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| **SOCIAL/EMOTIONAL**  **RED** my changes **7/11/19** **BLUE** TEA guidelines  **GREEN** SACS guidelines **Highlighted** Developmental Milestones**\*Anecdotal note suggested****St. Luke’s Day School** **Individual Assessment: INFANT** **(3 to 9) months as of September 1****Provide opportunities for children to explore the wide range of feelings and emotions and how to appropriately express them (pg25).** |
| 1. Focuses on another person’s face; makes/maintains eye contact **Gaze at object, person, or toy; show’s interest in others by watching them and tracking their behaviors.** |
| 2. Smiles or cries responsively **Smile when spoken to. Show social interaction with a smile and mutual eye gaze.** Responds to smiles with smiling; imitation of a smiling adult or sibling is common. An infant appears to smile when someone smiles at him (pg17). Adult or other children. |
| 3. Quiets down or gets excited when they hear familiar voices |
| 4. Calms self using soothing behaviors**Calm when held or gently rocked.** Calms self; an infant can sometimes regulate her own distress by placing her fingers in her mouth or by focusing on something else, such as a toy, her clothing, or a mobile (pg17). |
| 5. Coos, squeals, or laughs when adult talks and plays gamesEngages when adult plays simple games (i.e. peek-a-boo)**Coo, squeal, or laugh when their caregiver talks and plays games with infant.**  Plays games with adults and older children; games such as peekaboo and pat-a-cake are common, and a baby appears to enjoy the element of surprise, as well as the close interaction with family members and caregivers (pg18). Shows interest in playing games; at about 8 months, a baby can initiate games that are familiar to him rather than waiting for a caregiver or sibling to initiate them (pg21).  |
| 6. Begins to separate more easily from caregivers* **Shows interest in familiar faces by staring at them**
* **Responds with smiles and cooing when picked up by a familiar caregiver**
* **Smiles in recognition of familiar caregiver and shows excitement when they enter the room**
* **Prefers sight, smell, and sound of familiar caregiver**
* Uses soothing behaviors (such as: babbling themselves to sleep and thumb-sucking)
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| 7.Follows movement of adult, peers, and/or objects with eyesPays close attention to older children and their actions; the infant watches an older sibling, especially an older toddler, and responds with an occasional smile (pg17). |
| 8. Imitates familiar adults’ body language and sounds  |
| 9. Turns and looks at adult when name is called Distinguishes voices of important people; babies will turn toward familiar voices and give them more attention by staring and moving their bodies in anticipation of communication (pg18). Responds to own name; a baby will turn her face toward the adult or child speaking when she hears her name (pg19). |
| 10. Turns head or pushes away something unwanted **Push away bottle, breast, or food, or turn head away when full.**  |
| 11. Looks at and/or smiles at self in the mirror Responds to own reflection in mirror; infants are drawn to their own reflection. They make eye contact and may reach out to touch the reflection (pg20). |
| 12. Occupies self for short periods of time  |
| 13. Begins to distinguish between tone of voice in adults (such as: happiness, excitement, and anger)Can distinguish voice tones and emotions; babies can often tell when others are sad, happy, or angry by the tone of the voice. Caregivers can easily observe the way infants react to these emotions in adults (pg18). |
| 14. Asserts wants and needs in non-verbal and verbal ways* **Cry when hungry and quiets down when picked up to feed**
* **Cry when hungry, uncomfortable, tired, or unhappy**
* **Turn head, frown, and/or arch back when over-stimulated**

**Children engage in multiple and varied activities focused on developing verbal and non-verbal communication skills (pg28).** Babbles and laughs to get adult attention; this vocal activity appears to be more intentional at this age as the infant seeks interactions with important adults and other children (pg17). |
| 15.Adjusts to classroom daily routine **start sleep/wake cycles, eating, sleeping, and environment**  |

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| **INTELLECTUAL/COGNITIVE** |
| **Language and Communication****Teachers and staff encourage the development and use of language by infants through such ways as talking, verbalizing and making sounds, eye contact, smiling and physical interactions (pg31).** |
| 1. Notices facial expressions and body language when adult is talking**Begins to move mouth while looking at caregiver talking****Teachers sit with them in conversations with adults and other children (pg28).** |
| 2. Looks in the direction of a sound **Turns toward sounds/noises; turn towards sounds or voice of caregiver; focus on caregivers’ face and follow face or voice.** |
| 3. Coos with or without an adult |
| 4. Makes a variety of sounds to express needs and interests Laughs out loud **Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling).** **Make sounds or signs to get caregiver’s attention. Make sounds, cry, or fuss to get caregiver’s attention.** Laughs out loud; laughing in response to a tickle, smile, gentle bouncing on the knee, and so on, is common (pg19). |
| 5. Babbles responsively with an adult**Babble or coo with caregivers.** Makes squealing and gurgling sounds; an infant express herself through vocalizations. Pre-talking sounds are also emotional outlets (pg19). Responds to change in the tone of voice of an adult. |
| 6. Experiments with vocalizations Strings different sounds together without meaning Experiments with vocalizations to include longer and more varied sounds; a baby yells or makes loud, extended sounds when tired and “ahhhhhhhhhh” or “ehhhhhhhhh” sounds when happy (pg19). |
| 7. Responds with gestures to adult body language and directions **Respond to body language and directions given by the caregiver (hold arms out when caregiver reaches for child and says “Let me pick you up.”) Use hand motions and body movements (reaching, clapping, and turning) in response to familiar words and phrases.** |
| 8. Uses intonations in soundsA baby imitates the rise and fall of adult speech in his sounds (pg19). |
| 9. Begins to develop receptive language vocabulary**Such as becoming excited or calm when spoken to.** Develops receptive-language vocabulary; a baby understands simple words, commands, and phrases long before he can talk. His receptive-language understanding is much larger than his expressive ability (pg19). |
| 10. Strings single consonant sounds Babbles consonant sounds such as “ba-ba-ba-ba-ba” and “da-da-da-da-da;” although many parents claim their child says “ma-ma” or “da-da” at this age, an infant may not associate sounds with people at this stage of development (pg19). |
| 11. Learns appropriate gestures to familiar words/phrasesSuch as: shakes head for no; waves for bye-bye. May begin to put spoken sounds or words with gesture.  |
| 12. Strings a combination of vowel and consonant soundsBabbles sounds such as “goo” and “gaa”- These sounds are a combination of vowels and consonants and are considered to be important pre-speech behavior (pg19). |
| **Exploration and Discovery**  |
| 1. Eyes and head follow side to side motion of an object (child lying on back) |
| 2.Turns head when a new person enters the room**Look intently at new faces or objects.** |
| 3.Explores own hands and feetDiscovers hands and feet are extensions of self; an infant will stare at his hands and intentionally grab or hold his feet (pg20). |
| 4. Reaches out to touch objectsGestures to get desired object **Reach out to touch objects; roll over to get a toy just out of reach.** |
| 5.Copies familiar adults’ actions**Copy caregiver actions, such as sticking out tongue or clapping hands together** |
| 6.Puts objects in their mouth to touch and taste |
| 7. Explores environment with senses**Teachers and staff foster children’s independence in exploring (pg23). Infants and Toddlers/twos are provided numerous and varied opportunities to explore their environment using their senses to discover their ability to make things happen and solve simple problems (pg33).** Explores environment with senses; an infant looks, gazes, mouths, and turns her head to sounds and textures in the environment (pg20). |
| 8.Imitates adults playing with a toy**Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work** (the beginning of symbolic play) |
| 9. Looks for object that is moved out of sight **Look in appropriate direction for toys that have been dropped or partially covered by a blanket.**  |
| 10. Shows interest in manipulating toys and objectsThe infant is more intentional in making his own selections during this period. He also grasps and holds on to objects for longer periods of time (pg21). Shows interest in objects with moving parts; a baby pokes, prods, rattles, and bangs toys with moving parts as she experiments with them. She also likes to watch moving mobiles and other hanging objects that gently sway when moved (pg21). |
| 11. Experiments with cause and effect **Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table).** Investigates objects by banging, shaking, and throwing; babies explore cause and effect as they manipulate objects for a desired outcome or result (pg21).  |
| 12. Begins to anticipate events and understand daily routines Anticipates events- Infants begin to recognize that a meal, a bath, or bedtime is about to happen (pg20). |
| **Early Literacy** |
| 1.Focuses attention, moves body, or makes sounds during familiar songs, fingerplays, or rhymes **Infants and toddlers/twos interact within an environment that is rich with exposure to books, songs, rhymes and routine games that include rhymes, songs, and finger plays, as well as multiple and varied opportunities to hear stories and have books read to them (pg29).** |
| 2.Touches, looks at, or makes sounds when looking at picture books with adults |
| 3.Observes others writing or drawing on paperExample- watching teachers write down names on papers, daily notes, chart paper, etc.  |

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| **SPIRITUAL**  |
| 1. Shows affection and attachment to familiar people  |
| 2. Seeks and responds to comfort from familiar caregiversAccepts adult help in calming; may be soothed and comforted by program staff **Stop crying and calm down when comforted by a familiar caregiver; Seek and respond to comfort from familiar caregivers when frightened or upset.** |
| 3. Developing a sense of trust with caring adults  |
| 4. Looks at God’s beautiful worldExamples- on buggy rides, playground, in songs/stories, in nature, etc.  |
| **PHYSICAL** |
| **Gross Motor**  |
| 1. Lifts head and chest while lying on stomach Lifts head while in supine position; the infant has developed strong neck muscles (pg15). Holds chest up in prone position with weight on forearms; the infant is stronger in the upper chest area and can now support his weight (pg15). **Lift head and shoulders.** |
| 2. Swipes at objects; reaches **Bat or kick at toys or things hanging over them** |
| 3. Brings hands to midline while on backThe infant brings his hands to his midline as he explores and discovers that he can control his hands (pg14). |
| 4.Turns head from side to sideRotates or turns head from side to side with no head bobbing; The infant progresses at this stage from head bobbing to more steady movement with no head bobbing. While being held in an upright position, she may turn her head from side to side as she explores the environment or hears a sound that is interesting to him/her (pg14). |
| 5. Brings hands to mouth |
| 6. Props up on forearms |
| 7. Rolls from stomach to side Rolls from stomach to side; this is the infant’s early attempt at rolling all the way over (pg15). Rolls from stomach to back; this movement usually follows soon after the infant learns to roll from her tummy to her side (pg15). Rolls from back to stomach; This movement usually follows the infant’s learning to roll from his stomach to his back (pg15). |
| 8. Rolls from stomach to back |
| 9. Rolls from back to stomach |
| 10. Rolls or attempts to move toward a toy |
| 11. Brings feet to mouth easily while lying on backBrings feet to mouth easily while in supine position- Infants strengthen upper body movement as they reach for, grab, and pull their feet forward to their face. Doing this also helps them achieve a perception of self (pg15). |
| 12.Shakes or wiggles arms and legs |
| 13. Pushes down legs when feet are placed on a firm surface Pushes down on legs when feet are placed on a firm surface; When the infant is held in a standing position with his feet on a firm or hard surface, he appears to propel himself into jumping (pg15). An infant can stand briefly if you hold her up. This exercise increases leg strength (pg15). |
| 14. Can sit up without support Begins to sit with support Sits without support; the baby can sit unsupported in a high chair for feeding or on a solid, flat surface for play (pg16). |
| 15. Sits up and maintains balance while playing with a toy |
| 16. Can move self around environment: pivots on stomach, rolls, combat crawl **Scoot forward or backwards**Uses toes and hands to propel forward or in a circle; the baby digs in his toes and hands to move (pg15). |
| 17. Claps hands  |
| 18. Crawls Crawls; the baby moves on her hands and knees from one place to another at will (pg16). |
| 19. Pulls self to standing position |
| 20. Lowers self down from standing position |
| **Fine Motor** |
| 1. Holds object in hand Begin to grab at things with a purpose, but may not hold things well yet |
| 2. Begins to scoop or rake with their hand to pick up objects, food, etc. All fingers at the same time |
| 3. Picks up an object  |
| 4. Transfers object from one hand to another Transfers object from one hand to another; after taking a toy, the baby can move the toy back and forth at will (pg15). |
| 5. Begins feeding self using fingers |
| 6. Beginning to grasp small objects with thumb & forefinger Grasps small items; the baby uses his whole hand and picks up small toys or objects with his thumb and fingers (pg16). |
| 7.Points to something they find interesting  |