowledge and skills to acquire and apply new knowledge.

**Life science:** The study of living organisms.

**Measurement:** The area of mathematics that involves comparing area, length, and volume.

**Numerals:** Symbols that represent numbers.

**Object permanence:** Involves the ability to hold a mental image or picture of an object or person in the mind, and to understand that when that object or person is out of sight or beyond hearing, it continues to exist (NAEYC, 2013).

**One-to-one correspondence:** Linking a single number with one and only one object at a time.

**Ordinal numbers:** Numbers that indicate the position of an object in a sequence (e.g., “first,” “second,” etc.).

**Physical science:** The study of inanimate natural objects.

**Props:** Objects used during dramatic play to enhance the dramatization.

**Role play:** A type of play that involves acting like another person or thing, imaginary or real.

**Rote counting:** The action of reciting numbers in order.

**Sort and classify:** A process of categorizing, or grouping, objects according to established criteria.

**Spatial relationships:** The developing understanding of how things move and fit in space. (See also Measurement)

### **Patriotism and Social Studies**

**Geography:** The study of the physical features of the earth and of human activity as it affects and is affected by the land and resources.

**Gulf Region:** The geographical area around and including the Arabian Gulf, including the countries of Kuwait, Bahrain, Iraq, Oman, Qatar, United Arab Emirates, and the Kingdom of Saudi Arabia.

**Natural resources:** Materials or substances that occur in nature and can be used for economic gain.

**Topography:** The arrangement of the natural and artificial physical features of an area.

### **Health and Physical Development**

**Fine motor:** Physical activity that uses the smaller muscle groups of the hands, fingers, and wrists.

**Gross motor:** Physical activity that uses the major muscle groups of the arms, legs, and torso.

**Hand-eye coordination:** The ability to process visual input and coordinate eye movement with hand movement to assist with actions such as catching, reaching, and grasping.



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## Early Learning Standard Resources

- Arizona’s Infant and Toddler Developmental Guidelines  
[www.azed.gov](http://www.azed.gov)
- California Department of Education Preschool Learning Foundations, Volume 2  
[www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf](http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf)
- California Department of Education Preschool Learning Foundations, Volume 3  
[www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf](http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf)
- Colorado Early Learning and Development Guidelines  
<http://www.cde.state.co.us/early/eldgs>
- Georgia Early Learning and Development Standards  
<http://www.gelds.dec.state.ga.us/Search.aspx>
- Massachusetts Early Learning Guidelines for Infants and Toddlers  
[www.eec.state.ma.us/docs1/workforce\\_dev/layout.pdf](http://www.eec.state.ma.us/docs1/workforce_dev/layout.pdf)
- New York State Early Learning Guidelines  
<http://www.earlychildhoodnyc.org/pdfs/eng/ELG.pdf>
- North Carolina Foundations for Early Learning and Development  
<http://ncchildcare.dhhs.state.nc.us>
- Ohio’s Infant and Toddler Guidelines  
[www.occrra.org](http://www.occrra.org)
- Pennsylvania Learning Standards for Early Childhood: Infants-Toddlers  
[http://static.pdesas.org/content/documents/Pennsylvania\\_Early\\_Childhood\\_Education\\_Standards\\_for\\_Infant-Toddler.pdf](http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_Infant-Toddler.pdf)
- Saudi Early Learning Standards for Children Ages 3-6. 2015. Riyadh, Saudi Arabia: Tatweer Educational Services. Saudi National Curriculum Framework, 2018
- State of Alaska Early Learning Guidelines: A Resource for Parents and Early Educators

<https://education.alaska.gov/publications/EarlyLearningGuidelines.pdf>

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

[www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf](http://www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf)

## Recommended Child Development Websites

Alliance for the Advancement of Infant Mental Health

<https://www.allianceaimh.org/>

Arizona First Things First

<https://www.firstthingsfirst.org/>

Center on the Developing Child at Harvard University

<https://developingchild.harvard.edu/>

Center for Disease Control and Prevention, Act Early

<https://www.cdc.gov/ncbddd/actearly/index.html>

Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University

[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

Frank Porter Graham Child Development Institute

<http://fpg.unc.edu/>

Michigan Association for Infant Mental Health

<http://mi-aimh.org/>

National Association for the Education of Young Children

<https://www.naeyc.org/our-work/for-families>

PBS Child Development Tracker

[www.pbs.org/parents/child-development](http://www.pbs.org/parents/child-development)

Program for Infant/Toddler Care

[www.PITC.org](http://www.PITC.org)

Project LAUNCH

<https://healthysafechildren.org//grantee/project-launch>

The Heckman Equation

<https://heckmanequation.org/resource/13-roi-toolbox/>

Zero to Three

<https://www.zerotothree.org/>







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