

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

### **DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **SUB-DOMAIN: SOCIAL DEVELOPMENT**

- Goal 27: Children trust, interact with, and seek assistance from adults.
- Goal 28: Children develop friendships with peers.
- Goal 29: Children demonstrate positive negotiation skills.
- Goal 30: Children demonstrate awareness of behavior and its effects on others.
- Goal 31: Children participate positively in group activities.
- Goal 32: Children demonstrate sympathy and empathy.
- Goal 33: Children develop a sense of humor.
- Goal 34: Children adapt to diverse settings.
- Goal 35: Children recognize, appreciate, and respect similarities and differences in people.

#### **SUB-DOMAIN: EMOTIONAL DEVELOPMENT**

- Goal 36: Children perceive themselves as unique individuals.
- Goal 37: Children demonstrate belief in their abilities.
- Goal 38: Children regulate their feelings and impulses.

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
INTERACTION WITH ADULTS			
GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Shows secure primary attachments.	<ul style="list-style-type: none"> <li>▪ Responds to the caregiver’s attempts to interact.</li> <li>▪ Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or the need for comfort.</li> <li>▪ Shows preference and/or turns toward sight, sound, and smell of mother or father, or primary caregiver as opposed to an unfamiliar adult.</li> <li>▪ Establishes an attachment with the primary caregiver and other consistent adults in the child’s life.</li> <li>▪ Is quieted by or seeks comfort by an attachment figure when crying.</li> <li>▪ Lifts arms to be picked up by an adult.</li> <li>▪ Establishes and maintains interactions with caregivers.</li> <li>▪ Shows preference for familiar adults through smiling, gesturing, and babbling back and forth.</li> <li>▪ Uses body movements to initiate social interactions (e.g. pats adult’s face).</li> <li>▪ Looks for caregivers’ response in uncertain situations.</li> <li>▪ Follows caregiver’s gaze to look at toy.</li> <li>▪ Offers verbal and non-verbal cues to initiate and maintain interaction with the caregiver.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond consistently and promptly to child’s cries and needs for comfort, reassurance, and to celebrate accomplishments.</li> <li>▪ Develop consistent daily routines that follow the child’s lead for care giving needs (e.g. when the child is hungry, tired, and alert).</li> <li>▪ Provide a child-safe environment (e.g. free of hazards associated with dangerous toys or materials, free of violence, and assures adequate shelter/housing, food, clothing).</li> <li>▪ Show respect for child and everyone in his/her environment.</li> <li>▪ Talk to, smile at, holds and cuddle with the baby.</li> <li>▪ When you ask a question, make a comment, or use a gesture with the baby, allow plenty of time for the child to respond with gestures, body language, smiles, eye contact, and babbling.</li> <li>▪ Provide words to the infant’s expression of emotion (e.g. hungry, peaceful, happy, sad, unsure, and sleepy).</li> <li>▪ Provide opportunities for face to face play with the baby, being sure to respond to the child’s stimulation level (e.g. if the child looks away during the interaction, the child may need to calm down from the interaction. The caregiver can look away from the child on this cue. Then, when the baby cues readiness to resume, come back to gaze with the child).</li> <li>▪ Hold infant close for short peaceful periods throughout the day.</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
INTERACTIONS WITH PEERS			
GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Shows interest in other babies and children.	<ul style="list-style-type: none"> <li>▪ Initially responds and prefers caregiver's face and voice.</li> <li>▪ Shows enjoyment in interactions with other children by turning toward other children, kicking and reaching, and using gestures, facial expressions, and vocalizations.</li> <li>▪ Gazes at and smiles spontaneously at other children.</li> <li>▪ Responds verbally when interacting with peers (e.g. cooing, laughing, or babbling).</li> <li>▪ Shows interest in other children, visually tracking their actions.</li> <li>▪ Imitates other children's sounds, actions, and motions.</li> <li>▪ Shows awareness that other children are crying or showing distress (e.g. turns toward or away from that child, stares at the child, or cries in unison with the child).</li> <li>▪ Begins to show awareness of feelings displayed by others by matching facial expressions and smiling responsively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for child to be around other children, including making it likely that the child will see the other child face to face, and be in close proximity.</li> <li>▪ Model positive response to both the child's and other children's sounds, cries, and moods with verbal and facial expressions.</li> <li>▪ Acknowledge the cries, coos, and babbles of all of the children in a group, verbally describing what babies are doing.</li> <li>▪ Respectfully imitate child while playing in give and take interactions and describe the interactions to other children in the setting.</li> <li>▪ Make a variety of facial expressions and allow time for the child to mimic or respond to the expression (e.g. happy, sad, excited, and surprised).</li> <li>▪ As you provide care, talk about the child's expression of emotion (e.g. happy, interested, hungry, sad, sleepy).</li> <li>▪ Point out features and behaviors of babies and older children as the infant looks at or hears them.</li> <li>▪ Post pictures of babies and their families in the childcare program classroom. Talk about the children in the pictures.</li> <li>▪ In child care settings, verbally acknowledge when children arrive and depart, saying their names and the names of the people bringing them or picking them up.</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
INTERACTIONS WITH PEERS			
GOAL 29: CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Initiates interactions with caregivers and responds to caregiver's interactions.	<ul style="list-style-type: none"> <li>▪ Communicates needs through crying, vocalizations, and movements.</li> <li>▪ Uses sounds to interact with caregiver in a conversational way (e.g. baby says, "Ooh" and caregiver says, "Ooh").</li> <li>▪ Gazes at others, maintains brief eye contact, and follows movement in the room.</li> <li>▪ Reaches out toward adults, other children, or objects.</li> <li>▪ Expresses self through differing vocalizations (e.g. differentiated cries of hunger, pain, anger, or protest).</li> <li>▪ Mimics facial expressions and simple movements.</li> <li>▪ Gives or takes toys from a familiar adult, in the latter months of this stage.</li> <li>▪ Gives cues to initiate interaction with caregiver, by the end of the period.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interact with child by holding, cuddling, hugging, smiling, and laughing with child; appropriate to the child's responses.</li> <li>▪ Nurture child during stressful times by using touch, verbal responses, or gestures.</li> <li>▪ Learn to recognize child's intent and various vocalizations, facial expressions, gestures, and body language.</li> <li>▪ Use words to label or narrate daily routines or child's expressions.</li> <li>▪ Give child time to respond to interaction and then describe their response (e.g. "You are so excited about this rattle! Do you want to hold it?").</li> <li>▪ Make time for give and take when interacting with a baby. Be patient to wait for a response from the baby after you offer a sound or a facial expression.</li> <li>▪ Follow the child's lead for when to gaze at each other and when to look away, when to laugh and be silly, and when to be less stimulating.</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
PRAGMATIC BEHAVIOR			
GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Becomes aware that their actions may be linked to another's response.	<ul style="list-style-type: none"> <li>▪ Repeats actions to cause a desired effect (e.g. cries and caregivers supply food).</li> <li>▪ Recognizes that certain adult actions are associated with expected behavior (e.g. when my caregiver puts me in crib, I go to sleep).</li> <li>▪ Makes a variety of sounds to gain caregiver's attention and response.</li> <li>▪ Pushes or drops items off highchair and looks for reaction from others.</li> <li>▪ Repeatedly bangs or waves object and looks to others for response.</li> <li>▪ Near the end of this age range, anticipates specific reactions to self-actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond consistently to child's behaviors with similar actions, tone, and words.</li> <li>▪ Play turn-taking games with child where there are actions and reactions.</li> <li>▪ Respond to child's needs and wants and comment on the relationship between what the child needed and what happened in relation to what the child did.</li> <li>▪ Expand on child's vocalization or actions (e.g. "Da, da, da – that sound is fun to make!" "Look at you sitting up all by yourself!").</li> <li>▪ Provide opportunities for child to explore your face and to lead the interaction (e.g. "You are looking at my eyes, what do you see?").</li> <li>▪ While sitting with the child during floor time, acknowledge how the child moves, or what the child gazes at (e.g. "You are looking at that block. Let me move it closer to you.").</li> <li>▪ During care giving routines, give babies cues to what will happen next, and allow time for them to respond.</li> <li>▪ Respond to child's cues and expand on their response (e.g. "I can hear you are hungry. I will warm your bottle.").</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
PRAGMATIC BEHAVIOR			
GOAL 31: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Shows awareness of self and others.	<ul style="list-style-type: none"> <li>▪ Orients toward familiar people.</li> <li>▪ Visually tracks and reaches for familiar adults.</li> <li>▪ Ceases to cry or changes intonation of cries when hears a familiar voice and sees a familiar face.</li> <li>▪ Reaches toward other children.</li> <li>▪ When other babies are in sight or within sound proximity, gazes at the babies, or turns toward the babies' sounds.</li> <li>▪ Becomes agitated or shows looks of concern when other babies in a group show distress.</li> <li>▪ Returns smiles to children and adults when they smile.</li> <li>▪ Expresses contentment or joy when other children or familiar adult are present and relaxed.</li> <li>▪ Participates in simple give-and-take with others (e.g. eye contact, smiles, facial expressions, and near the end of this period giving and receiving objects).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hold and position babies so they can have face to face contact with others, both children and adults.</li> <li>▪ When babies are in groups with other babies, pay attention to each baby's emotional state, especially during times when another baby is distressed.</li> <li>▪ Offer adult supported floor time for babies who are in group care, where children are placed on their stomachs for exploration and exercise, or for slightly older babies, where they are seated on the floor so they can see and enjoy other babies and their activity.</li> <li>▪ Have family meals, where babies are welcomed as a part of the table talk and setting.</li> <li>▪ Sing songs where two or more people sing along. This can occur at home where the family sings simple songs and makes music together, and at child care settings where babies hear two or more teachers and other children singing and making music and rhythmic movement.</li> <li>▪ In group settings, take children on rides in wagons or strollers together, and talk about how the babies are "our group," and describe the special things we do together.</li> <li>▪ Provide opportunities for children to be in a variety of environments where groups of people gather (e.g. family dinners and events, parks, markets, or community events).</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
PRAGMATIC BEHAVIOR			
GOAL 32: CHILDREN DEMONSTRATE SYMPATHY AND EMPATHY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Gazes at others and responds to variation in non-verbal and verbal sounds of others.	<ul style="list-style-type: none"> <li>▪ Reacts to human face more than to objects.</li> <li>▪ Gazes at other people.</li> <li>▪ Smiles when seeing a smiling face.</li> <li>▪ Watches and observes adults and other children's reactions and behaviors.</li> <li>▪ Responds to others by vocalizing or cooing.</li> <li>▪ Shows caution or distress when someone is crying or upset.</li> <li>▪ Searches for eye contact and sounds from humans, both other children and adults.</li> <li>▪ Responds to changes in intonation of voices.</li> <li>▪ Responds to another's cry or laughter.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond quickly to baby's sounds, cries, and moods in a gentle and reassuring way.</li> <li>▪ Support and stay near baby during stressful situations.</li> <li>▪ Name emotions expressed by the baby and respond empathetically.</li> <li>▪ Model empathetic behavior with adults, children, and animals.</li> <li>▪ Explain what is happening with others (e.g. "Enrico wants his bottle. He is crying hard because it's not quite ready.&gt;").</li> <li>▪ During care giving routines, provide opportunities for baby to observe and respond to caregiver's face up close.</li> <li>▪ Provide opportunities for baby to watch and interact with other babies.</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
PRAGMATIC BEHAVIOR			
GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Smiles and laughs with pleasure, often in response to primary caregiver.	<ul style="list-style-type: none"> <li>▪ Reacts with calm demeanor to physical sensations (rocking, lifting).</li> <li>▪ Shows differential reactions to familiar and unfamiliar.</li> <li>▪ Smiles, and later laughs, in response to environment, animals, and people.</li> <li>▪ Reacts positively to small surprises such as sounds, faces, and Peek-a-Boo.</li> <li>▪ Begins to initiate interactions with caregivers or other children.</li> <li>▪ Watches and observes the environment and the people and animals in it.</li> <li>▪ Recognizes and takes interest in new experiences and objects.</li> <li>▪ Engages in reciprocal interactions with others (e.g. gazing, smiling, and making sounds).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop secure relationship where child can trust caregiver responses and routines.</li> <li>▪ Hold infants about 10 inches from your face so the baby can see your smile and your eyes. Smile often.</li> <li>▪ Become familiar with child's temperament and approach to learning, so you can choose the ways that bring pleasure to the child's life.</li> <li>▪ Use surprise faces/expressions to amuse and bring interest to the child's day.</li> <li>▪ Play Peek-a-Boo and other games where fun is a part of the interactions.</li> <li>▪ Make simple jokes and amusing actions, then laugh with the children.</li> <li>▪ Offer reassurance if child withdraws when laughter or joy become overwhelming. Infants need time to calm when stimulated, so be sure to take cues from the child about ending interactions.</li> <li>▪ Caregivers and families can talk often to communicate things that make a baby happy and peaceful.</li> <li>▪ Communicate across caregivers to understand ways to offer culturally sensitive humor and actions.</li> </ul>

<b>DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT</b>			
<b>SUB-DOMAIN: SOCIAL DEVELOPMENT</b>			
<b>APPRECIATING DIVERSITY</b>			
<b>GOAL 34: CHILDREN ADAPT TO DIVERSE SETTINGS.</b>			
<b>Age Range</b>	<b>Developmental Growth</b>	<b>Child Indicators</b>	<b>Caregiver Strategies</b>
<b>Birth through 8 Months</b>	Reacts differentially to people, events, and settings.	<ul style="list-style-type: none"> <li>▪ Orients physically toward familiar people.</li> <li>▪ Uses social smile with familiar people.</li> <li>▪ Observes surroundings.</li> <li>▪ Shows attachment to primary caregivers.</li> <li>▪ Changes behaviors when a new setting is presented (e.g. looks to parent or caregiver for guidance).</li> <li>▪ Near the end of this age range, shows concern when primary caregivers are not present.</li> <li>▪ Near the end of this age range, chooses primary caregivers over others when distressed or uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish predictable, consistent family rituals, routines, and activities.</li> <li>▪ Provide adequate transition time and talk with child about upcoming changes to schedule or setting.</li> <li>▪ Provide child with special blanket or other object for comfort during changes.</li> <li>▪ Watch for child's cues of comfort or need for support and closeness.</li> <li>▪ When leaving child in the care of others, assure the child that you will return, and show assurance on your face and in body language that you will be back.</li> </ul>

<b>DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT</b>			
<b>SUB-DOMAIN: SOCIAL DEVELOPMENT</b>			
<b>APPRECIATING DIVERSITY</b>			
<b>GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE.</b>			
<b>Age Range</b>	<b>Developmental Growth</b>	<b>Child Indicators</b>	<b>Caregiver Strategies</b>
<b>Birth through 8 Months</b>	Shows habituation to sameness in sounds, voices, and environmental conditions, and reacts to changes when differences occur.	<ul style="list-style-type: none"> <li>▪ Focuses gaze and tracks people, sounds, and objects in the environment.</li> <li>▪ Reacts reflexively when startled by change in sounds or movement.</li> <li>▪ Calms to repetitious sound, voices, and movement.</li> <li>▪ Notices others' physical characteristics (e.g. reaches toward people).</li> <li>▪ Smiles in response to people's smiles, including familiar and unfamiliar people.</li> <li>▪ Reacts calmly, most of the time, to primary caregivers' faces and voices.</li> <li>▪ Reacts with curiosity to unfamiliar faces, voices, sounds, and tastes.</li> <li>▪ Distinguishes primary caregivers from others (as the baby progresses through this this age range).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share and explore family and community culture with child.</li> <li>▪ Model appreciation for diversity with family members, caregivers, and familiar adults in the child's environment.</li> <li>▪ Use familiar voices and intonation, familiar ways of moving a baby from place to place, and familiar songs, music, and lighting. Be mindful when introducing differences in these and acknowledge the child's different sensory experience by soothing and modeling a calm reaction to the changes.</li> <li>▪ Use sign language, gestures, words, varying tones of voice, various touches, and introduce various types of music and visual stimulation to expose the child to variety.</li> </ul>

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: EMOTIONAL DEVELOPMENT****SELF-CONCEPT****GOAL 36: CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<b>Birth through 8 Months</b>	Shows attachment with primary caregivers.	<ul style="list-style-type: none"> <li>▪ Gazes at and tracks the human face.</li> <li>▪ Explores own body (e.g. observes hands or reaches for toes).</li> <li>▪ Visually tracks primary caregivers, reaches toward, and babbles in communication to primary caregivers.</li> <li>▪ May increase agitation, then calm when hears attachment figures' voices or sees their faces.</li> <li>▪ Explores the face and other body parts of others (e.g. touches caregivers' ears, hair, hands).</li> <li>▪ Shows awareness of self in voice and body.</li> <li>▪ Reacts more quickly with social response for known individuals than for unfamiliar adults.</li> <li>▪ Responds with gestures or vocalization to sounds, movement, or the facial expressions of others.</li> <li>▪ Shows interest in and may reach for other children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hold, cuddle, physically nurture, and be responsive to child to foster trust and attachment.</li> <li>▪ Help child learn to calm self (model calming behavior, offer soothing objects and touch).</li> <li>▪ To address family values and policies and values of other care settings, providers and parents can discuss values about dependence and independence, adult responses and the type of response offered, and child's cues for gaining adult help.</li> <li>▪ Recognize that many families value interdependence. Some children will show varying levels of independence, while others will show independence and stronger bonds with family and community.</li> <li>▪ Through daily care routines, provide opportunities for child to explore your face and hands.</li> <li>▪ When approaching a child, talk to them about what is going to happen next (e.g. "I'm coming with your bottle Jade." "How about we rock in the chair while you drink your milk?").</li> </ul>

<b>DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT</b>			
<b>SUB-DOMAIN: EMOTIONAL DEVELOPMENT</b>			
<b>SELF EFFICACY</b>			
<b>GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.</b>			
<b>Age Range</b>	<b>Developmental Growth</b>	<b>Child Indicators</b>	<b>Caregiver Strategies</b>
<b>Birth through 8 Months</b>	Calms self for brief periods.	<ul style="list-style-type: none"> <li>▪ Uses basic self-calming strategies such as sucking or staring at an object.</li> <li>▪ Sustains a sound or gesture that creates an effect (e.g. repeatedly shakes a rattle after discovering that it makes a sound).</li> <li>▪ Recognizes adults who respond to cues and offer relief.</li> <li>▪ Explores close environments using senses, in close contact with caregiver.</li> <li>▪ Looks to caregiver when accomplishing new tasks such as rolling over, or sitting unaided).</li> <li>▪ May sometimes show signs of “global empathy” and get upset when someone else is upset.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide early face-to-face interactions so the child internalizes reciprocity, turn-taking in gazing, smiling, and making sounds.</li> <li>▪ Stay near child to develop attachment and trust between primary caregivers and the baby, so the baby can have calm emotions that support healthy brain development.</li> <li>▪ Provide a safe, consistent physical environment for child to explore.</li> <li>▪ In child care settings, encourage children to bring items from home such as blankets or special toys, and pictures of family.</li> </ul>

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: EMOTIONAL DEVELOPMENT			
SELF-CONTROL			
GOAL 38: CHILDREN REGULATE THEIR FEELINGS AND IMPULSES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Calms and soothes self for brief periods of time.	<ul style="list-style-type: none"> <li>▪ Signals needs with sounds or motions (cries when hungry or reaches for wanted object of comfort).</li> <li>▪ At the beginning of this stage, reflexively responds to stimulation (e.g. reflexively turns toward breast and sucks for feeding, starting and pausing in eating as adults respond to those cues, or reflexively grasps objects or adult's fingers when touched against palm).</li> <li>▪ Relaxes or stops crying when comforted (e.g. when swaddled or spoken to softly).</li> <li>▪ Comforts self by clutching, sucking, or stroking when tired or stressed (e.g. calms while stroking or holding soft blanket; sucks on fist, fingers, or pacifier for self-soothing).</li> <li>▪ Cries or uses other vocalizations, facial expressions, or body language to express emotions and to get needs met.</li> <li>▪ Communicates need for support or help from adults (e.g. looks toward or holds out arms to familiar adult when frightened).</li> <li>▪ Anticipates routine interactions (e.g. opens mouth when a spoon is offered).</li> <li>▪ Develops increasing consistency in sleeping, waking, and eating patterns.</li> <li>▪ Shows awareness of change and routine; may object to changes.</li> <li>▪ Responds to emotional cues and social situations (crying when other babies cry).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hold, snuggle, cuddle, and physically nurture child in ways appropriate to their specific sensory needs.</li> <li>▪ Respond to child's signals for attention.</li> <li>▪ Check environment for comfortable levels of noise, temperature, light, and other stimuli. Be aware of environmental factors that might cause distress.</li> <li>▪ Establish routines for eating, sleeping, diapering, and other regular activities while taking into account family's care practices and child's schedule.</li> <li>▪ Be aware that babies cry to express a range of feelings, and respond appropriately.</li> <li>▪ Comfort babies quickly when they cry to help them calm.</li> <li>▪ Model and respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words.</li> <li>▪ Respond to child's displays of distress by staying with child and sensitively helping child with difficult feelings.</li> <li>▪ Nurture child with kind words, hugs, and cuddles being sensitive to individual sensory needs.</li> <li>▪ Label what feeling the child might be feeling (e.g. "John you look frustrated. Is that toy too far away? Let's move it.").</li> </ul>