

# 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:  
**South Carolina's Infant & Toddler Guidelines**



South Carolina  
Department of Education  
Together, we can.

## References



South Carolina Department of Education. (2009). *South Carolina's infant & toddler guidelines*. SC: Author.  
Retrieved from <https://ed.sc.gov/scdoe/assets/file/programs-services/64/documents/infanttoddlerguidelines.pdf>

<b>South Carolina's Infant &amp; Toddler Guidelines</b>	<b>Vine Assessments by LifeCubby</b>
<b>Physical Health</b>	<b>Vine Indicators</b>
Guideline: Health Practices	
Health care: The child will have access to care from a primary health provider, regardless of economic status and geographic location.	
<b>Birth - 8 months</b>	
I need to receive regular check-ups that include appropriate screenings, immunizations and guidance about my development.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>6 - 18 months</b>	
I need to receive regular check-ups that include appropriate screenings, immunizations and guidance about my development.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>16 - 36 months</b>	
need to receive regular check-ups that include appropriate screenings, immunizations and guidance about my development.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
Handwashing: The child will be exposed to and assisted with frequent and proper handwashing.	
<b>Birth - 8 months</b>	
will receive handwashing at appropriate times. (If I am unable to stand or too heavy to hold safely, my hands can be washed with a damp paper towel moistened with a drop of liquid soap, and then wiped clean with a clean, wet, paper towel.)	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
<b>6 - 18 months</b>	
With assistance from a caregiver, I will wash my hands once I am able to stand safely at the sink.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
<b>16 - 36 months</b>	
With assistance from a caregiver, I will wash my hands once I am able to stand safely at the sink.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Diapering and toileting: The child will be appropriately diapered or assisted	

with toileting to prevent the spread of illness.	
<b>Birth - 8 months</b>	
I will be appropriately diapered.	<i>See LifeCubby's Diaper/Potty Form</i>
<b>6 - 18 months</b>	
I will be appropriately diapered.	<b>PMP 19-3 Becomes Toilet Trained</b> <u>1-Year Old:</u> Shows interest in the process of toileting
<b>16 - 36 months</b>	
I will be appropriately diapered and, toward the end of this period, I may show signs that I am ready to learn to use the toilet.	<b>PMP 19-3 Becomes Toilet Trained</b> <u>1-Year Old:</u> Shows interest in the process of toileting <u>2-Year Old:</u> Toilet training is underway
<b>Guideline: Oral Health</b>	
<b>Tooth eruption: The child will display appropriate tooth eruption.</b>	
<b>Birth - 8 months</b>	
I will display appropriate tooth eruption.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>6 - 18 months</b>	
I will display appropriate tooth eruption.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>16 - 36 months</b>	
I will display appropriate tooth eruption.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>Oral health: The child will display good oral health.</b>	
<b>Birth - 8 months</b>	
I will display good oral health.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>6 - 18 months</b>	
I will display good oral health.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>16 - 36 months</b>	
I will display good oral health.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>Dental care: The child needs to receive appropriate dental check-ups from a dentist and appropriate dental treatment.</b>	
<b>Birth - 8 months</b>	
I need to have my first oral examination from a dentist within six months of the first tooth eruption and by 12 months of age.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>6 - 18 months</b>	
I need to have my first oral examination from a dentist within six months of the first tooth eruption and by 12 months of age.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>

<b>16 - 36 months</b>	
I need to have my second oral examination, as recommended by my dentist, based on my individual needs or risk of disease.	<i>See LifeCubby's Growth Charts and Health Data Forms</i>
<b>Guideline: Positive Nutritional Status</b>	
Physical growth: The child will display appropriate increases in length, weight and head circumference.	
<b>Birth - 8 months</b>	
I will display appropriate increases in length, weight and head circumference.	<b>PMP 20-1 Learns about Nutrition</b> <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
<b>6 - 18 months</b>	
I will display appropriate increases in length, weight and head circumference.	<b>PMP 20-1 Learns about Nutrition</b> <u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule
<b>16 - 36 months</b>	
I will display appropriate increases in length, weight and head circumference.	<b>PMP 20-1 Learns about Nutrition</b> <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

<b>Emotional Development</b>	
<b>Guideline: Attachment</b>	
Attachment: The child will form relationships with consistent caregivers.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close, and I may have formed an attachment relationship with one (or a few) of these caregivers.	<b>SED 5-1 Bonds with Adults</b> <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
<b>6 - 18 months</b>	
In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a	<b>SED 5-1 Bonds with Adults</b> <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>secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.</p>	<p><b>1-Year Old:</b> 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><b>16 - 36 months</b></p>	
<p>In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.</p>	<p><b>SED 5-1 Bonds with Adults</b>  <b>2-Year Old:</b> 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  <b>3-Year Old:</b> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
<p><b>Guideline: Expression of Emotion</b></p>	
<p>Expression of emotion: The child will express feelings through facial expressions, gestures and sounds.</p>	
<p><b>Birth - 8 months</b></p>	
<p>In the beginning of this period, I express contentment and distress. By the end of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear).</p>	<p><b>SED 3-1 Expresses Emotion</b>  <b>1-3 mos:</b> Begins to show emotions with face and body; may begin to smile  <b>4-7 mos:</b> Becomes more assertive in conveying likes and dislikes</p>
<p><b>6 - 18 months</b></p>	
<p>In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). Later in this period, my emotional expressions become clearer and more intentional. By the end of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt.</p>	<p><b>SED 3-1 Expresses Emotion</b>  <b>8-12 mos:</b> Expresses a variety of emotions through facial expressions, sounds, and gestures  <b>1-Year Old:</b> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others</p>

<b>16 - 36 months</b>	
In the beginning of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I can use words to describe how I am feeling, although sometimes my feelings are so strong that I have trouble expressing them in words.	<b>SED 3-1 Expresses Emotion</b> <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
<b>Guideline: Self-Awareness</b>	
Self-awareness: The child will recognize herself or himself as a person with an identity, wants, needs, interests, likes and dislikes.	
<b>Birth - 8 months</b>	
In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am my own separate person.	<b>SED 4-1 Develops Awareness of Self</b> <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
<b>6 - 18 months</b>	
In the beginning of this period, I begin to understand that I am my own separate person. By the end of this period, I recognize myself in the mirror and in photos.	<b>SED 4-1 Develops Awareness of Self</b> <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
<b>16 - 36 months</b>	
In the beginning of this period, I recognize myself in the mirror and in photos. Later in this period, I use pronouns like "I," "me" and "mine" when referring to myself. By the end of this period, I can describe who I am by using categories such as girl or boy, big or little.	<b>SED 4-1 Develops Awareness of Self</b> <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
<b>Guideline: Self-Awareness</b>	
Awareness of emotions: The child will recognize his or her own feelings.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond reflexively or automatically with emotions of distress or contentment. By the end of this period, I express a variety of primary emotions (contentment, distress, joy,	<b>SED 3-1 Expresses Emotion</b> <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

sadness, interest, surprise, disgust, anger and fear).	
<b>6 - 18 months</b>	
In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). By the end of this period, my emotional expressions become clearer and more intentional.	<b>SED 3-1 Expresses Emotion</b> <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
<b>16 - 36 months</b>	
In the beginning of this period, my emotional expressions become clearer and more intentional. Later, I express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I use words to describe my feelings and I show an understanding of why I have these feelings. Sometimes, however, my feelings are so strong I have trouble expressing them in words.	<b>SED 3-1 Expresses Emotion</b> <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
Sense of competence: The child will recognize his or her ability to do things.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically and explore my own abilities. By the end of this period, I understand that I can make things happen.	<b>CS 14-1 Solves Problems</b> <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
<b>6 - 18 months</b>	
In the beginning of this period, I understand that I can make things happen. By the end of this period, I experiment with different ways of making things happen, and I take pride in what I can do.	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
<b>16 - 36 months</b>	
In the beginning of this period, I experiment with different ways of making things happen and take pride in what I can do. By the end of this period, I have an understanding of what I can do and what I'm not able	<b>SED 4-2 Becomes Confident</b> <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

to do yet by myself. I can also describe myself in terms of what I can do.	
<b>Guideline: Emotional Self-Regulation</b>	
Self-comforting: The child will manage his or her internal states and feelings, as well as stimulation from the outside world.	
<b>Birth - 8 months</b>	
In the beginning of this period, I depend on my caregiver to comfort me. By the end of this period, I use simple strategies to comfort myself, and I am able to communicate my needs more clearly to my caregiver.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
<b>6 - 18 months</b>	
In the beginning of this period, I use simple strategies to comfort myself, and I am able to communicate my needs more clearly to my caregiver. By the end of this period, I use more complex strategies for making myself feel better.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
<b>16 - 36 months</b>	
In the beginning of this period, I use more complex strategies for making myself feel better. By the end of this period, I anticipate the need for comfort and try to plan ahead.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Impulse control: The child will manage his or her behavior.	
<b>Birth - 8 months</b>	
In the beginning of this period, I depend on my caregivers to meet my needs and comfort me. By the end of this period, I show very early signs of controlling some impulses when my caregiver guides and supports me.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
<b>6 - 18 months</b>	
In the beginning of this period, I show very early signs of controlling some impulses when my caregiver guides and supports me. By the end of this period, I am aware of my caregiver's wishes and expectations, and	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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



sometimes choose to comply with them. I also have some simple strategies to help myself wait.	
<b>16 - 36 months</b>	
In the beginning of this period, I am aware of my caregiver's wishes and expectations, and sometimes choose to comply with them. I also have some simple strategies to help myself wait. By the end of this period, I have internalized some of my caregiver's rules so I don't always need as much support when trying to control my behavior.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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

<b>Social Development</b>	
Guideline: Attachment	
Attachment: The child will form relationships with consistent caregivers.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close. I may have formed an attachment relationship to one (or a few) of these caregivers.	<b>SED 5-1 Bonds with Adults</b> <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
<b>6 - 18 months</b>	
In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.	<b>SED 5-1 Bonds with Adults</b> <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

<b>16 - 36 months</b>	
In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.	<b>SED 5-1 Bonds with Adults</b> <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
<b>Guideline: Expression of Social Behavior</b>	
Interactions with adults: The child will engage in give-and-take exchanges with an adult.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to my caregiver's attempts to interact. By the end of this period, I give cues to initiate interaction with my caregiver.	<b>SED 5-2 Learns from Adults</b> <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>6 - 18 months</b>	
In the beginning of this period, I give cues to initiate interaction with my caregiver. By the end of this period, I engage in a series of actions with my caregiver.	<b>SED 5-2 Learns from Adults</b> <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 <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
<b>16 - 36 months</b>	
In the beginning of this period, I engage in a series of actions with my caregiver. By the end of this period, I can work with a caregiver to solve problems or communicate about ideas or experiences.	<b>SED 5-2 Learns from Adults</b> <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Interactions with peers: The child will engage with other children.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically and prefer the human face and sound. By the end of this period, I am interested in other children and explore their faces and bodies.	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
<b>6 - 18 months</b>	

In the beginning of this period, I am interested in other children and explore their faces and bodies. By the end of this period, I engage in play with peers for an extended time.	<b>SED 6-2 Bonds with Peers</b> <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)
<b>16 - 36 months</b>	
In the beginning of this period, I engage in play with peers for an extended time. By the end of this period, I show a greater likelihood to engage in mutual social play.	<b>SED 6-2 Bonds with Peers</b> <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
Empathy: The child will understand and respond to the emotions of others.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to the emotions of others. By the end of this period, I demonstrate an awareness of others' feelings.	<b>SED 6-1 Builds Empathy</b> <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)
<b>6 - 18 months</b>	
In the beginning of this period, I demonstrate an awareness of others' feelings. By the end of this period, I respond to a peer's distress by doing something for him that would make me feel better.	<b>SED 6-1 Builds Empathy</b> <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
<b>16 - 36 months</b>	
In the beginning of this period, I respond to a peer's distress by doing something for him that would make me feel better. By the end of this period, I respond to a peer's distress in a way that shows that I understand what would make him feel better. I also understand that others have feelings independent from mine.	<b>SED 6-1 Builds Empathy</b> <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
Guideline: Awareness of Social Behavior	
Social identity: The child will have an awareness of his or her relationship to others in a group.	
<b>Birth - 8 months</b>	
	<b>SED 4-1 Develops Awareness of Self</b>

<p>In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am a separate person who is connected to others in the world.</p>	<p><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  <b>SED 6-2 Bonds with Peers</b>  <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p>
<p><b>6 - 18 months</b></p>	
<p>In the beginning of this period, I understand that I am a separate person who is connected to others in the world. By the end of this period, I demonstrate an understanding of the practices or characteristics of my group.</p>	<p><b>SED 4-1 Develops Awareness of Self</b>  <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  <b>SED 6-2 Bonds with Peers</b>  <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)</p>
<p><b>16 - 36 months</b></p>	
<p>In the beginning of this period, I demonstrate an understanding of the practices or characteristics of my group. By the end of this period, I identify myself and others as belonging to one or more groups, according to characteristics I notice.</p>	<p><b>SED 4-1 Develops Awareness of Self</b>  <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  <b>SED 6-2 Bonds with Peers</b>  <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>

<p><b>Motor Development</b></p>	
<p>Guideline: Large Muscle</p>	
<p>Movement, balance, and coordination: The child will coordinate the movements of his or her body in order to move and to interact with the environment.</p>	
<p><b>Birth - 8 months</b></p>	
<p>In the beginning of this period, I move my body automatically. Later, I gain strength and more voluntary control of my head, arms and legs. By the end of this period, I use this strength and control to coordinate the</p>	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <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>

movements of my body parts and to move my whole body.	
<b>6 - 18 months</b>	
In the beginning of this period, I coordinate the movements of my body parts to move my whole body. Later, I develop the strength, balance and coordination to change the position of my body from lying to sitting, and later to standing. By the end of this period, I can move my body from one place to another without support while upright on two feet.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
	<b>PMP 17-2 Develops Lower Body Strength</b> <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old:</u> Begins to run before second year
	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
<b>16 - 36 months</b>	
In the beginning of this period, I can move my body from one place to another without support while upright on two feet. By the end of this period, I can coordinate my whole body to make complex movements.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
	<b>PMP 17-2 Develops Lower Body Strength</b> <u>2-Year Old:</u> Able to adjust speed and direction while walking or running <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
<b>Guideline: Small Muscle</b>	
Touch, grasp, reach and manipulate: The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.	
<b>Birth - 8 months</b>	
In the beginning of this period, I use my hands, arms and eyes automatically. Later, I can follow a moving object or person with my eyes, and I can bring my hands and objects to my mouth. By the end of this period, I look at my hands or an object while manipulating that object.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp
<b>6 - 18 months</b>	

<p>In the beginning of this period, I look at my hands or an object while manipulating that object. By the end of this period, I use both of my hands together to accomplish a task.</p>	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <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</p> <p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>  <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects  <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p>
<p><b>16 - 36 months</b></p>	
<p>In the beginning of this period, I use both of my hands together to accomplish a task. By the end of this period, I am able to coordinate the use of my arms, hands and fingers to accomplish more challenging fine motor tasks.</p>	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <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> <p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>  <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages  <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p>
<p><b>Guideline: Oral-Motor</b></p>	
<p>Oral-motor: The child will develop the skill to coordinate the use of his or her tongue and mouth in order to suck, swallow and eventually chew.</p>	
<p><b>Birth - 8 months</b></p>	
<p>In the beginning of this period, I automatically root and suck. Later, I use my mouth and tongue to explore objects. By the end of this period, I gain more control over my ability to suck, swallow and chew.</p>	<p><b>PMP 19-1 Develops Meal Time Independence</b>  <u>1-3 mos:</u> Cries when hungry  <u>4-7 mos:</u> Starts to eat solid food</p>
<p><b>6 - 18 months</b></p>	
<p>In the beginning of this period, I gain more control over my ability to suck, swallow and chew. By the end of this period, I can take bites of food and drink from a cup, if these choices are offered to me.</p>	<p><b>PMP 19-1 Develops Meal Time Independence</b>  <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</p>
<p><b>16 - 36 months</b></p>	
<p>In the beginning of this period, I take bites of food and drink from a cup, if</p>	<p><b>PMP 19-1 Develops Meal Time Independence</b>  <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid</p>

these choices are offered to me. By the end of this period, I eat a variety of table foods and can drink through a straw.	<u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
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<b>Language &amp; Communication Development</b>	
Guideline: Comprehending Language	
Understanding language: The child will comprehend the message of another's communication.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to sounds in the environment. By the end of this period, I recognize the names of familiar people and favorite objects.	<b>LC 7-1 Develops Receptive Communication</b> <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
<b>6 - 18 months</b>	
In the beginning of this period, I recognize the names of familiar objects and people. By the end of this period, I show understanding of adult's simple requests and of statements referring to the present situation.	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
<b>16 - 36 months</b>	
In the beginning of this period, I show understanding of adults' simple requests and of statements referring to the present situation. By the end of this period, I understand my caregiver's more abstract and complex statements and requests that refer to positions in space, ideas, feelings and the future.	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Guideline: Expressing Language	
Expressing language: The child will convey a message or transfer information to another person.	
<b>Birth - 8 months</b>	
In the beginning of this period, I make sounds spontaneously. By the end of this period, I show more intention as I experiment with sound and with	<b>LC 7-2 Develops Expressive Communication</b> <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

different ways to express my wants, needs or feelings.	<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
<b>6 - 18 months</b>	
In the beginning of this period, I show more intention as I experiment with sound and with different ways to express my wants, needs or feelings. By the end of this period, I begin to use single words and conventional gestures to communicate with others.	<b>LC 7-2 Develops Expressive Communication</b> <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"
<b>16 - 36 months</b>	
In the beginning of this period, I begin to use single words and conventional gestures to communicate with others. By the end of this period, I combine words to express more complex ideas and start to follow some simple grammatical rules, although not always correctly	<b>LC 7-2 Develops Expressive Communication</b> <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
<b>Guideline: Social Communication</b>	
Rules of language: The child will participate in interactions with language that follow the expected practices of the child's family and community	
<b>Birth - 8 months</b>	
In the beginning of this period, I automatically respond to my caregivers when they talk to me by turning toward them. During this period, I participate in back-and-forth interactions with my caregivers. By the end of this period, I attempt to respond to basic forms of social communication with the appropriate gesture.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
<b>6 - 18 months</b>	
In the beginning of this period, I attempt to respond to basic forms of social communication with the appropriate gesture. By the end of this period, I participate in and often initiate the basic socially expected communications of my family.	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
<b>16 - 36 months</b>	



In the beginning of this period, I participate in and often initiate the basic socially expected communications of my family. By the end of this period, I understand when words are used in a silly way.	<b>LC 7-6 Learns Conversation Structure</b> <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <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
<b>Guideline: Early Literacy</b>	
Early reading: The child will demonstrate interest in book reading, story telling and singing and will eventually understand the meaning of basic symbols.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to my caregiver's talking, singing and reading. By the end of this period, I show increased interest in books, pictures, songs and rhymes.	<b>LKS 8-1 Develops Early Literacy</b> <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>6 - 18 months</b>	
In the beginning of this period, I show increased interest in books and pictures. By the end of this period, I actively participate in book reading, story telling and singing.	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <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
<b>16 - 36 months</b>	
In the beginning of this period, I actively participate in book reading, story telling and singing. By the end of this period, I show understanding of the meaning of stories and show appreciation for reading books, telling stories and singing by initiating these activities and by having "favorite" books, stories and songs.	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Early writing: The child will demonstrate interest in writing and will develop the fine motor abilities required to hold a writing tool and make marks on a surface.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to objects in my environment. By the end of this period, I show increased ability in the use of my hands and fingers, and	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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

may watch adults when they are writing.	
<b>6 - 18 months</b>	
In the beginning of this period, I show increased ability in the use of my hands and fingers. By the end of this period, I use a full-hand grasp to hold a writing tool to make scribbles.	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
<b>16 - 36 months</b>	
In the beginning of this period, I use a full-hand grasp to hold a writing tool to make scribbles. By the end of this period, I use my thumb and fingers of one hand to hold my writing tool and start to use my drawings to represent objects and ideas.	<b>LKS 9-1 Develops Emergent Writing</b> <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”

<b>Cognitive Development</b>	
Guideline: Discoveries of Infancy	
Group and categorize: The child will learn to group people and objects based on their attributes.	
<b>Birth - 8 months</b>	
In the beginning of this period, I don't distinguish between familiar and unfamiliar people. By the end of this period, I can tell the difference between familiar and unfamiliar people, objects and places.	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
<b>6 - 18 months</b>	
In the beginning of this period, I can tell the difference between familiar and unfamiliar people, objects and places. By the end of this period, I can group objects into two distinct groups.	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
<b>16 - 36 months</b>	
In the beginning of this period, I can group objects into two distinct classes. By the end of this period, I can sort multiple objects by their properties and uses.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Cause and effect: The child will make things happen and understand the causes of some events.	

<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to things that happen in my environment. By the end of this period, I use simple actions to make things happen.	<p><b>CS 13-1 Explores Objects</b>  <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><b>CS 14-1 Solves Problems</b>  <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>6 - 18 months</b>	
In the beginning of this period, I use simple actions to make things happen. By the end of this period, I purposefully try behaviors to make things happen.	<p><b>CS 14-2 Makes Predictions</b>  <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound  <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>
<b>16 - 36 months</b>	
In the beginning of this period, I purposefully try behaviors to make things happen. By the end of this period, I think of ways to solve problems and don't have to act out possible solutions. I also understand that events have a cause.	<p><b>CS 14-2 Makes Predictions</b>  <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower  <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations  <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>
Problem solving: The child will use the self, objects or others to attain a goal.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to my environment. By the end of this period, I actively use my body to find out about my world.	<p><b>CS 14-1 Solves Problems</b>  <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>6 - 18 months</b>	
In the beginning of this period, I actively use my body to find out about my world. By the end of this period, I use simple strategies to solve problems.	<p><b>CS 14-1 Solves Problems</b>  <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)  <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p>
<b>16 - 36 months</b>	
In the beginning of this period, I use simple strategies to solve problems. By the end of this period, I can solve problems without having to try every possibility, while avoiding solutions that clearly won't work.	<p><b>CS 14-1 Solves Problems</b>  <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task  <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>
Memory: The child will remember people, objects and events.	
<b>Birth - 8 months</b>	

In the beginning of this period, I respond automatically to my environment. By the end of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience.	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
<b>6 - 18 months</b>	
In the beginning of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience. Later, I understand that people and objects continue to exist even when I can't see them. By the end of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time.	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
<b>16 - 36 months</b>	
In the beginning of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time. By the end of this period, I can communicate about some of the events in my life.	<b>ATL 1-2 Develops Memory</b> <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different <u>3-Year Old:</u> Recalls some elements of a story
Space: The child will understand how things move and fit in space.	
<b>Birth - 8 months</b>	
In the beginning of this period, I respond automatically to my environment. By the end of this period, I begin to learn the properties of objects.	<b>CS 13-1 Explores Objects</b> <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
<b>6 - 18 months</b>	
In the beginning of this period, I begin to learn the properties of objects. By the end of this period, I use trial and error to discover how things fit and move in space.	<b>CM 12-2 Develops Spatial Awareness</b> <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
<b>16 - 36 months</b>	
In the beginning of this period, I use trial and error to discover how things	<b>CM 12-2 Develops Spatial Awareness</b>

fit and move in space. By the end of this period, I predict and imagine how things fit and move in space, without having to try all possible solutions.	<u>2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind
Imitation: The child will be able to mirror, repeat and practice the actions modeled by another.	
<b>Birth - 8 months</b>	
In the beginning of this period, I automatically imitate facial expressions. By the end of this period, I match the simple actions and expressions of others, even when a short time has passed.	<b>SED 5-2 Learns from Adults</b> <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>6 - 18 months</b>	
In the beginning of this period, I match the simple actions and expressions of others. By the end of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me.	<b>SED 5-2 Learns from Adults</b> <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 <u>1-Year Old</u> : Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
<b>16 - 36 months</b>	
In the beginning of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me. By the end of this period, I can imitate a complex sequence of events that I observed quite a long time ago.	<b>SED 5-2 Learns from Adults</b> <u>2-Year Old</u> : Uses role play to imitate behaviors by familiar adults <u>3-Year Old</u> : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
<b>Guideline: Attention and Persistence</b>	
Attention and persistence: The child will be able to remain focused on a task or object and to persist in the face of obstacles.	
<b>Birth - 8 months</b>	
In the beginning of this period, I automatically respond to things in the environment. By the end of this period, I respond to different things in the environment in different ways, and I am able to spend more time focusing on things I find interesting.	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos</u> : Watches faces <u>4-7 mos</u> : Pays attention to people, objects, and sounds
	<b>ATL 1-3 Is Persistent</b> <u>1-3 mos</u> : Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos</u> : Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items
<b>6 - 18 months</b>	
	<b>ATL 1-1 Is Attentive</b> <u>8-12 mos</u> : Pays attention to a task or activity for a few minutes

<p>In the beginning of this period, I respond to different things in the environment in different ways, and I'm able to spend more time focusing on things I find interesting. By the end of this period, I need order, ritual, routine and notice when changes occur.</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><b>ATL 1-3 Is Persistent</b>  <u>8-12 mos</u>: Repeats actions to achieve a goal  <u>1-Year Old</u>: Works to complete a task</p>
<p><b>16 - 36 months</b></p>	
<p>In the beginning of this period, I need order, ritual, routine and notice when changes occur. By the end of this period, I can pay attention to more than one thing at a time. I monitor my progress in trying to achieve a goal and try to correct mistakes along the way.</p>	<p><b>ATL 1-1 Is Attentive</b>  <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  <u>3-Year Old</u>: Pays attention during story time; focuses on an activity for 10 or more minutes</p>
	<p><b>ATL 1-3 Is Persistent</b>  <u>2-Year Old</u>: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook  <u>3-Year Old</u>: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>

**DISCLAIMER:**

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