

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:
**Minnesota Birth to Three
Early Childhood Indicators of Progress**



References

Minnesota Department of Human Resources. (2007). *Minnesota's early learning guidelines for birth to 3*. St. Paul, MN: Author. Retrieved from <https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG>

Minnesota Birth to Three Early Childhood Indicators of Progress (2007)	The Vine Assessment System by LifeCubby
Domain: Social and Emotional Development	
Component: Trust and Emotional Security	Vine Indicators
1. Engages in behaviors that build relationships with familiar adults	<p>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 <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 <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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
2. Shows preference for familiar adults	<p>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 <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 <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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
3. Responds to unfamiliar adults cautiously	<p>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 <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 <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</p>

	<p><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</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
4. Seeks to find comfort in new situations	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><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</p> <p><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</p> <p><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</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
5. Shows emotional connection and attachment to others	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><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</p> <p><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</p> <p><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</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p>SED 6-2 Bonds with Peers</p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><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)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Component: Self-Awareness	

1. Expresses feelings and emotions through facial expressions, sounds or gestures	<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 <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <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 <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
2. Develops awareness of self as separate from others	<p>SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror <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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
3. Shows confidence in increasing 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 <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p>
Component: Self-Regulation	
1. Begins to manage own behavior and show self-regulation	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
2. Shows ability to cope with stress	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>

	<p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p> <p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
<p>3. Shows increasing independence</p>	<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> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</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> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p>ATL 2-2 Shows Responsibility</p> <p><u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p> <p><u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
<p>4. Understands simple routines, rules or limitations</p>	<p>ATL 2-1 Understands Routines</p> <p><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p> <p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p> <p>ATL 2-2 Shows Responsibility</p> <p><u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives</p> <p><u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>

Component: Relationships with Other Children	
1. Shows interest in and awareness of other children	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <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 <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
2. Responds to and interacts with other children	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <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 <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
3. Begins to recognize and respond to other children's feelings and emotions	<p>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) <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <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 <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
4. Begins to show concern for others	<p>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) <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <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 <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p>
5. Learns social skills and eventually uses words for	<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>

<p>expressing feelings, needs and wants</p>	<p><u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <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 <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p>SED 6-3 Cooperates with Peers <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p>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 <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 <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 <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
<p>6. Uses imitation or pretend play to learn new roles and relationships</p>	<p>CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>

Domain: Language Development and Communication	
Component: Listening and Understanding	Vine Indicators
1. Shows interest in listening to sounds	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
2. Listens with interest to language of others	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
3. Responds to verbal communication of others	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
4. Responds to nonverbal communication of others	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p> <p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
5. Begins to understand gestures, words, questions or routines	<p>LC 7-1 Develops Receptive Communication</p> <p><u>1-3 mos:</u> Turns head in the direction of a familiar voice</p>

	<p><u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others</p> <p><u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines</p> <p><u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
Component: Communicating and Speaking	
1. Uses sounds, gestures or actions to express needs and wants	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p> <p><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</p> <p><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</p> <p><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"</p> <p><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</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
2. Uses consistent sounds, gestures or words to communicate	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p> <p><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</p> <p><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</p> <p><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"</p> <p><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</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
3. Imitates sounds, gestures or words	<p>LC 7-2 Develops Expressive Communication</p>

	<p><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</p> <p><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</p> <p><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</p> <p><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"</p> <p><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</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
4. Uses sounds, signs or words for a variety of purposes	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p> <p><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</p> <p><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</p> <p><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"</p> <p><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</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
5. Shows reciprocity in using language in simple conversations	<p>LC 7-6 Learns Conversation Structure</p> <p><u>1-Year Old:</u> May participate in back-and-forths; may make eye contact</p> <p><u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
Component: Emergent Literacy	
1. Shows interest in songs, rhymes and stories	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>

	<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> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
2. Shows interest in photos, pictures and drawings	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <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> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
3. Develops interest in and involvement with books and other print materials	<p>LKS 8-1 Develops Early Literacy</p> <p><u>1-3 mos:</u> Experiences stories by being read to by caregivers</p> <p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p> <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> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
4. Begins to recognize and understand symbols	<p>LKS 8-3 Develops Emergent Reading</p> <p><u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning</p> <p><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>

Domain: Cognitive Development	
Component: Exploration and Discovery	Vine Indicators
1. Pays attention to people and objects	<p>ATL 1-1 Is Attentive</p> <p><u>1-3 mos:</u> Watches faces</p> <p><u>4-7 mos:</u> Pays attention to people, objects, and sounds</p> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p>

	<p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>
2. Uses senses to explore people, objects and the environment	<p>CS 13-1 Explores Objects</p> <p><u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</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> <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> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
3. Attends to colors, shapes, patterns or pictures	<p>ATL 1-1 Is Attentive</p> <p><u>1-3 mos:</u> Watches faces</p> <p><u>4-7 mos:</u> Pays attention to people, objects, and sounds</p> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p>
4. Shows interest and curiosity in new people and objects	<p>ATL 1-4 Is Curious</p> <p><u>1-3 mos:</u> Turns head toward the sound of a familiar voice</p> <p><u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden</p> <p><u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p><u>1-Year Old:</u> Shows interest in learning about new objects or experiences</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
5. Makes things happen and watches for results or repeats action	<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> <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> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
Component: Memory	
1. Shows ability to acquire and process new information	<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><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p><u>3-Year Old:</u> Recalls some elements of a story</p>
2. Recognizes familiar people, places and things	<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><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p><u>3-Year Old:</u> Recalls some elements of a story</p>
3. Recalls and uses information in 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><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p><u>3-Year Old:</u> Recalls some elements of a story</p>
4. Searches for missing or hidden objects	<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><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p><u>3-Year Old:</u> Recalls some elements of a story</p>
Component: Problem Solving	
1. Experiments with different uses for objects	<p>CS 14-1 Solves Problems</p> <p>Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</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> <p><u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
2. Shows imagination and creativity in solving problems	<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>

	<p><u>1-Year Old</u>: Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p> <p><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</p> <p><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</p> <p>CS 14-1 Solves Problems Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</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> <p><u>1-Year Old</u>: Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old</u>: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
3. Uses a variety of strategies to solve problems	<p>CS 14-1 Solves Problems Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</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> <p><u>1-Year Old</u>: Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old</u>: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
4. Applies knowledge to new situations	<p>CS 14-1 Solves Problems Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</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> <p><u>1-Year Old</u>: Tries several times to solve challenging problems, often using more than one approach</p> <p><u>2-Year Old</u>: Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p> <p><u>3-Year Old</u>: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
Component: Imitation and Symbolic Play	
1. Observes and imitates sounds, gestures or behaviors	<p>SED 5-2 Learns from Adults</p> <p><u>1-3 mos</u>: Imitates some facial expressions</p> <p><u>4-7 mos</u>: Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p> <p><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</p> <p><u>1-Year Old</u>: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p> <p><u>2-Year Old</u>: Uses role play to imitate behaviors by familiar adults</p>

	<u>3-Year Old</u> : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
2. Uses objects in new ways or in pretend play	ATL 1-6 Thinks with Creativity & Flexibility <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 <u>1-Year Old</u> : Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <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
3. Uses imitation or pretend play to express creativity and imagination	CCA 21-4 Participates in Dramatic Play <u>1-Year Old</u> : Uses imitation or pretend play to express creativity and imagination <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play

Domain: Physical and Motor Development	
Component: Gross Motor Development	Vine Indicators
1. Moves body, arms and legs with coordination	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old</u> : Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions <u>2-Year Old</u> : Walks up and down stairs with help; participates in physical activities indoors and outdoors <u>3-Year Old</u> : Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
2. Demonstrates large muscle balance, stability, control and coordination	PMP 17-1 Develops Perception & Balance <u>1-3 mos</u> : From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos</u> : Reaches for objects; sits with and then without support of hands <u>8-12 mos</u> : Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old</u> : Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old</u> : Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion <u>3-Year Old</u> : Stands on 1 foot for about 3 seconds; jumps with two feet
3. Develops increasing ability to change positions and move body from place to place	PMP 17-1 Develops Perception & Balance <u>1-3 mos</u> : From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos</u> : Reaches for objects; sits with and then without support of hands

	<p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
4. Moves body with purpose to achieve a goal	<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> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
Component: Fine Motor Development	
1. Uses hands or feet to make contact with objects or people	<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> <p><u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects</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> <p><u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p>
2. Develops small muscle control and coordination	<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> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</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> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
3. 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> <p><u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects</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>

	<p><u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p>
4. Uses different actions on objects	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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 <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
5. Controls small muscles in hands when doing simple tasks	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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 <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
Component: Physical Health and Well-Being	
1. Shows characteristics of healthy development	<p>PMP 19-1 Develops Meal Time Independence <u>1-3 mos:</u> Cries when hungry <u>4-7 mos:</u> Starts to eat solid food <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p> <p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>

	<p>PMP 19-4 Develops Naptime Independence <u>1-Year Old:</u> Can put self to sleep at naptime <u>2-Year Old:</u> Puts self to sleep at naptime <u>3-Year Old:</u> Puts self to sleep at naptime</p> <p>PMP 20-1 Learns about Nutrition <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule <u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule <u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
2. Responds when physical needs are met	<p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
3. Expresses physical needs nonverbally or verbally	<p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
4. Participates in physical care routines	<p>PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</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> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
5. Begins to develop 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> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</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> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
6. Begins to understand safe and unsafe behaviors	<p>PMP 20-2 Learns Safety Rules</p> <p><u>1-3 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p> <p><u>4-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> <p><u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p>

DISCLAIMER:

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