

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**

#### **SUB-DOMAIN: MOTOR DEVELOPMENT**

- Goal 17: Children demonstrate strength and coordination of large motor muscles.
- Goal 18: Children demonstrate strength and coordination of small motor muscles.
- Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.

#### **SUB-DOMAIN: PHYSICAL WELL-BEING**

- Goal 20: Children demonstrate stamina and energy to participate in daily activities.
- Goal 21: Children engage in a variety of physical activities.

#### **SUB-DOMAIN: HEALTH**

- Goal 22: Children practice basic personal care routines.
- Goal 23: Children demonstrate personal health and hygiene skills.
- Goal 24: Children eat a variety of nutritious foods.
- Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.
- Goal 26: Children demonstrate awareness and understanding of safety rules.

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: MOTOR DEVELOPMENT****GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION****GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Develop strength, balance, and coordination to change the position of the body from lying to sitting, to standing, and then to walking, with or without support.	<ul style="list-style-type: none"> <li>▪ Sits in lap with head steady.</li> <li>▪ Sits steady, without support.</li> <li>▪ Moves to sitting position, without assistance.</li> <li>▪ Rocks back and forth on hands and knees and, later, crawls, then creeps.</li> <li>▪ Pulls self from sitting to standing while holding onto something or someone.</li> <li>▪ Walks holding on to furniture or objects.</li> <li>▪ Walks two or three steps, without support.</li> <li>▪ Squats to explore items on the ground.</li> <li>▪ Stoops over to explore things on the ground; first without, and then with balance.</li> <li>▪ Carries toys or objects while walking.</li> <li>▪ Tries to climb stairs, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide space and opportunities for child to move safely and freely during waking hours.</li> <li>▪ Provide large motor challenges in environment (pillows, mats, foam risers, variety of surfaces/levels).</li> <li>▪ Provide a safe environment and objects for physical activity.</li> <li>▪ Provide a variety of push/pull toys.</li> <li>▪ Play interactive games and sing songs from child's home cultures that involve child's hands, feet, and body.</li> <li>▪ Offer flooring indoors, and level outdoor surfaces that support practicing early steps.</li> <li>▪ Provide motor challenges to allow child to go to the next level of development by moving up, over, around, on top of, and through equipment (slides, tunnels, multilevel foam risers).</li> <li>▪ Offer adaptive equipment to build strength, stamina, balance, and coordination when a child has a delay or disability (e.g. adaptive chair or scooter boards for exploring a room).</li> </ul>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: MOTOR DEVELOPMENT****FINE-MOTOR SKILLS: PREHENSION, REACHING, AND MANIPULATION****GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Demonstrate development in eye-hand coordination by grasping and manipulating objects in exploration, and including both hands in accomplishing a task.</p>	<ul style="list-style-type: none"> <li>▪ Grasps objects purposefully.</li> <li>▪ Picks up small objects with thumb and forefinger.</li> <li>▪ Shakes a rattle.</li> <li>▪ Transfers small object from hand to hand.</li> <li>▪ Pushes and drops objects off highchair tray, table tops, and from crib.</li> <li>▪ Successfully closes and then, later, opens simple containers, doors, and drawers.</li> <li>▪ Self-feeds finger foods.</li> <li>▪ Bangs objects together.</li> <li>▪ Waves bye-bye and claps hands.</li> <li>▪ Fills and empties objects from container.</li> <li>▪ Makes straight line and diagonal marks. Turns pages of a board book independently, and in other books with adult help.</li> <li>▪ Points at object that is out of reach.</li> <li>▪ Holds fat crayon with a full-hand grasp and scribbles on large paper.</li> <li>▪ Fits two cups together, one inside the other.</li> <li>▪ Holds toy in one hand and explores it with the other.</li> <li>▪ Stacks objects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide toys to grasp, transfer, release, and drop; playfully handing the toy back to the baby (e.g. rattles, small blocks, stuffed toys, and balls, avoiding choking hazards).</li> <li>▪ Provide supervised drawing opportunities offering fat crayons and large paper.</li> <li>▪ Offer objects for play that offers a variety of sizes and textures.</li> <li>▪ Play games that engage the child in give and take (e.g. put a hat on your head and let the child pull it off your head, then put the hat on the baby's head and help the child pull it off).</li> <li>▪ Offer toys and materials that open and close.</li> <li>▪ Provide board books to encourage reaching, mouthing, and page turning.</li> <li>▪ Provide a variety of objects and containers to manipulate, especially those that can be filled and dumped.</li> <li>▪ Sing songs and model finger plays that offer hand play.</li> <li>▪ Offer a variety of cups of different sizes for water play and for manipulation.</li> <li>▪ Offer soft blocks that are hand size for building and knocking down.</li> <li>▪ Offer age-appropriate finger foods such as peas.</li> </ul>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: MOTOR DEVELOPMENT****SENSORY MOTOR SKILLS****GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Intentionally respond to sensory input and to coordinate actions based on input.</p>	<ul style="list-style-type: none"> <li>▪ Orients to a speaker when addressed by name.</li> <li>▪ Seeks out sensory input by mouthing or touching objects.</li> <li>▪ Explores and responds to different surface textures.</li> <li>▪ Moves body in response to music and sounds.</li> <li>▪ Explores and responds to a variety of textures, sounds, smells, tastes, and visual input.</li> <li>▪ Shows preference for tastes and textures.</li> <li>▪ Moves body in rhythm to music and sounds.</li> <li>▪ Coordinates eye and hand movements (puts objects into large container).</li> <li>▪ May respond with surprise or resistance to moved sensory input.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer water play with items that sink and float. Respond to child's sensory cues by giving additional sensory stimulation or reducing sensory stimulation.</li> <li>▪ Put snow in your water table and invite the child to touch and play with the snow. Be ready to dry and warm cold hands.</li> <li>▪ Provide time daily and safe space for child to move freely on the floor. Offer a variety of squeeze toys that make different sounds and have different textures. Offer toys one at a time and encourage and talk about sensory exploration.</li> <li>▪ Balance the baby on your leg, and move the baby slowly through space, holding on to the baby as the baby balances.</li> <li>▪ Offer a "tunnel" for the baby to crawl through, using a blanket over a box, or a box that is made into a tunnel.</li> <li>▪ Incorporate a variety of surface materials in the environment (hard top tables, soft cushions).</li> <li>▪ Play music on a variety of instruments, and from different types of music.</li> <li>▪ Hold the baby and sway to music, and/or model moving to a rhythm.</li> <li>▪ Dim the lights and shine a flashlight on the floor, on the ceiling, over the door. Be sure to keep the light out of the child's eyes.</li> <li>▪ Provide opportunities to listen to, to discriminate, and to make a variety of sounds including quiet and louder sounds.</li> </ul>

			<ul style="list-style-type: none"><li>▪ Provide materials and objects of various textures, shapes, colors, smells, and sounds.</li><li>▪ As children investigate sensory materials, talk with them about characteristics of those materials (e.g. colors, sounds, temperatures, tastes, and smells).</li></ul>
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**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: PHYSICAL WELL-BEING****PHYSICAL FITNESS****GOAL 20: CHILDREN DEMONSTRATE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>6 to 18 Months</b>	Explore environment with purposeful movement.	<ul style="list-style-type: none"> <li>▪ Sustains longer wake periods.</li> <li>▪ Practices walking, running, climbing, jumping, crawling, squatting, and rolling in challenging environments (e.g. inclines, stairs, and uneven surfaces).</li> <li>▪ Alternates quiet and active movement.</li> <li>▪ Indicates fatigue or desire for movement by seeking rest or un-restrained movement.</li> <li>▪ Walks, runs, climbs, jumps in place, crawls, squats, and rolls with smooth transitional movements.</li> <li>▪ Initiates and maintains active play and exploring and interacting with the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Watch for and respond to child's cues that indicate the need for quiet or active time.</li> <li>▪ Provide opportunities and a variety of toys to encourage movement and physical activity.</li> <li>▪ Respond with words of encouragement and support for repeating the activity when the infant tries new motor activities.</li> <li>▪ Model and comment on daily physical activities (e.g. "Sophie is climbing all the steps to the changing table." "Jose is standing all by himself and holding on to the table." "You are lifting that block." "Look at Marci running.").</li> <li>▪ Use mealtimes to help build finger and hand stamina (e.g. put soft, squishy food on the child's eating surface, cover the floor, and let the child explore the food).</li> <li>▪ Provide child with routines for motor activity (e.g. toddler walks up stairs to changing table with adult assistance).</li> </ul>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: PHYSICAL WELL-BEING****PHYSICAL FITNESS****GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Advance from mostly stationary activities to becoming mobile and active.	<ul style="list-style-type: none"> <li>▪ Rolls, crawls, cruises furniture, walks, squats, and climbs.</li> <li>▪ Refines movements that allow play in simple I play and simple games with other people.</li> <li>▪ Tries new physical challenges such as pushing an unfamiliar wheel toy or going down a low slide.</li> <li>▪ Sustains play with objects that require some hand, wrist, and arm control.</li> <li>▪ Demonstrates ability to play with objects as wrist/forearm control improves.</li> <li>▪ Smoothly moves from one position/action to another (sitting to crawling, standing to walking).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show enthusiasm and encouragement when child tries new motor activities.</li> <li>▪ Share child's excitement about and enjoyment of physical activities.</li> <li>▪ Encourage child to play both inside and outside, on a daily basis.</li> <li>▪ Engage child in simple movement games (So Big, Pat-a-Cake, and Ring-Around-the-Rosie).</li> <li>▪ Use words that describe the child's skills for actively playing (e.g. "You are rolling over and over." "You are walking all around the room." "You are a strong girl, who can pull yourself up on the chair.").</li> </ul>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: HEALTH****DAILY LIVING SKILLS****GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Participate in routines to meet basic personal needs.	<ul style="list-style-type: none"> <li>▪ Indicates needs and wants such as hunger or sleep.</li> <li>▪ Assists caregiver with holding bottle; later grasps a cup.</li> <li>▪ Begins self-feed soft, easily dissolvable foods, using fingers.</li> <li>▪ May indicate when in need of diaper change.</li> <li>▪ May assist adult when undressing, dressing, and diapering.</li> <li>▪ Removes loose clothing (socks, hats, mittens).</li> <li>▪ Holds own cup when drinking.</li> <li>▪ Begins to use a spoon.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond positively and promptly when child indicates need (need for food, diaper change, blanket).</li> <li>▪ Provide safe finger foods for child to self -feed.</li> <li>▪ Wash your hands and child's hands frequently to help prevent the spread of colds and viruses.</li> <li>▪ Provide oral health care (brushing teeth and gums).</li> <li>▪ Encourage child to assist with daily personal care (pull down and pull up pants, brush teeth, and dress self).</li> <li>▪ Provide child-sized eating utensils and cups; and provide opportunities for older child to make selections from foods offered and feed self.</li> <li>▪ Provide older babies with a consistent bedtime routine for both evening and naptimes.</li> <li>▪ Help the child learn words that help them participate in physical routines (e.g. ask child if she is finished with the meal before removing bib and cue her to pull the bib away from her body, cue child to hold up his foot as you put on his shoes, or talk with child about putting his arms in the coat on a cool day).</li> <li>▪ Model basic personal care routines.</li> </ul>

## DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH

### SUB-DOMAIN: HEALTH

#### DAILY LIVING SKILLS

#### GOAL 23: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>6 to 18 Months</b></p>	<p>Anticipate, respond, and participate in basic hygiene tasks, with assistance.</p>	<ul style="list-style-type: none"> <li>▪ Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.</li> <li>▪ Displays an awareness of hand washing routine and allows hands to be washed.</li> <li>▪ Vocalizes needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.</li> <li>▪ Participates in hand washing routine.</li> <li>▪ Begins to brush gums and teeth, with assistance.</li> <li>▪ Participates in bath time routines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about child development.</li> <li>▪ Use a systematic record keeping system to document child's personal health.</li> <li>▪ Provide ongoing dental care for child.</li> <li>▪ Understand and recognize typical signs of illness or discomfort in child and respond appropriately, seeking assistance as needed (e.g. teething, earache, diaper rash, diarrhea).</li> <li>▪ Provide hand washing at appropriate times. Hands can be washed with a damp paper towel and a drop of soap then wiped dry with a paper towel before and after eating and after diapering, crawling across floors, or as appropriate.</li> <li>▪ Establish hygiene routines and model them (washing hands before eating, brushing teeth).</li> <li>▪ Provide necessary hand washing assistance (wash hands using liquid soap, running water, and disposable towels).</li> <li>▪ Use sunscreen to protect skin from sunburn, hats and sunglasses to protect eyes.</li> </ul>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: HEALTH****NUTRITION AND FEEDING****GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Consume a variety of foods and indicate preferences.	<ul style="list-style-type: none"> <li>▪ Begins eating soft and semi-solid foods.</li> <li>▪ Explores food with fingers and begins to feed self.</li> <li>▪ Regulates the speed and intensity with which they eat.</li> <li>▪ Uses facial expressions and body movements to indicate feelings of hunger and fullness.</li> <li>▪ Shows personal preferences.</li> <li>▪ Begins to use spoon, and spear with a child-friendly fork although with limited accuracy.</li> <li>▪ Increases food vocabulary, both receptive and expressive.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer child a variety of foods and nutrients. This includes fruits, vegetables, meats, and grains.</li> <li>▪ Schedule and carry out mealtimes as an opportunity to help child enjoy food and become independent in feeding.</li> <li>▪ Use a daily sheet for parents and caregivers to communicate with each other and provide a written record of what and how much the child eats at home and the center.</li> <li>▪ Communicate with parents, grandparents, cooks, and caregivers about food allergies to provide a safe food environment for child.</li> <li>▪ Avoid serving choking hazards (whole grapes; popcorn; hot dogs; hard candies; and other small, hard, round foods).</li> <li>▪ Acknowledge a child's hunger and fullness cues.</li> <li>▪ Respect a child's food preferences.</li> <li>▪ Offer unfamiliar foods many times to help the child gain familiarity.</li> <li>▪ Model nutritious eating habits.</li> <li>▪ Provide child-sized utensils.</li> </ul>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: HEALTH****SAFE PRACTICES****GOAL 25: CHILDREN DEMONSTRATE KNOWLEDGE ABOUT AND AVOID HARMFUL OBJECTS AND SITUATIONS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>6 to 18 Months</b>	Rely on adults to maintain safe environments and respond to adult indicators of unsafe or dangerous situations.	<ul style="list-style-type: none"> <li>▪ Begins to respond to cues from caregivers about warnings of danger.</li> <li>▪ Begins to react when caregiver says, "No," but may need assistance to stop unsafe behavior.</li> <li>▪ Responds to cues from caregivers about warnings of danger.</li> <li>▪ Reacts when caregiver says, "No," but may need assistance to stop unsafe behavior.</li> <li>▪ Turns to familiar adults in preference to strangers.</li> <li>▪ Refers to adults in the environment to determine if activity or setting is safe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model vocabulary that indicates danger.</li> <li>▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always use car safety seats, life jackets, and bicycle helmets).</li> <li>▪ Explain when things are hot and too hot to safely touch; cold and too cold to safely touch.</li> <li>▪ Prepare food to avoid choking hazards.</li> <li>▪ Respond with proximity, words, and calming touch when child needs reassurance.</li> <li>▪ Acknowledge child's fears and offer calming environment.</li> </ul>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: HEALTH****SAFETY RULES AND REGULATIONS****GOAL 26: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>6 to 18 Months</b>	Rely on caregivers for safety and protection. Responds to adult cues/directions when feeling unsafe.	<ul style="list-style-type: none"> <li>▪ Reacts and responds to caregiver's voice, words, or actions.</li> <li>▪ Can be distracted from unsafe behavior with words, physical prompts, or signal from adult, but requires constant supervision and guidance.</li> <li>▪ Follows some consistently set rules and routines.</li> <li>▪ Watches familiar adult for appropriate reaction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a safe child-proof environment (e.g. cover electrical outlets, and keep poisons and items that might cause choking out of child's reach).</li> <li>▪ Ensure use of age and weight-appropriate car safety seat when riding in vehicles.</li> <li>▪ Model appropriate use of safety equipment (always wear a seatbelt, bike helmet, life jacket).</li> <li>▪ Keep child in both sight and sound supervision.</li> <li>▪ Reassure children that you are here to keep them safe.</li> </ul>