

IDAHO EARLY LEARNING eGUIDELINES



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



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

INTRODUCTION

During the first years of life, the human body changes continuously and dramatically. These changes are not simply a matter of growing taller or gaining more weight; they also involve a complex series of changes in body composition, proportion, and motor development. Long acknowledged as cornerstones of early development and learning and as key dimensions of school readiness, children's physical well-being, health, and motor development have received substantial attention in medical, educational, and developmental literature.

Through an interaction of maturation and experience, physical and motor development occurs along a relatively predictable sequence from simple to complex. Three general principles underlie the acquisition of motor skills:

- Children develop motor control and coordination sequentially from head to toe.
- Children develop motor control and coordination from the center of their bodies outward.
- Children develop motor skills involving reflexes, then large muscles, and then progress to smaller muscles. The order in which these develop is virtually the same for children around the world (e.g. they learn to lift their heads before they learn to control their fingers).

RATIONALE

Motor development, physical well-being, and health are central to children's learning experiences and are building blocks to lifelong health and active lifestyles. Motor development is closely linked with children's overall development. For example:

- Language development (babbling, pointing to objects);
- Cognition (exploring new environments, crawling or stooping down to explore, and building with blocks);
- Social competencies (hugging, building block structures together, waving bye-bye, and sharing a tricycle ride);
- Emotional development (successful balancing, using a climber, or throwing and catching balls).

The development of young children's physical and motor skills is often uneven. Growth spurts in physical development are common.

NOTE: Supplemental materials for parents, child care providers, teachers, and policy makers provide examples.

Children's physical development is influenced by external factors such as adequate nutrition, accessibility to safe play environments, and access to health and dental care. Social and environmental risks (e.g. firearms, lead, pesticides, inadequate or unhealthy water supplies, violent homes and neighborhoods, and water safety) impact children's physical well-being.

GENERAL DEFINITION

Domain 2: Motor Development, Physical Well-Being, and Health include three sub-domains:

- Motor Development
 - *Gross motor skills*
 - *Fine motor skills*
 - *Sensorimotor skills*
- Physical Well-Being
- Health
 - *Personal Care*
 - *Nutrition and Feeding*
 - *Safety*

MOTOR DEVELOPMENT

Motor development has three distinct components: gross motor skills, fine motor skills, and sensorimotor skills.

Gross motor skills are characterized by movements of the large muscles of the body and include such movements as rolling over, walking, jumping, and climbing.

Fine motor skills involve the ability to coordinate smaller muscles of the hands, fingers, and face that allow for movements such as grasping, cutting, picking up food, or intentionally winking.

Sensorimotor skills involve the ability to use and integrate the senses (sight, hearing, smell, taste, and touch) in relation to motor activity.

These skills provide a foundation for behavior, learning, and overall development for young children.

PHYSICAL WELL-BEING

Children need free play time, structured and unstructured physical play opportunities, adequate space, and challenging materials to pursue their physical development needs. Physical competence allows children to participate in group activities, to maintain attention, to maintain healthy bodies, and to have the energy to participate in learning.

Elements of physical competency and development include:

- Energy
- Strength
- Flexibility
- Coordination
- Stamina and Endurance

HEALTH

Personal Care: Prenatal care, personal hygiene, and basic personal care are essential to a child's physical health. Children's physical health is impacted by access to medical and dental care, adequate nutrition, healthy sleep patterns, and opportunity for physical activity and active play. Recognizing and addressing acute and chronic illness is essential to sustain healthy physical development.

Nutrition and Feeding: Eating a variety of nutritious foods is necessary for a child to grow and develop well. This includes what the child eats, as well as all the things a child learns about food and eating. Attitudes, self-regulation, culture, and developing competence in feeding oneself are entwined with food and feeding.

Safety: Young children's physical well-being is dependent on adult-provided support and monitoring. Safety includes protecting children from exposure to harmful substances and situations and helping children learn to avoid harmful objects, environments, and circumstances. Though young children can learn safety rules and regulations, know when and how to ask for help, and recognize the boundary between safety and danger, they cannot be expected to keep themselves safe.

SUPPORTING INDIVIDUAL DIFFERENCES

Physical and motor development includes biological maturation that reflects genetics, nutrition, health, and environments. Development of physical skills and abilities follows a predictable progression, though the rate of physical and motor development varies widely among individuals, cultures, and contexts.

Children's motor development, physical well-being, and health are sometimes impacted by visual, hearing, motor, neurological, and disease or health conditions. Young children who experience delays, disabilities, or who are at risk for developmental delays can benefit from assistive technology and adaptive equipment, and specialized resources where space, play settings, and trained adults support daily activities.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.

Domain 2: Motor Development, Physical Well-Being, and Health
Sub-Domain: Motor Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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			
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"> ▪ Sits in lap with head steady. ▪ Sits steady, without support. ▪ Moves to sitting position, without assistance. ▪ Rocks back and forth on hands and knees and, later, crawls, then creeps. ▪ Pulls self from sitting to standing while holding onto something or someone. ▪ Walks holding on to furniture or objects. ▪ Walks two or three steps, without support. ▪ Squats to explore items on the ground. ▪ Stoops over to explore things on the ground; first without, and then with balance. ▪ Carries toys or objects while walking. ▪ Tries to climb stairs, with assistance. 	<ul style="list-style-type: none"> ▪ Provide space and opportunities for child to move safely and freely during waking hours. ▪ Provide large motor challenges in environment (pillows, mats, foam risers, variety of surfaces/levels). ▪ Provide a safe environment and objects for physical activity. ▪ Provide a variety of push/pull toys. ▪ Play interactive games and sing songs from child's home cultures that involve child's hands, feet, and body. ▪ Offer flooring indoors, and level outdoor surfaces that support practicing early steps. ▪ 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). ▪ 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).

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, and climb).	<ul style="list-style-type: none"> ▪ Walks and runs with skill; changing both speed and direction. ▪ Climbs in and out of bed, or onto a steady adult chair. ▪ Pounds object with intent and precision (hammers peg with accuracy). ▪ Kicks and throws a ball, but with little control of direction or speed. ▪ Jumps in place. ▪ Balances on one foot briefly. ▪ Bends over easily at the waist without falling. ▪ Walks in a straight line. ▪ Walks backwards. ▪ Walks up and down stairs (not alternating feet), without assistance. 	<ul style="list-style-type: none"> ▪ Offer spaces that encourage play opportunities for child to run, throw, jump, kick, and climb. ▪ Roll balls on the ground to and from with the child, and later, gently bounce pliable balls for the child to catch. ▪ Provide a variety of materials and equipment (riding toys, low climbing structures). ▪ Offer low curbs and low soft balance beams for children to step on and off. ▪ Draw lines on sidewalks with chalk or in the dirt for children to walk along. ▪ Play music and drums for marching, swaying, and hopping. ▪ Engage child in physical activities that promote balance (rocking, swinging, rolling, and spinning). ▪ Play simple repetitive games where the child stands up, sits down, stands up, sits down. ▪ Provide opportunities for child to try different body positions (bending, twisting). ▪ Modify activities to ensure individual participation of each child (provide ramps or low steps to ensure access to climbing equipment).

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GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Coordinate whole body to move in complex ways with strength, agility, and balance.	<ul style="list-style-type: none"> ▪ Walks and runs following circular paths (around obstacles and corners). ▪ Runs, pivots to change direction, and stops as appropriate. ▪ Crawls through a play tunnel or under tables. ▪ Climbs on play equipment. ▪ Throws large beanbags or ball with some accuracy. ▪ Catches large balls with two hands. ▪ Kicks ball forward. ▪ Balances on one foot; hops forward on two feet, then on one foot. ▪ Jumps on two feet and jumps over small objects with balance and control. ▪ Jumps from a height. ▪ Jumps for distance. ▪ Gallops. ▪ Pedals consistently when riding a tricycle. ▪ Starts and stops a tricycle intentionally. ▪ Walks up and down stairs using alternating feet. 	<ul style="list-style-type: none"> ▪ Provide safe equipment and environments that vary in skill levels (tricycles, scooters, tires, hoops, balls, balance beam, climbing equipment). ▪ Teach child new skills (e.g. dance moves, bounce and kick ball activities, swimming, skiing, and tumbling). ▪ Provide activities in which only one side of the body is used at a time (hopping, standing on one foot). ▪ Provide opportunities for dance and other movement activities that use both sides of the body (bending, twisting, stretching, and balancing). ▪ Provide safe inside and outside environments that offer variation in elevation, so children can jump to and from a height and practice balancing. ▪ Play games where children meet imagined or real obstacles to go under, over, through, and up or down.

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GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Coordinate multiple movements with accuracy and purpose.	<ul style="list-style-type: none"> ▪ Runs with an even gait and with few falls. ▪ Hops on each foot separately, without support and with balance. ▪ Maintains balance while bending, twisting, or stretching. ▪ Walks up and down stairs while holding an object in one or both hands. ▪ Moves body into position to catch a ball; then throws the ball in the right direction. ▪ Kicks large ball to a given point, with some accuracy. ▪ Throws a medium-size ball, with some accuracy. ▪ Alternates weight and feet while galloping or using stairs. ▪ Moves to a rhythm (marching). ▪ Runs forward, backward, slides to the side, and pivots while changing direction without pausing. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to participate in activities that develops large muscles (gymnastics, soccer, dance, swimming, basketball, freeform play with balls, bicycle riding). ▪ Include child in simple physical chores (taking out trash, raking leaves, stacking chairs, wiping tables, washing trikes, carrying toys from storage to sand box). ▪ Offer inside and outside environments that include opportunities for climbing, jumping, throwing, catching, running, and using wheel toys. ▪ Offer opportunities to lift and carry toys and objects (e.g. big blocks, boxes, gardening utensils, buckets of sand, or a bag of toys).

IDAHO EARLY LEARNING EGUIDELINES

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

Domain 2: Motor Development, Physical Well-Being, and Health

Sub-Domain: Motor Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

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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
Birth through 8 Months	Bring hands and objects to mouth. Purposefully manipulate objects.	<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.

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GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Demonstrate development in eye-hand coordination by grasping and manipulating objects in exploration, and including both hands in accomplishing a task.	<ul style="list-style-type: none"> ▪ Grasps objects purposefully. ▪ Picks up small objects with thumb and forefinger. ▪ Shakes a rattle. ▪ Transfers small object from hand to hand. ▪ Pushes and drops objects off highchair tray, table tops, and from crib. ▪ Successfully closes and then, later, opens simple containers, doors, and drawers. ▪ Self-feeds finger foods ▪ Bangs objects together. ▪ Waves bye-bye and claps hands. ▪ Fills and empties objects from container. ▪ Makes straight line and diagonal marks. Turns pages of a board book independently, and in other books with adult help. ▪ Points at object that is out of reach. ▪ Holds fat crayon with a full-hand grasp and scribbles on large paper. ▪ Fits two cups together, one inside the other. ▪ Holds toy in one hand and explores it with the other. ▪ Stacks objects. 	<ul style="list-style-type: none"> ▪ 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). ▪ Provide supervised drawing opportunities offering fat crayons and large paper. ▪ Offer objects for play that offers a variety of sizes and textures. ▪ 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). ▪ Offer toys and materials that open and close. ▪ Provide board books to encourage reaching, mouthing, and page turning. ▪ Provide a variety of objects and containers to manipulate, especially those that can be filled and dumped. ▪ Sing songs and model finger plays that offer hand play. ▪ Offer a variety of cups of different sizes for water play and for manipulation. ▪ Offer soft blocks that are hand size for building and knocking down. ▪ Offer age-appropriate finger foods such as peas.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks.	<ul style="list-style-type: none"> ▪ Turns book pages, one page at a time, most of the time. ▪ Scribbles with drawing and writing tools. ▪ Begins to imitate marks (scribbled lines, a circle). ▪ With support, puts on slip-on shoes, coats, hats. ▪ Uses forefinger to thumb grasp with precision. ▪ Uses a paintbrush. ▪ Folds blanket, cloth diaper, or paper, with assistance. ▪ Pours and dumps water, sand, and other materials using containers or a simple tool. ▪ Pours liquid from a small pitcher to a cup. ▪ Opens doors, with assistance, by turning and pulling doorknobs. ▪ Eats with utensils; using some eating utensils appropriately. ▪ Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board). ▪ Imitates hand motions of simple finger plays or songs. 	<ul style="list-style-type: none"> ▪ Provide a variety of books in size and shape for independent holding and page-turning. ▪ Engage child in scribbling using crayons, chalk, markers, and large pencils. ▪ Provide experiences that support the use of fingers and hands in many different positions such as finger painting, manipulating play dough, or painting with a brush at an upright easel. ▪ Engage child in activities that promote moving fingers individually (finger plays, typing on a toy keyboard, or using finger puppets). ▪ Model writing and drawing tools in everyday life. ▪ Engage child in playing with and stacking a variety of sizes of large and small blocks. ▪ Provide time, opportunity, and support for practicing dressing including trying on shoes, coats, hats, gloves, boots, shirts, smocks, and vests. ▪ Offer activities for sorting and folding clothes. ▪ Provide child-sized utensils and containers for pouring during mealtime. ▪ Offer “cooking” opportunities where children pour, scoop, and stir. Offer recipes where precise amounts are not necessary. ▪ Offer mealtime opportunities for children to serve some foods to their own plates. ▪ Provide opportunities for water and sand play with a variety of scooping, filling, and pouring materials. ▪ Offer smocks for children as they play in messy activities. ▪ Have brooms, clean up clothes, and paper towels nearby to handle messes and mistakes as children are not yet precise in their coordination.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Use fingers and hands for purposeful tasks.	<ul style="list-style-type: none"> ▪ Eats with utensils; scoops, spears, and spreads food. ▪ Uses various drawing and art materials (crayons, brushes, finger paints). ▪ Copies shapes and geometric designs. ▪ Opens and closes scissors with one hand. ▪ Cuts a piece of paper on a straight line, then on a curve. ▪ Manipulates small objects with ease (e.g. sorts counting bears into groups, strings beads, screws large screw into soft wood, plants seeds in soil, fits small objects into holes). ▪ Fastens large buttons. ▪ Zips and unzips zippers with some support in getting a zipper started. ▪ Uses stapler or hole-punch. ▪ Completes increasingly complex puzzles (single, cut-out figures to 15-piece puzzles). ▪ Writes recognizable letters and numerals. 	<ul style="list-style-type: none"> ▪ Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole-punch). ▪ Encourage child to strengthen grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers). ▪ Provide a variety of tools to encourage use of precision grasps (e.g. writing utensils such as crayons, pencils, markers, paints, spoons, forks, table knives, glue sticks, scissors). ▪ Provide opportunities for child to practice tying, buttoning, and beading. ▪ Offer a variety of scissors, including hand over hand scissors, lefty scissors, adaptive scissors, blunt scissors, and sharp safety scissors. Demonstrate how to use them safely. ▪ Modify activities to ensure participation of each child (i.e. attach rubber grips to pencils and pens, offer handwriting frame). ▪ Offer supervised wood-working opportunities (gluing, hammering, screwing, and sawing). ▪ Provide toys that include objects that fit into and beside a structure (e.g. playhouse with furniture, horses and fences, or garage with cars).

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Manipulate materials in a purposeful way, planning and attending to fine details.	<ul style="list-style-type: none"> ▪ Removes and replaces easy-to-open container lids. ▪ Folds paper and makes paper objects (airplanes, origami), with assistance. ▪ Cuts, draws, glues with near precision. ▪ Ties knots and shoe laces, with assistance. ▪ Prints letters and numbers (up to 20) with some legibility. ▪ Uses buttons on clothing and zips with minimum assistance. ▪ Pours, spears, spreads, spoons, and cuts simple foods with some precision. ▪ Tears tape off a dispenser without letting the tape get stuck to itself, most of the time. ▪ Puts together and pulls apart manipulatives with appropriate strength and precision most of the time. ▪ Designs shapes by using simple shapes to form larger shapes. 	<ul style="list-style-type: none"> ▪ Involve child in daily activities (setting a table, preparing food, or lacing shoes). ▪ Plays card games in which child must hold, pick up, and turn over cards (Memory, Go Fish). ▪ Engage child in returning blocks, toys, materials to shelves, boxes, or closets, with order and precision. ▪ Provide daily opportunities for child to use art supplies that support fine-motor skills (crayons, chalk, pencils, scissors, glue, stickers). ▪ Provide materials to manipulate such as building bricks, hammer and nails, or beads for stringing and sewing. ▪ Offer opportunity for children to serve themselves most items at mealtimes, using child-sized serving bowls and utensils. ▪ Offer spoons, forks, table knives, and child-sized pitchers at mealtimes. ▪ Offer opportunities to write numerals and letters in a variety of sizes and in a variety of ways (e.g. on blank paper, on lined paper, in a small tablet, with a paint brush on the easel, on a chalk board, on big sheets of paper, on a white board, in the sand, or on the playground blacktop). ▪ Provide time, support, and environments where children can dress and undress themselves (e.g. include time in schedules for children to put on their own coats, shoes, hats, gloves for outside play; offer child height hooks and cubbies for clothes; offer help for children as they get started dressing, then intervene only after they try themselves).

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GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.

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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 noise to protect infant's developing hearing. ▪ When diapering or dressing the baby, gently caress the baby's shoulders or fingers or legs.

			<ul style="list-style-type: none"> ▪ 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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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
6 to 18 Months	Intentionally respond to sensory input and to coordinate actions based on input.	<ul style="list-style-type: none"> ▪ Orients to a speaker when addressed by name. ▪ Seeks out sensory input by mouthing or touching objects. ▪ Explores and responds to different surface textures. ▪ Moves body in response to music and sounds. ▪ Explores and responds to a variety of textures, sounds, smells, tastes, and visual input. ▪ Shows preference for tastes and textures. ▪ Moves body in rhythm to music and sounds. ▪ Coordinates eye and hand movements (puts objects into large container). ▪ May respond with surprise or resistance to moved sensory input. 	<ul style="list-style-type: none"> ▪ Offer water play with items that sink and float. Respond to child's sensory cues by giving additional sensory stimulation or reducing sensory stimulation. ▪ 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. ▪ 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. ▪ Balance the baby on your leg, and move the baby slowly through space, holding on to the baby as the baby balances. ▪ Offer a "tunnel" for the baby to crawl through, using a blanket over a box, or a box that is made into a tunnel. ▪ Incorporate a variety of surface materials in the environment (hard top tables, soft cushions). ▪ Play music on a variety of instruments, and from different types of music. ▪ Hold the baby and sway to music, and/or model moving to a rhythm. ▪ 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. ▪ Provide opportunities to listen to, to discriminate, and to make a variety of sounds including quiet and louder sounds. ▪ Provide materials and objects of various textures, shapes, colors, smells, and sounds. ▪ As children investigate sensory materials, talk with them about characteristics of those materials (e.g. colors, sounds, temperatures, tastes, and smells).

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
16 to 38 Months	Regulate actions and responses based on sensory input.	<ul style="list-style-type: none"> ▪ Demonstrates awareness of self and body in space (walks around table without bumping into it). ▪ Moves eyes rather than head to track objects. ▪ Holds materials at an appropriate distance. ▪ Performs basic creative movements, with adult guidance or alone (dances to music or rhythm). ▪ Eats food with a variety of textures, tastes, and temperatures. ▪ Exhibits eye-hand coordination (builds with blocks, puts items in a container, completes simple puzzles, or strings large beads). ▪ Climbs, walks up inclines, slides, swings, and jumps from a low height to integrate sensory input. ▪ Plays with materials of different textures (sand, water, leaves). 	<ul style="list-style-type: none"> ▪ Comment positively and specifically about how a child is responding to a sensory experience in play (e.g. "You touched that leaf over and over. Was it smooth, or rough, or sticky?"). ▪ Model movements and invite child to participate (e.g. dance, twirl, march, or drum together). ▪ Provide objects for catching and throwing (e.g. soft balls including large and smaller balls; beanbags). ▪ Provide containers for filling, emptying, dumping, and shaking. ▪ Provide a variety of sensory materials such as water, snow, mud, and sand for the child to explore. ▪ Offer a variety of food with varying sizes, shapes, textures, tastes, and temperatures.

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
36 to 60 Months	Coordinate motor activities based on sensory input.	<ul style="list-style-type: none"> ▪ Coordinates motor activity based on visual input. ▪ Physically reacts appropriately to the environment (e.g. bends knees to soften a landing, moves quickly to avoid obstacles). ▪ Demonstrates concepts through movement (e.g. imitates an animal through movement, sounds, dress, dramatization, dance). ▪ (Refines) eye-hand coordination for precise movement (e.g. catches a rolled ball, then catches a bounced large ball, and then catches a large ball on the fly). ▪ Coordinates motor activity based on auditory input (e.g. runs to look out the window when hearing a siren, moves quickly aside to avoid an object that comes from behind). ▪ Demonstrates coordination when pushing objects, climbing, swinging on a swing, sliding, and balancing. 	<ul style="list-style-type: none"> ▪ Play word games, read books, and sing songs that include the senses. ▪ Set up obstacle courses of items such as chairs, pillows, boxes, and give directions to go over the box, under the chair, and beside the pillow. ▪ Provide opportunities for the child to explore natural surroundings through the senses (e.g. balance on a low curb, sway in the wind, or kneel and peek under a bush). ▪ Provide opportunities for the child to integrate rhythm, sounds, and music with motor activity (e.g. striking a drum to the beat or marching with the rhythm). ▪ Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively. ▪ Offer various weights, sizes, heights, and density in play equipment for children to arrange and move (e.g. large blocks and boxes for lifting, movable play tables, tents for erecting, sand, water, and buckets of mud for constructing).

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
60 Months through Kindergarten	Integrate sensory motor skills into actions.	<ul style="list-style-type: none"> ▪ Hits a medium-sized ball (6 to 8 inches) with a bat, with some consistency. ▪ Catches a ball thrown from a distance of 5 to 10 feet. ▪ Manipulates simple puppets. ▪ Carries a glass of liquid across the room without spilling it. ▪ Pivots, runs, and stops with control. ▪ Participates in vigorous, active play (e.g. freeze tag, hide and seek, and games where pivoting on the run is necessary). ▪ Successfully aims and tosses objects. 	<ul style="list-style-type: none"> ▪ Provide play opportunities that involve coordination (e.g. a ball and/or bat, basketball hoop, hopscotch). ▪ Provide opportunities for the child to explore spatial relationships (e.g. playing games with other children, crawling through tunnels, swinging on hand bars, and managing projectiles such as a basketball and hoop). ▪ Explore foods from a variety of tastes and textures. ▪ Provide safe and supervised opportunities for the child to try a variety of activities with limited sensory input (using headphones, blindfold, and gloves). ▪ Provide opportunities for play and games using sensory instructions. ▪ Read books and sing songs with rhythmic motor actions included (i.e. "Head, Shoulders, Knees, and Toes"). ▪ Encourage games that include pivoting, stopping, and starting quickly (e.g. Duck, Duck, Goose, Freeze Tag, or Simon Says).

IDAHO EARLY LEARNING EGUIDELINES

GOAL 20: CHILDREN DEMONSTRATE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.

Domain 2: Motor Development, Physical Well-Being, and Health

Sub-Domain: Physical Well-Being

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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 20: CHILDREN DEMONSTRATE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Explore environment with purposeful movement.	<ul style="list-style-type: none"> ▪ Sustains longer wake periods. ▪ Practices walking, running, climbing, jumping, crawling, squatting, and rolling in challenging environments (e.g. inclines, stairs, and uneven surfaces). ▪ Alternates quiet and active movement. ▪ Indicates fatigue or desire for movement by seeking rest or un-restrained movement. ▪ Walks, runs, climbs, jumps in place, crawls, squats, and rolls with smooth transitional movements. ▪ Initiates and maintains active play and exploring and interacting with the environment. 	<ul style="list-style-type: none"> ▪ Watch for and respond to child’s cues that indicate the need for quiet or active time. ▪ Provide opportunities and a variety of toys to encourage movement and physical activity. ▪ Respond with words of encouragement and support for repeating the activity when the infant tries new motor activities. ▪ 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.”). ▪ 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). ▪ Provide child with routines for motor activity (e.g. toddler walks up stairs to changing table with adult assistance).

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
16 to 38 Months	Engage in new and familiar physical activities with and without adult prompting.	<ul style="list-style-type: none"> ▪ Sleeps for 10-14 hours including naps; awakening rested and ready for daily activities. ▪ Runs smoothly on even and uneven surfaces. ▪ Attempts to balance, and has increasing success balancing on low ledges and curbs. Combines motor actions in sustained play (e.g. playing on small slides, climbing on small structures, using wheel toys, carrying objects of varying sizes and shapes, throwing and catching, dancing, and marching). ▪ Carries, dumps, fills, pulls, pushes heavier objects. ▪ Stacks objects at increasing heights. 	<ul style="list-style-type: none"> ▪ Provide child with active play opportunity throughout each day including play on slides, climbing spaces, surfaces for wheel toys, and space for sustained running, as well as indoor tumbling mats and foam risers. ▪ Provide safe and inviting areas to encourage sustained movement and balance (i.e. slightly elevated inclines, low steps, and soft surfaces). ▪ Provide equipment, materials, and activities for structured active physical play, including child-sized balls and wheel toys, musical instruments, active follow-along songs, and active play rhythmic poems and stories. ▪ Provide daily quiet activities, rest periods, and nap times. ▪ Limit child's screen time (watching TV and videos, and sitting at a computer games) to no more than two hours of each in a 24-hour period, including that home and child care settings. ▪ Accompany the child on daily short walks, where the child is not in a stroller. ▪ Model physical activities by playing with the child rather than watching the child play.

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
36 to 60 Months	Engage in organized and spontaneous physical activity both indoors and outside.	<ul style="list-style-type: none"> ▪ Sleeps for 10-12 hours each day, including a nap. ▪ Repetitively practices new skills. ▪ Engages in unstructured active physical play on a daily basis (60 minutes each day). ▪ Pushes self on wheeled toys with agile steering. ▪ Engages in structured active physical play 30 minutes each day. 	<ul style="list-style-type: none"> ▪ Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities. ▪ Provide at least 60 minutes of unstructured physical activities each day. ▪ Provide adult-led sustained active physical play in several short activity periods to total 30 minutes in a day (e.g. dance together, march together to the beat of a drum, throw balls to each other, and stretch and bend to music). ▪ Make physical activity interesting and challenging (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things). ▪ Rotate active physical play toys to match children's interests and growth/development, incorporate movement to music). ▪ Provide a balance between stimulating and restful activities.

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
<p>60 Months through Kindergarten</p>	<p>Sustain strength for increased periods of time.</p> <p>Engage in a variety of physical activities that promote fitness and fundamental movement skills.</p>	<ul style="list-style-type: none"> ▪ Sleeps 10 hours per day. ▪ Runs 50 to 75 yards, without stopping. ▪ Engages in active physical play for at least 60 minutes per day which includes running, jumping, climbing, kicking, lifting, throwing/catching, wheel toys, and vigorous peer play. 	<ul style="list-style-type: none"> ▪ Schedule ample time for children to sustain active play. ▪ Provide equipment and space that encourage active physical play, such as hard surfaces for wheel toys, and separated spaces for sustained ball play, or running. ▪ Plan outdoor and indoor areas for active physical play, attending to changing weather situations (i.e. shady areas in hot summer sun, snow play areas and extra gloves and hats for outside winter play, space for sustained running opportunities for children to the child to engage in daily physical activities). ▪ Engage the child in activities that require physical exertion. ▪ Provide opportunities for the child to reach new physical goals (hopping on one foot repeatedly, jumping over small boxes). ▪ Encourage the child to reach and exceed personal goals rather than to compete with others.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.

Domain 2: Motor Development, Physical Well-Being, and Health
Sub-Domain: Physical Well-Being

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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: 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"> ▪ Rolls, crawls, cruises furniture, walks, squats, and climbs. ▪ Refines movements that allow play in simple play and simple games with other people. ▪ Tries new physical challenges such as pushing an unfamiliar wheel toy or going down a low slide. ▪ Sustains play with objects that require some hand, wrist, and arm control. ▪ Demonstrates ability to play with objects as wrist/forearm control improves. ▪ Smoothly moves from one position/action to another (sitting to crawling, standing to walking). 	<ul style="list-style-type: none"> ▪ Show enthusiasm and encouragement when child tries new motor activities. ▪ Share child's excitement about and enjoyment of physical activities. ▪ Encourage child to play both inside and outside, on a daily basis. ▪ Engage child in simple movement games (So Big, Pat-a-Cake, and Ring-Around-the-Rosie). ▪ 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.").

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
16 to 38 Months	Engage in a variety of sequenced movements with increased balance.	<ul style="list-style-type: none"> ▪ Attempts new activities that require familiar and unfamiliar physical movement, with or without adult assistance. ▪ Participates actively in simple games, dance, and movement activities (e.g. catches and kicks a ball, plays chase). ▪ Uses tools to obtain a result. 	<ul style="list-style-type: none"> ▪ Talk with child about the positive effects of exercise. ▪ Model enthusiasm for a child's efforts and use words to describe physical activities. ▪ Watch for children's cues about when they are ready to attempt a new skill. Provide support as the child attempts an activity that is challenging, rather than forcing a child to try a new skill. ▪ Play a variety of active games with the child (e.g. simple and safe obstacle course or running with scarves as parachute play). ▪ Plan time and activities both indoors and outside, daily. ▪ Limit child's screen time (watching TV and videos, playing computer games) to no more than 2 hours of quality programming each day, including home and child care settings. ▪ Move to music or sing songs with the child that involves a variety of active physical play (e.g. finger plays, hand motions, crawling, marching, jumping, dancing, leaping, and mimicking movements such as swimming or rowing a boat).

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
36 to 60 Months	Engage in complex physical movements embedded in play activities.	<ul style="list-style-type: none"> ▪ Engages in large motor physical challenges (jumping from heights, climbing, and rough and tumble play). ▪ Initiates structured and unstructured physical activities throughout the day. ▪ Incorporates various physical activities while transitioning from one place to another (e.g. marches between the kitchen and the bathroom, dodges pretend objects walking down a hallway, or walks backwards into the bathroom). ▪ Participates in simple cooperative games with peers. ▪ Uses a variety of complex movements to help with physical chores (e.g. putting away toys, independently dressing, setting the table, and picking up toys). 	<ul style="list-style-type: none"> ▪ Engage child in group exercise times/activities (e.g. bike rides, group activities using playground structures, group games such as exercising together to music, family walks). ▪ Provide opportunity for child to try many types of physical activities (e.g. throwing and catching different types of balls, using a variety of playground equipment and outside environmental challenges, helping with physical chores, dancing in different styles and to different tempos and styles of movement). ▪ Provide child the opportunity to play in a variety of physically challenging settings (e.g. a neighborhood park with outdoor play equipment, areas with steeper hills for running up and down, equipment for climbing up and over, and physically negotiating space for playing around and among other children).

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
60 Months through Kindergarten	Engage independently and with peers in a wide variety of daily physical activities.	<ul style="list-style-type: none"> ▪ Participates regularly in physical activity (e.g. dance classes, and organized and informal sports). ▪ Helps with physical chores (raking leaves, sweeping the floor, carrying laundry, putting away toys). ▪ Participates in cooperative games with peers. ▪ Engages in independent physical play (e.g. hopscotch, riding a bicycle, swinging independently). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to play song games incorporating music, movement, and social interaction. ▪ Participate in regular physical activities with child (swimming, walking, skating, hiking, playing ball, drumming, skiing). ▪ Provide opportunities for child to participate in activities where the child can repetitively practice a new skill.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.

Domain 2: Motor Development, Physical Well-Being, and Health
Sub-Domain: Health

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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 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"> ▪ Indicates needs and wants such as hunger or sleep. ▪ Assists caregiver with holding bottle; later grasps a cup. ▪ Begins self-feed soft, easily dissolvable foods, using fingers. ▪ May indicate when in need of diaper change. ▪ May assist adult when undressing, dressing, and diapering. ▪ Removes loose clothing (socks, hats, mittens). ▪ Holds own cup when drinking. ▪ Begins to use a spoon. 	<ul style="list-style-type: none"> ▪ Respond positively and promptly when child indicates need (need for food, diaper change, blanket). ▪ Provide safe finger foods for child to self -feed. ▪ Wash your hands and child's hands frequently to help prevent the spread of colds and viruses. ▪ Provide oral health care (brushing teeth and gums). ▪ Encourage child to assist with daily personal care (pull down and pull up pants, brush teeth, and dress self). ▪ Provide child-sized eating utensils and cups; and provide opportunities for older child to make selections from foods offered and feed self. ▪ Provide older babies with a consistent bedtime routine for both evening and naptimes. ▪ 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). ▪ Model basic personal care routines.

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
16 to 38 Months	Participate in meeting personal care needs.	<ul style="list-style-type: none"> ▪ Shows through gestures, expressions, body language, or words that they need to urinate or have a bowel movement. ▪ Feeds self with spoon, without assistance. ▪ Washes hands, with assistance. ▪ Demonstrates interest in changing clothes when wet or muddy. ▪ Participates in putting on shoes and socks. ▪ Dresses and undresses completely, with assistance. ▪ Uses personal care objects correctly and regularly, sometimes with assistance (drinks from open cup, brushes hair, brushes teeth). ▪ Participates in sleeping routines such as getting and arranging their bedtime comfort items. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to participate in personal care (e.g. choose clothes to wear, use toothbrush, and for older toddlers, dress self using very basic closures). ▪ Provide opportunities for child to be responsible for personal belongings (e.g. hanging up own jacket, placing shoes in a bin, putting artwork in the cubby). ▪ Provide easy on/off clothing to allow child a chance to practice personal care. ▪ Read with child and practice other calming routines at naptime and bedtime. ▪ Be aware of culturally-based personal care strategies used by families to promote interdependence. ▪ Use child sized feeding utensils, small pitchers and serving bowls, so children can practice serving themselves.

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
36 to 60 Months	Initiate and carry out personal care routines, with and without assistance.	<ul style="list-style-type: none"> ▪ Feeds self with fork and spoon; and spreads with a blunt knife, without assistance. ▪ Washes hands independently, with frequency. ▪ Gets a drink of water from an appropriate tap, without assistance. ▪ Dresses and undresses, with minimal help. ▪ Chooses own clothes to wear, when asked. ▪ Puts shoes on, without assistance. ▪ Decides, with few prompts, when to carry out self-help tasks (e.g. to wash hands when dirty and before meals). ▪ Chooses to rest, when tired. ▪ Participates in helping younger siblings or other children with personal care routines. ▪ Independently completes toileting activities, though may need some reminders and or support in wiping and flushing the toilet. ▪ Brushes own teeth, though adult may complete the brushing process. 	<ul style="list-style-type: none"> ▪ Offer plenty of guidance and opportunities for child to take care of self (e.g. put on own coat, clean up after spills and messy projects). ▪ Give child enough time to take care of personal needs such as zipping and unzipping coat. ▪ Help child recognize personal signs of fatigue and need for rest. ▪ Provide opportunities for child to help younger siblings and other children with appropriate personal care routines. ▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always put child in car safety seat when traveling in a vehicle, always hold adult hands when walking in parking lot, look both ways when crossing streets, or wear a helmet when using wheel toys).

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
60 Months through Kindergarten	Independently initiate and carry out personal care routines.	<ul style="list-style-type: none"> ▪ Uses fork, spoon, and a blunt table knife. ▪ Pours liquids easily, with minimal spills. ▪ Dresses and undresses in easy pull-on clothes and using basic closures, without assistance. ▪ Ties single knot in shoelaces, with assistance. ▪ Brushes and combs hair. ▪ Independently toilets. ▪ Helps select clothes appropriate for the weather. 	<ul style="list-style-type: none"> ▪ Talk with child about the health benefits of positive personal care routines. ▪ Provide repeated opportunities for child to practice personal care such as dressing, brushing hair, and brushing teeth. ▪ As appropriate, provide opportunities for child to take responsibility for own special personal care (eyeglasses, hearing aids). ▪ Provide opportunities to model care routines with dolls or other toys. ▪ Offer opportunities for child to prepare food, and to clean up bowls and dishes after eating. ▪ Describe personal responsibility skills needed for practicing good hygiene as children share bathrooms, wash hands, and eat together.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 23: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS.

Domain 2: Motor Development, Physical Well-Being, and Health
Sub-Domain: Health

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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			
DAILY LIVING SKILLS			
GOAL 23: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Anticipate, respond, and participate in basic hygiene tasks, with assistance.	<ul style="list-style-type: none"> ▪ Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort. ▪ Displays an awareness of hand washing routine and allows hands to be washed. ▪ Vocalizes needs and wants such as hunger, fatigue, a soiled diaper, or discomfort. ▪ Participates in hand washing routine. ▪ Begins to brush gums and teeth, with assistance. ▪ Participates in bath time routines. 	<ul style="list-style-type: none"> ▪ Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about child development. ▪ Use a systematic record keeping system to document child's personal health. ▪ Provide ongoing dental care for child. ▪ 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). ▪ 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. ▪ Establish hygiene routines and model them (washing hands before eating, brushing teeth). ▪ Provide necessary hand washing assistance (wash hands using liquid soap, running water, and disposable towels). ▪ Use sunscreen to protect skin from sunburn, hats and sunglasses to protect eyes.

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
16 to 38 Months	Show some awareness of personal health and hygiene skills.	<ul style="list-style-type: none"> ▪ Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper, when prompted. ▪ Shows interest in toilet training and begins to use toilet regularly by 36 months, with assistance. ▪ Participates in bathroom routines. ▪ Washes and dries hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose). ▪ Uses tissue to wipe nose, with assistance. ▪ Communicates with caregiver when feeling uncomfortable or un-well. ▪ Cooperates and assists with tooth brushing. ▪ Begins to choose appropriate amounts of food to put on plate. ▪ Can serve self from small pitchers and bowls. 	<ul style="list-style-type: none"> ▪ Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about development. ▪ Use a systematic approach to record keeping concerning the child's health. ▪ Provide ongoing dental care for child. ▪ Model and practice proper hand washing and drying. ▪ Provide necessary hand washing assistance to include liquid soap, running water, and disposable towel. ▪ Support child's efforts in toileting, brushing teeth, bathing. ▪ Offer space and child-sized utensils to support personal hygiene as children learn to eat hygienically. ▪ Show child how to cleaning self; acknowledge child when he/she does self-care. ▪ Talk with child about health rules (cover mouth when coughing; throw away soiled tissues in wastebasket). ▪ Model words to describe symptoms of illness ("I feel hot today." "My tummy is full." "I cut my finger. It stings."). ▪ Have a set of clean clothes always ready for child to change into. ▪ Use sunscreen to protect skin from sunburn, and sunglasses and hats to shield eyes.

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
36 to 60 Months	Demonstrate independence in personal hygiene skills.	<ul style="list-style-type: none"> ▪ Takes care of own toileting needs. ▪ Washes and dries hands before eating and after toileting, without assistance. ▪ Cooperates and assists caregiver with tooth brushing. ▪ Identifies health products (shampoo, toothpaste, soap). ▪ Covers mouth and nose when coughing and sneezing with elbow or tissue. ▪ Uses tissue to wipe own nose and throws tissue in wastebasket. ▪ Recognizes and communicates when experiencing symptoms of illness. ▪ Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance). 	<ul style="list-style-type: none"> ▪ Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about development. ▪ Use a systematic approach to record keeping concerning the child's health. Provide ongoing dental care for child. ▪ Establish hand washing routines (wash hands using liquid soap, running water, and disposable towels) for appropriate times throughout the day (on arrival, after handling pets, before and after eating, after toileting and blowing nose, after outdoor play). ▪ Provide opportunities for child to select personal hygiene items for self and others (select own toothbrush, washcloth). ▪ Make a place for child's personal grooming. ▪ Provide child with enough time to take care of personal hygiene. ▪ Provide opportunities for child to interact with health care workers (dentist, nurse, health aide, doctor). ▪ Use sunscreen to protect skin from sunburn, and sunglasses and hats to shield eyes.

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
60 Months through Kindergarten	Initiate and independently carry out personal hygiene skills, with or without assistance.	<ul style="list-style-type: none"> ▪ Washes hands independently at appropriate times throughout the day. ▪ Brushes teeth and attempts flossing, with supervision; and then allows assistance to complete the process. ▪ Washes face, without assistance. ▪ Covers mouth and nose with tissue or elbow when coughing and sneezing. ▪ Demonstrates an awareness of routines for maintaining good health. 	<ul style="list-style-type: none"> ▪ Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about child development. ▪ Use a systematic approach to record keeping concerning the child's health. ▪ Offer stories, poems, songs, that increase children's knowledge about personal hygiene. Provide ongoing dental care for child. ▪ Encourage child to verbalize why personal hygiene is important. ▪ Demonstrate and explain the importance of hygiene for good health. ▪ Establish hand washing routines (wash hands using liquid soap, running water, and disposable towels) during appropriate times throughout day (on arrival, after handling pets, before and after eating, after toileting and blowing nose or sneezing, after outdoor play). ▪ Use sunscreen to protect skin from sunburn, and sunglasses and hats to shield eyes.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.

Domain 2: Motor Development, Physical Well-Being, and Health
Sub-Domain: Health

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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

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
16 to 38 Months	Choose how much food to eat. Participate in mealtime routines, with support.	<ul style="list-style-type: none"> ▪ Expands recognition and eats a variety of foods. ▪ Distinguishes between food and non-food items. ▪ Makes personal food choices among options. ▪ Explores new foods when offered. ▪ Talks about being hungry or full. ▪ Uses cup to drink beverages. ▪ Begins using serving utensils. ▪ Begins to pass and receive food in serving containers. ▪ Uses fork and spoon, with limited accuracy, but continues to use fingers often. 	<ul style="list-style-type: none"> ▪ Establish regular meal and snack times in daily schedules. ▪ Prepare and provide a variety of nutritious snacks and meals from child's own cultural background and other cultures. ▪ Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors. ▪ Offer beverages in cups (1% or 2% milk, 100% juice, or water). ▪ Provide child-sized utensils. ▪ Provide child-sized serving utensils that help child to serve child-sized portions. ▪ Provide adequate space for each child to pass, serve, pour, and eat. ▪ Prepare and present food with consideration for child's physical skills for passing and serving themselves. ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Sit down to supervise child before food is passed. ▪ Talk with child about how food and water help us to be healthy. ▪ Offer food at least every 3 hours so that child's hunger does not overwhelm their ability to self-regulate food intake. ▪ Link new foods to familiar foods describing taste and textures. ▪ When adding a food that is new to a child's menu, include other foods that are familiar to the child.

			<ul style="list-style-type: none">▪ Encourage child to drink plenty of water throughout the day.▪ Develop a plan for cooperating with physician-prescribed diets (allergies, diabetes).▪ If child has food allergies, talk with him/her about healthful food choices that fit his/her needs.▪ Avoid serving choking hazards (raisins; grapes; popcorn; hot dogs; hard candies; and other small, hard, round, foods).
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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
36 to 60 Months	Participate in mealtime routines with increasing independence and using utensils.	<ul style="list-style-type: none"> ▪ Accepts a greater variety of foods, displays greater acceptance of textures and flavors. ▪ Expresses food preferences using increasingly descriptive vocabulary. ▪ Uses spoon and fork, but continues to use fingers for efficiency. ▪ Begins to have accuracy with a knife for spreading soft foods such as butter or jelly. ▪ Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals. ▪ Uses serving utensils to self-serve food, with increasing accuracy. ▪ Passes food at the table and takes appropriate-sized portions, or participates in other culturally-specific family serving styles. ▪ Expresses hunger and fullness using words such as "I'm hungry" or "My tummy is full." ▪ Begins to identify sources of food. 	<ul style="list-style-type: none"> ▪ Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors. ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health. ▪ Offer food at least every 3 hours so that child's hunger does not overwhelm their ability to self-regulate food intake. ▪ Establish the expectation for the child to join with family or group at mealtime. ▪ Resist forcing child to eat. ▪ Provide child-sized utensils. ▪ Provide child-sized serving utensils that help child to serve child-sized portions. ▪ Provide adequate space for each child to pass, serve, pour, and eat. ▪ Provide opportunities for child to serve themselves from common bowls and pitchers. ▪ Involve child in planting, growing, and harvesting a vegetable garden. ▪ Provide opportunities for child to handle food, and to help prepare meals and snacks. ▪ Talk about food and nutrition concepts including texture,

			<p>vocabulary, appearance, and preferences during meal times.</p> <ul style="list-style-type: none">▪ Avoid serving choking hazards (grapes; popcorn; hot dogs; hard candies; and other small, hard, round foods).▪ Provide directions to prevent choking (keep all four chair legs on the floor, avoid talking or laughing with food in mouth, take small bites, and finish chewing food before leaving the table).
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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
60 Months through Kindergarten	Take increasing responsibility for eating and food choices.	<ul style="list-style-type: none"> ▪ Chooses from a variety of foods. ▪ States food preferences. ▪ Provides simple explanations for own and others' food allergies. ▪ Able to indicate when certain foods are eaten (e.g. pancakes for breakfast). ▪ Tries most new foods. 	<ul style="list-style-type: none"> ▪ Engage child in preparing, serving, and eating a variety of foods. ▪ Talk with child about why certain foods are more nutritious than others (e.g. fruit is more nutritious than candy because it has more things in it that helps our body grow and be healthy). ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Give child opportunities to provide input on food and menus. ▪ Provide family-style dining. ▪ Model healthy eating habits. ▪ Acknowledge child's differences and preferences for food, but do not compare children's eating characteristics.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 25: CHILDREN DEMONSTRATE KNOWLEDGE ABOUT AND AVOID HARMFUL OBJECTS AND SITUATIONS.

Domain 2: Motor Development, Physical Well-Being, and Health

Sub-Domain: Health

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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			
SAFE PRACTICES			
GOAL 25: CHILDREN DEMONSTRATE KNOWLEDGE ABOUT AND AVOID HARMFUL OBJECTS AND SITUATIONS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Rely on adults to maintain safe environments and respond to adult indicators of unsafe or dangerous situations.	<ul style="list-style-type: none"> ▪ Begins to respond to cues from caregivers about warnings of danger. ▪ Begins to react when caregiver says, "No," but may need assistance to stop unsafe behavior. ▪ Responds to cues from caregivers about warnings of danger. ▪ Reacts when caregiver says, "No," but may need assistance to stop unsafe behavior. ▪ Turns to familiar adults in preference to strangers. ▪ Refers to adults in the environment to determine if activity or setting is safe. 	<ul style="list-style-type: none"> ▪ Model vocabulary that indicates danger. ▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always use car safety seats, life jackets, and bicycle helmets). ▪ Explain when things are hot and too hot to safely touch; cold and too cold to safely touch. ▪ Prepare food to avoid choking hazards. ▪ Respond with proximity, words, and calming touch when child needs reassurance. ▪ Acknowledge child's fears and offer calming environment.

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
16 to 38 Months	Begin to develop an awareness of harmful objects and situations.	<ul style="list-style-type: none"> ▪ Begins to avoid some dangers (e.g. blowing on hot food, saying “Hot” and pointing to a hot stove, or mimicking adult admonitions), but cannot be relied on to keep self safe. ▪ Seeks caregiver support when aware of danger. ▪ Communicates to adult when someone hurts or makes them feel bad. 	<ul style="list-style-type: none"> ▪ Provide constant close adult supervision and guidance. ▪ Keep all chemicals, including soaps, cleaners, and cosmetics, in locked cabinets. ▪ Give child basic words for talking about harmful objects and substances. ▪ Teach child to tell an adult if they are afraid, have been hurt by an adult or another child, or see something that is not safe. ▪ Keep guns unloaded, use safety locks, and store in a locked cabinet away from children. ▪ Introduce child to safety personnel and places such as firefighters, fire stations; health clinics, doctors, and hospitals. ▪ Teach child that they are strong and capable and can count on you to keep them safe. ▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always put child in car safety seat when traveling in a vehicle). ▪ Assist child in dressing appropriately and check clothing for hazards that might cause choking or hangings.

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
36 to 60 Months	Demonstrate an awareness and understanding of harmful objects and situations and respond to the danger, with and without assistance.	<ul style="list-style-type: none"> ▪ Communicates to peers and adults when seeing dangerous behaviors such as someone throwing rocks on the playground. ▪ Recognizes dangerous objects and areas, when taught about the danger. Can tell about the danger, but cannot be relied upon to avoid the area or objects. ▪ Realizes medicine can improve health, when used properly, but cannot be relied on to know how to use medicine. ▪ Identifies appropriate clothing and sunscreen for various weather conditions. ▪ Has basic safety awareness about some hazards such as guns, fire, water, and strangers, though cannot be relied on to avoid these. 	<ul style="list-style-type: none"> ▪ Provide constant close adult supervision and guidance. ▪ Participate in discussions with firefighters about fires and safety precautions. ▪ Invite law enforcement officer to tell about how they help to keep people safe. ▪ Explain 9-1-1, and show child how to dial 9-1-1. ▪ Read stories in which children face harmful situations and discuss how they deal with them. ▪ Provide puppets role-play materials, and songs/rhymes that help child focus on whom and what can be trusted. ▪ Be vigilant about appropriate clothing and skin protection. ▪ Provide role-playing situations for child to practice personal safety. ▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always put child in car safety seat, helmets for bikes). ▪ Keep guns unloaded, use safety locks, and store in a locked cabinet away from children. ▪ Become familiar with the risk factors and signs of child abuse and neglect.

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
60 Months through Kindergarten	Explain harmful objects and situations, and respond appropriately and independently most of the time.	<ul style="list-style-type: none"> ▪ Explains when not to accept rides, food, or money from strangers. ▪ Understands that some activities may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with blood, playing near ditches). ▪ Identifies adults who can assist in dangerous situations (parents, teachers, police officers). ▪ Recognizes personal privacy in relation to their body. ▪ Identifies when objects/settings are safe or unsafe for children (e.g. knives, electric outlets, traffic). 	<ul style="list-style-type: none"> ▪ Though child can explain safety procedures, they may not always do what is safe. Provide constant close adult supervision and guidance. ▪ Plan field trips and speakers from community health and safety programs (e.g. local and tribal clinics, dentist, doctor, veterinarian, firefighter, law enforcement officer). ▪ Talk with child about harmful situations and alternative strategies for dealing with them. ▪ Show child difference between candy and pills and food and non-food items (drug abuse concerns). ▪ Take neighborhood walks with child and look at and discuss potentially dangerous situations. ▪ Explain safety rules for privacy in relation to their body. ▪ Teach child when and how to dial 9-1-1.

IDAHO EARLY LEARNING EGUIDELINES

GOAL 26: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.

Domain 2: Motor Development, Physical Well-Being, and Health

Sub-Domain: Health

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

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.

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

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
16 to 38 Months	Develop an awareness of safety rules and respond to safety rules, with assistance.	<ul style="list-style-type: none"> ▪ Displays recognition of the rules though may not always follow them. ▪ Pays attention to safety instructions, with assistance (cooperates when told, "I need to hold your hand when we cross the street."). ▪ Verbally offers simple rules (hot, no-no, no running inside) but cannot control impulse. ▪ Verbally offers simple rules (hot, no-no, no running inside) and can also control impulse at some times. ▪ Anticipates consequences for not following rules. 	<ul style="list-style-type: none"> ▪ Always use helmets on children and adults who are using wheel toys, motor craft, and skiing. ▪ When a child is using wheel toys, skiing, or riding on motor craft, such as 4-wheelers, always use helmets. ▪ In daily routines, demonstrate safe strategies such as animal safety, traffic safety, and how to be safe in a group. ▪ Reassure children that you are here to keep them safe. ▪ Comment descriptively when child behaves safely. ▪ Demonstrate, explain, and provide opportunities for child to practice safety around bodies of water (lakes, oceans, rivers, ditches). ▪ Provide frequent reminders about safety rules ("You should hold an adult's hand when you walk in a parking lot.").

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
36 to 60 Months	Follow safety rules, with and without assistance.	<ul style="list-style-type: none"> ▪ Identifies safety signs posted indoors and outdoors. ▪ Follows emergency drill instructions (e.g. fire, earthquake, bomb, lockdown). ▪ Follows basic safety rules, with assistance (e.g. bus, bicycle, boat, plane, playground, crossing the street, stranger awareness sidewalk behavior). ▪ Understands and anticipates the consequences of not following rules. ▪ Initiates getting buckled into age and weight-appropriate car safety seats in vehicles. ▪ Puts on or asks for helmet before riding a bicycle or other wheeled toy. ▪ Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting. 	<ul style="list-style-type: none"> ▪ Discuss personal safety rules with child (e.g. holding hands in crowds, wearing a personal flotation device, wearing a bike helmet). ▪ Provide basic safety equipment for all of child's activities, including helmets, flotation devices, and seat belts. ▪ Model safe practices (e.g. wearing personal floatation devices, helmets, and practicing fire safety). ▪ Discuss safety rules regarding recreation, wilderness, and animal safety as appropriate to your community (e.g. guns, wild animals, motor craft, matches and propane, insects, busy streets, water safety). ▪ In daily routines, demonstrate safe strategies such as animal safety, traffic safety, and group safety. ▪ Reassure children that you are here to keep them safe. ▪ Talk with child about fire safety (e.g. "Tell an adult if you find matches and lighters."). ▪ Provide opportunities for child to practice appropriate emergency drills such as fire, earthquake, or lock down. ▪ Show and tell child how and when to call 9-1-1 in an emergency situation. Let them practice. ▪ Invite community helpers to talk about how a child can ask for help in an emergency situation. ▪ Provide opportunities for child to learn and practice water safety. ▪ Discuss traffic safety signs as they travel in motor vehicles while on field trips. ▪ Provide facsimiles of stops signs, railroad signs, or crossing

			<p>signs to use in play situations.</p> <ul style="list-style-type: none">▪ Encourage participation in setting rules for the classroom.
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DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH			
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SAFETY RULES AND REGULATIONS			
GOAL 26: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Verbalize and demonstrate application of safety rules and respond appropriately and independently most of the time.	<ul style="list-style-type: none"> ▪ Tells, explains, and follows safety rules consistently. ▪ Explains why emergency drills are important. ▪ Explains how to get help in emergency situations (calling 9-1-1, finding a police officer or responsible adult). ▪ Practices safety rules in dramatic play (e.g. "Keep your fingers away from the hot stove so you do not get hurt."). ▪ Participates in setting rules for indoor and outdoor play in a classroom or family setting. ▪ Responds quickly to adult directives about safety. ▪ Seeks adult help in unsafe situations. 	<ul style="list-style-type: none"> ▪ Support children to learn their full names and addresses and help them know when to tell adults this information. ▪ Discuss and demonstrate personal safety rules (e.g. holding hands in crowds, wearing a personal floatation device, avoiding unfamiliar dogs, wearing a bike helmet). ▪ Discuss safety rules regarding recreation, wilderness, and animal safety as appropriate to your community (e.g. guns, wild animals, motor craft, matches and propane, insects, busy streets, water safety). ▪ Talk with child about fire safety ("Tell an adult if you find matches and lighters."). ▪ Practice a fire/tornado emergency exit plans for your home or child care site, and where to meet after exiting. ▪ Show and tell child how to call 9-1-1 in an emergency situation. ▪ Identify different people to ask for help in an emergency situation (e.g. law enforcement officer, neighbor, emergency medical technician, librarian, bus driver). ▪ Provide opportunities for child to observe traffic safety rules as they travel in motor vehicles and public transportation. ▪ Discuss traffic safety signs as they travel in motor vehicles while on field trips. ▪ Involve children in setting safety rules for classroom setting. ▪ Provide supervision for child; preferably both sight and sound supervision, and reassure children that you are here to keep them safe.