

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
Birth through 8 Months	Gain control of head, trunk, arms, and legs.	<ul style="list-style-type: none"> ▪ Moves initially in a predominantly reflexive way (rooting, sucking, grasping, blinking, and swallowing). ▪ Holds head erect and steady when held on a shoulder. ▪ Lifts head and chest while lying on tummy. ▪ Extends legs and kicks when lying on tummy or back. ▪ Supports upper body with arms when lying on tummy. ▪ Sucks thumb or fingers. ▪ Gains control of arm and leg movements. ▪ Rolls from side to back, then from back to front. ▪ Pounds on things with hands and kicks legs. ▪ Reaches for feet and brings them to mouth. ▪ Sits with support. ▪ Moves from sitting position to crawling or prone position. 	<ul style="list-style-type: none"> ▪ Encourage supervised tummy time. ▪ Provide periods of supervised play when infant is awake using a variety of positions (back, tummy, side). ▪ Provide times of adult-child physical play, taking cues from the child to know when the child is eager for play, decreasing the level of play when the child signals overstimulation. ▪ Offer visual and auditory stimuli so the child turns head and body from side to side. ▪ Position objects so the child stretches and reaches toward the object. ▪ Provide stable, secure bedding, diapering, and feeding equipment because infant cannot efficiently control movements.

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

SUB-DOMAIN: MOTOR DEVELOPMENT

FINE-MOTOR SKILLS: PRETENSION, REACHING, AND MANIPULATION

GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>Birth through 8 Months</p>	<p>Bring hands and objects to mouth. Purposefully manipulate objects.</p>	<ul style="list-style-type: none"> ▪ Reflexively grasps caregiver’s fingers. ▪ First grasps objects, and later both grasps and releases the object. ▪ Brings hands into visual space and moves them purposefully. ▪ Reaches and swipes at a dangled object. ▪ Reaches for a toy, mouth open, and brings object to mouth for exploration. ▪ Watches hands while reaching, making some spatial corrections. ▪ When on tummy, or supported sitting, uses one or both hands to grasp toy and brings towards self. ▪ Lying on back brings extended hands together across chest to grasp or to swipe mobile. ▪ Grasps a toy, releases it to the other hand, or drops it. ▪ When relaxed or playing, uses mostly open hands, ready to grasp. 	<ul style="list-style-type: none"> ▪ Encourage baby to interact with adult/other children in grasping and manipulating objects. ▪ Keep baby safe from objects that are small and might cause the baby to choke. ▪ Place your finger on baby’s palm for grasping. ▪ Hold or hang safe objects for baby to swipe, both while on back and held on lap. ▪ Offer safe toys that have interesting patterns and bright colors for baby to grasp and mouth, encouraging the baby to interact with both you and the toy. ▪ Provide toys that make sounds that attract baby to grasp, shake, drop, or manipulate the toy. ▪ Put objects where the baby must reach to grasp or move the object. ▪ Offer opportunity for baby to grasp and move objects when they are lying on their back or stomach, and in the sitting position. ▪ Offer rattles, squeeze toys, and soft chewing toys for baby to grasp, shake, suck, pick up, drop, and explore with hands or mouth. ▪ Provide supervised time for the child to lie on the tummy, with rattles and squeeze toys within arms distance.

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
Birth through 8 Months	Respond to sensory input.	<ul style="list-style-type: none"> ▪ Responds by turning toward sound, movement, and touch. ▪ Focuses eyes on objects first at about ten inches from face, then, near and far. ▪ Tracks objects by turning head toward movement, light, or sound. ▪ Explores the environment with mouth and hands. ▪ Adjusts to sensory changes, becoming less distressed (moving through space, responding to sudden noises, adjusting to changes in light). ▪ Distinguishes and attends to differences in sounds and intonation, tastes, sights, smells, and touch. ▪ Begins to seek balance in relation to space and body. 	<ul style="list-style-type: none"> ▪ Sing simple repetitive songs that have variation in intonation and activity (e.g. "Eensy Weensy Spider," "Row Your Boat," or create your own songs). ▪ Offer simple, sensory experiences (e.g. soft lighting, child-level windows, rocking chair for adults to cuddle and rock the baby, and few toys on the floor at one time). ▪ Keep sensory experiences simple by decreasing clutter and noise. Securely hold the child in your arms as you turn around and around, or lift the baby up, then down in your arms to give the baby a change to track visually, and to develop balance. ▪ Introduce novel sounds such as a bell ringing softly, a finger drum beating gently on a table, a whistle, a hum, or a clicking of the tongue. ▪ Makes sounds behind, beside, and in front of the baby to encourage the baby to locate the sounds. ▪ Play peek-a-boo with toys, and with your hands in front of your eyes. ▪ Stack a couple of blankets on the floor. With baby lying flat with a pillow under the head, very slowly and gently pull the blanket and baby across the floor. ▪ To support the child's visual acuity, keep a puppet nearby during daily activities. Entertain the baby with the puppet. ▪ Maintain a child's environment for acceptable levels of

			<p>noise to protect infant's developing hearing.</p> <ul style="list-style-type: none"> ▪ When diapering or dressing the baby, gently caress the baby's shoulders or fingers or legs. ▪ Hang mobiles above the changing table for the child to see as you change diapers/clothes. ▪ As child begins solid foods, give child time to adapt to new textures and tastes. ▪ Keep records of baby's routine vision and hearing screenings. ▪ Offer tummy time and floor time for the child to experience the sensory input of movement and a view of the world from something other than a highchair or devices that restrict movement (mechanical swings, baby carrier). ▪ Watch for child's visual or tactile responses as sensory changes occur in the environment, and respond to those changes with comments. ▪ Give adequate time for the baby to respond to changes.
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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
Birth through 8 Months	Develop nerves and muscles to sustain movement.	<ul style="list-style-type: none"> ▪ Shows an increasing length of time in an alert state. ▪ Regulates to predictable sleep-wake cycles. ▪ Moves from requiring complete head and trunk support to supported sitting and rolling. ▪ Controls head and trunk movements from tummy or back. ▪ Demonstrates a persistent reach to obtain an object. ▪ Shows normal reflex progression. 	<ul style="list-style-type: none"> ▪ Regularly place young infant with tummy on the floor to strengthen muscles. ▪ Stimulate child with sound and facial expression to solicit motor responses. Pay attention to the infant's cues of interests and over-stimulation. ▪ Respond to child's reflexive and intentional movement by providing safe, supportive spaces and places. ▪ Sing songs such as "Wheels on the Bus" and "Row, Row, Row Your Boat," rhythmically moving the baby's arms or legs to the beat. ▪ Place non-choking objects within the child's vision and reach, encouraging the infant to reach toward the objects.

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
Birth through 8 Months	Move reflexively, then with increasing intentionality.	<ul style="list-style-type: none"> ▪ Child's body responds as reflexes are stimulated (grasping, rooting, and sucking reflexes). ▪ Bats at dangling objects. ▪ Bangs and claps. ▪ Reaches and kicks with intention. ▪ Responds to physical games such as peek-a-boo or pat-a-cake. ▪ Reaches across body (cross mid-line) to grasp an object. 	<ul style="list-style-type: none"> ▪ Provide a variety of materials and toys for child to play with and explore, especially those that stimulate hand and arm play such as objects for grasping and swatting back and forth. ▪ Rotate toys and materials on a regular basis. ▪ Make play a part of the child's daily activities (during a diaper change, lift the baby's legs and make marching movements as you chant). ▪ Avoid screen time for child younger than 2 years old (TV, videos, computer activities, DVDs). ▪ As the infant gains hand and arm control, play games with the child that are give-and-take in movements (e.g. put a blanket on your head and let the child pull it off).

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
Birth through 8 Months	Begin to develop an awareness of basic physical needs related to personal care.	<ul style="list-style-type: none"> ▪ Indicates needs and wants such as sleep or discomfort from heat or cold. ▪ Indicates anticipation of feeding on seeing the breast or bottle. ▪ Demonstrates increasing ability to self-soothe and fall asleep. ▪ Shows feelings of hunger and fullness in feeding routines. ▪ Indicates preference towards known caregiver. 	<ul style="list-style-type: none"> ▪ Read child's cues to offer positive and prompt response when a child indicates need (need for food, diaper change, blanket), rather than scheduling caregiving. ▪ Provide child with a safe and comfortable sleeping environment. ▪ Wash your hands and child's hands frequently to help prevent the spread of colds and viruses. ▪ Use routines around feeding, waking, and playing, and respond to the child's cues as you carry out the routines.

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
Birth through 8 Months	Infants react and respond to an adult performing hygiene care giving.	<ul style="list-style-type: none"> ▪ Responds to vocalizations during routines including diaper changing, eating, and dressing. ▪ Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort. ▪ Anticipates routines. 	<ul style="list-style-type: none"> ▪ Ensure that child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about child development. ▪ Establish a system for keeping records and documents for personal health and care of the child. ▪ Establish dental care for child. ▪ Offer eye contact to infant during personal care, watching for stimulation and overstimulation as you engage the baby. ▪ Talk with child about the personal care you are offering to the child and describe what you're doing when bathing, diapering, dressing, and cleaning. ▪ Build routines for daily care giving activities. ▪ 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). ▪ Make bath times safe and enjoyable (e.g. provide safe bath toys, sing songs, tell stories). ▪ Shield infant's eyes, and protect infant with blanket, hats, and/or appropriate clothing when in the sun.

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
Birth through 8 Months	Self-regulate food intake, and indicate hunger and fullness.	<ul style="list-style-type: none"> ▪ Breastfeeds, if appropriate for family preferences and circumstances. ▪ Bottle feeds (if family prefers or circumstances are indicated). ▪ Regulates the speed and intensity of eating. ▪ Shows facial expressions and body movements to indicate feelings of hunger and fullness. ▪ May experiment with tastes of pureed foods beginning at six months, with approval of the physician. ▪ Explores food with fingers. 	<ul style="list-style-type: none"> ▪ Provide an environment that is supportive of breastfeeding, to include provisions for storing milk, comfortable breastfeeding room for mothers as needed, and willing child care staff to support the child and mother. Breastfeeding is recommended by the American Academy of Pediatrics for a minimum of one year, when possible. ▪ Plan feeding times and practices around the individual cultural and feeding needs of the child whether the child is breastfed or bottle fed. ▪ 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. ▪ Follow child's cues for feeding, and respond to those cues of hunger and fullness, rather than feeding only on a pre-determined schedule or amount. ▪ Offer appropriate finger foods as directed by health care provider, such as ready-to-eat cereals, soft or softened fruits, and vegetables.

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
Birth through 8 Months	Show discomfort or anxiousness in stressful situations.	<ul style="list-style-type: none"> ▪ Shows recognition of the differences between primary caregivers and strangers. ▪ Shows response to differences between primary caregivers and strangers. ▪ Responds with crying, fussing, turning or pushing away, closing eyes, sneezing, hiccups if environment is too demanding (e.g. noise, temperature, and lighting). ▪ Shows anxiety or exhibits disengagement cues when undergoing prolonged, painful, or stressful situations such as chaotic environments or medical procedures. ▪ Signals if needs are not provided timely (diaper, hunger, comfort). 	<ul style="list-style-type: none"> ▪ Provide constant close adult supervision and guidance. ▪ Dress child appropriately for the weather conditions. ▪ Put infant to sleep on his/her back. ▪ Provide a safe, child-proof environment (keep choking hazards and poisons out of child's reach, cover electrical outlets). ▪ Learn about the risk factors and signs of child abuse and neglect, and respond appropriately. ▪ Protect infant from exposure to violence, television, excessive noise, extremes in temperature, and overstimulation.

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
Birth through 8 Months	Rely on adults for safety.	<ul style="list-style-type: none"> Children are dependent on adults to keep them safe during this age. 	<ul style="list-style-type: none"> Provide a safe child-proof environment. Ensure use of age and weight-appropriate car safety seat when riding in vehicles. Learn about crib safety. Ensure child care environment meets safe and health standards. Maintain appropriate room temperatures, and outside environment exposure for heat and cold. Place babies on backs to sleep. Feed foods that are free of choking hazards as directed by health care professional. This means mostly liquids.