

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
**Arkansas Framework for
Infant and Toddler Care**



References



Arkansas Division of Child Care and Early Childhood Education, Arkansas Department of Human Services. (2002). *Arkansas framework for infant and toddler care*. AR: Author. Retrieved from <http://www.arkansas.gov/childcare/general/infantframework.pdf>

Arkansas Framework for Infant and Toddler Care	
DEVELOPMENTAL STRAND 1: To learn about themselves - Self-concept development	
Purpose: To develop a positive picture of self that will affect every area of development	
A. Young Infants	
1.1.A. Feels valued and attached to others	SED 5-1 Bonds with Adults 1-3 mos: Enjoys interactions with familiar adults; smiles and laughs 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
1.2.A. Becomes aware of self as a unique individual	SED 4-1 Develops Awareness of Self 1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement
1.3.A. Demonstrates increasing sense of competence and confidence in growing abilities	ATL 1-5 Shows Initiative 4-7 mos: Accepts, reaches for, grasps, or handles familiar toys 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket
1 A.A. Asserts independence	ATL 1-5 Shows Initiative 4-7 mos: Accepts, reaches for, grasps, or handles familiar toys 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket
B. Mobile Infants	
1.1.13. Feels valued and attached to others	SED 5-1 Bonds with Adults 8-12 mos: Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
1.2.13. Becomes aware of self as a unique individual	SED 4-1 Develops Awareness of Self 8-12 mos: Enjoys watching self in mirror
1.3.13. Demonstrates increasing sense of competence and confidence in growing abilities	SED 4-2 Becomes Confident 1-Year Old: Shows confidence in own abilities; is proud to demonstrate abilities
1.4.13. Asserts independence	ATL 1-5 Shows Initiative 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket
C. Toddlers	
1.1.C. Feels valued and attached to others	SED 5-1 Bonds with Adults 1-Year Old: Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task 2-Year Old: Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy

1.2.C. Becomes aware of self as a unique individual	<p>SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p>
1.3.C. Demonstrates increasing sense of competence and confidence in growing abilities	<p>SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do</p>
1 A.C. Asserts independence	<p>ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others</p>

DEVELOPMENTAL STRAND 2: To learn about their feelings - Emotional Development	
Purpose: To understand and express their own emotions and develop empathy	
A. Young Infants	
2A.A. Displays a wide range of feelings and emotions	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p>
2.2.A. Expresses feelings and emotions through gestures, sounds, and - eventually – words	<p>SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes</p>
B. Mobile Infants	
2.1.13. Displays a wide range of feelings and emotions	<p>SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p>
2.2.13. Expresses feelings and emotions through gestures, sounds and - eventually - words	<p>SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures</p>
C. Toddlers	
2.1.C. Displays a wide range of feelings and emotions	<p>SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults</p>
2.2.C. Expresses feelings and emotions through gestures, sounds and - eventually - words	<p>SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p>

	<u>2-Year Old</u> : Expresses a variety of emotions; modifies expression according to reactions of familiar adults
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DEVELOPMENTAL STRAND 3: To learn about other people - Social development	
Purpose: To develop social interaction skills and to enjoy being with others	
A. Young Infants	
M.A. Develops trusting relationships with nurturing adults	SED 5-1 Bonds with Adults <u>1-3 mos</u> : Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos</u> : Knows and responds positively to familiar faces; begins to know if someone is a stranger
3.2.A. Shows interest in peers	SED 6-2 Bonds with Peers <u>4-7 mos</u> : Enjoys social play; may reach, touch, or make sounds toward other children
3.3.A. Demonstrates caring and cooperation	SED 6-1 Builds Empathy <u>1-3 mos</u> : May cry when someone seems upset or when another child cries <u>4-7 mos</u> : Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)
3.4.A Tries out roles and relationships through imitation and pretend play	SED 5-2 Learns from Adults <u>1-3 mos</u> : Imitates some facial expressions <u>4-7 mos</u> : Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
B. Mobile Infants	
3.1.13. Develops trusting relationships with nurturing adults	SED 5-1 Bonds with Adults <u>8-12 mos</u> : Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
3.2.13. Shows interest in peers	SED 6-2 Bonds with Peers <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
3.3.13. Demonstrates caring and cooperation	SED 6-1 Builds Empathy <u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
3.4.13. Tries out roles and relationships through imitation and pretend play	SED 5-2 Learns from Adults <u>8-12 mos</u> : Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing
C. Toddlers	
3.1.C. Develops trusting relationships with nurturing adults	SED 5-1 Bonds with Adults <u>1-Year Old</u> : Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task

	<u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
3.2.C. Shows interest in peers	SED 6-2 Bonds with Peers <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
3.3.C. Demonstrates caring and cooperation	SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others
3.4.C Tries out roles and relationships through imitation and pretend play	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults

DEVELOPMENTAL STRAND 4: To learn to communicate - Language Development	
Purpose: To communicate successfully with others	
A. Young Infants	
4.1.A. Expresses needs and thoughts without using words	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
4.2.13. Identifies with a home language	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
4.3.13. Responds to verbal and nonverbal language	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
4.4.B. Communicates through language	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
4.5.A Shows enjoyment of books and stories	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers

	<u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
B. Mobile Infants	
4.1.13. Expresses needs and thoughts without using words (nonverbal)	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
4.2.13. Identifies with a home language	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
4.3.13. Responds to verbal and nonverbal language	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
4.4.B. Communicates through language	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
4.5.1131. Shows enjoyment of books and stories	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
C. Toddlers	
4.1.C. Expresses needs and thoughts without using words (non-verbal communication)	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
4.2.C. Identifies with a home language	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
4.3.C. Responds to verbal and nonverbal communication	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book" <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
4.4.C. Communicates through language	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
4.5.C. Shows enjoyment of books and stories	LKS 8-1 Develops Early Literacy

	<p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
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DEVELOPMENTAL STRAND 5: To learn to move and do - Physical Development	
Purpose: To develop physical skills necessary to move and do in the world	
A. Young Infants	
5.1.A. Develops gross motor skills	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p>
5.2.A. Develops fine motor skills	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-3 mos:</u> Opens and shuts hands</p> <p><u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people</p>
5.3.A. Coordinates eye and hand movements	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-3 mos:</u> Grasps objects</p> <p><u>4-7 mos:</u> Grasps and releases objects from grasp</p>
5.4.A. Develops self-help skills	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
B. Mobile Infants	
5.1.13. Develops gross motor skills	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>
5.23. Develops fine motor skills	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
5.33. Coordinates eye and hand movements	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects</p>
5.4.B. Develops self-help skills	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p>
C. Toddlers	
5A.C. Develops gross motor skills	<p>PMP 17-5 Develops Large Motor Coordination Skills</p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
5.2.C. Develops fine motor skills	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p>

	<p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
5.3.C. Coordinates eye and hand movements	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p>
5A.C. Develops self-help skills	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p>

DEVELOPMENTAL STRAND 6: To learn to think - Cognitive Development	
Purpose: To develop problem solving abilities and concept attainment	
A. Young Infants	
M.A. Gains an understanding of basic concepts and relationships	<p>CS 13-1 Explores Objects</p> <p><u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
6.2.A. Applies knowledge to new situations	<p>ATL 1-2 Develops Memory</p> <p><u>1-3 mos:</u> Recognizes familiar objects and people</p> <p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p>
	<p>CS 14-1 Solves Problems</p> <p><u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p>
6.3.A. Develops strategies for solving problems	<p>CS 14-1 Solves Problems</p> <p><u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p>
B. Mobile Infants	
6.1.B. Gains an understanding of basic concepts and relationships	<p>CS 13-1 Explores Objects</p> <p><u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p>
6.2.13. Applies knowledge to new situations	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat</p>
6.3.13. Develops strategies for solving problems	<p>CS 14-1 Solves Problems</p> <p><u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p>
C. Toddlers	

6A.C. Gains an understanding of basic concepts and relationships	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
6.2.C. Applies knowledge to new situations	ATL 1-6 Thinks with Creativity & Flexibility <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
6.3.C. Develops strategies for solving problem	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

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