



California's Infant/Toddler Learning & Development Foundations Seminar

Brought to you by the California Department of Education,
Child Development Division and
WestEd, Center for Child and Family Studies

Agenda

- Welcome
- Overview of the Infant/Toddler Learning and Development System
- Responsibilities of Home Visitors
- Infant/Toddler Learning and Development Foundations DVD clips
 - Social Emotional Development
 - Language Development
 - Cognitive Development
 - Perceptual and Motor Development
- Feedback

California's Learning and Development System

**Program Guidelines
& Resources**

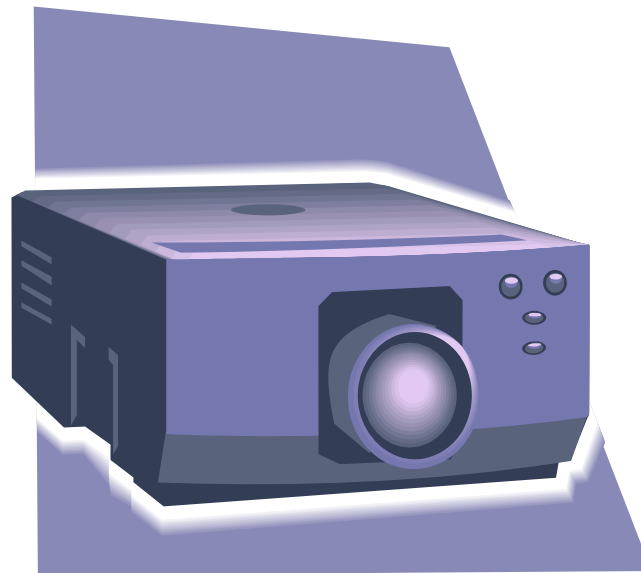
**Curriculum
Framework**

**Learning &
Development
Foundations**

**Professional
Development**

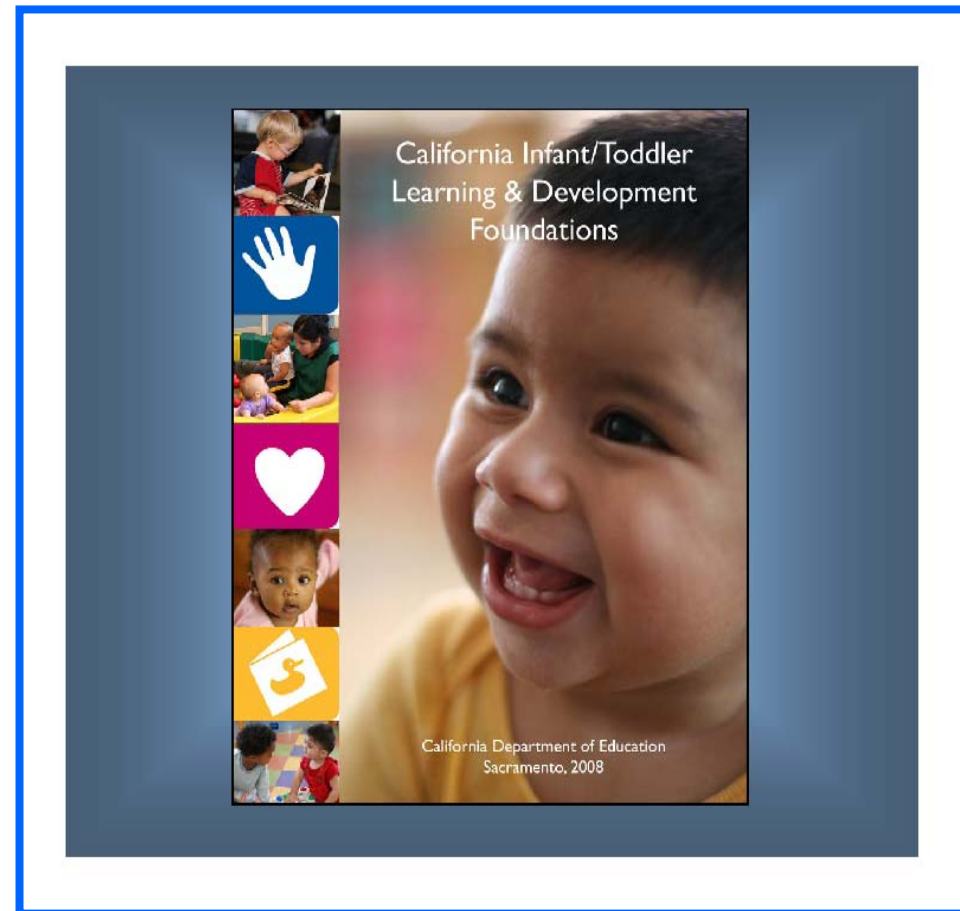
**Desired Results
Assessment System**

California Infant/Toddler Learning & Development System Video Clip



Infant/Toddler Learning & Development Foundations

- The Foundations are **at the center** of the chart and **influence each of the other elements of the system**
- Provide **common descriptions of children's competencies** at around 8, 18, and 36 months, along with behaviors leading up to competencies
- Are **a guide for teachers, professional development, pre-service and in-service education**





California Infant/Toddler Learning & Development Foundations



California Department of Education
Sacramento, 2008

What are The Responsibilities of Home Visitors?

- Related to the Child
- Related to Parents

Guiding Principles

- **Family, culture and language** play a central role in early learning and development.
- Infants are both **vulnerable and competent** at every stage.
- **Nurturing relationships** are crucial.
- Infants & toddlers are **active, curious learners**.
- **Emotions** drive early learning.

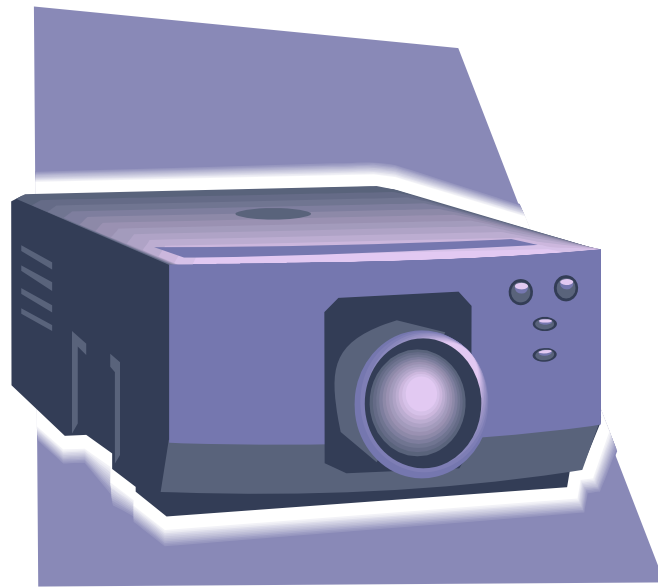
Universal Design for Learning

- Children with disabilities and special needs may **reveal their developmental progress in alternative ways**
- The universal design for learning is based on the realization that **children learn in different ways**
- Developed by the Center for Applied Special Technology (CAST) *universal design* refers to **providing multiple approaches** to teaching in order to meet the needs of diverse learners

Infant/Toddler Developmental Domains

- Social-Emotional Development (11 Foundations)
- Cognitive Development (10 Foundations)
- Language Development (4 Foundations)
- Perceptual and Motor Development (3 Foundations)

Introduction to the Infant/Toddler Learning & Development Domains



Foundation

20

Foundation: Relationships with Peers

The development of relationships with certain peers through interactions over time

Age-level Description

8 months	18 months	36 months
At around eight months of age, children show interest in familiar and unfamiliar children. (8 mos.; Meisels and others 2003, 17)	At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children. (12–18 mos.; Mueller and Lucas 1975)	At around 36 months of age, children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.
For example, the child may:	For example, the child may:	For example, the child may:
<ul style="list-style-type: none"> • Watch other children with interest. (8 mos.; Meisels and others 2003) • Touch the eyes or hair of a peer. (8 mos.; Meisels and others 2003) • Attend to a crying peer with a serious expression. (7 mos.; American Academy of Pediatrics 2004, 212) • Laugh when an older sibling or peer makes a funny face. (8 mos.; Meisels and others 2003) • Try to get the attention of another child by smiling at him or babbling to him (6–9 mos.; Hay, Pederson, and Nash 1982) 	<ul style="list-style-type: none"> • Play the same kind of game, such as run-and-chase, with the same peer almost every day. (Howes 1987, 259) • Choose to play in the same area as a friend. (Howes 1987, 259) 	<ul style="list-style-type: none"> • Choose to play with a sibling instead of a less familiar child. (24–36 mos.; Dunn 1983, 795) • Exhibit sadness when the favorite friend is not at school one day. (24–36 mos.; Meison and Cohen 1991) • Seek one friend to playing games and another to playing with blocks. (Howes 1987, 259) • Play "train" with one or two friends for an extended period of time by pretending that one is driving the train and the rest are riding.
Behaviors leading up to the foundation (4 to 7 months)	Behaviors leading up to the foundation (9 to 17 months)	Behaviors leading up to the foundation (19 to 35 months)
<p>During this period, the child may:</p> <ul style="list-style-type: none"> • Look at another child who is lying on the blanket nearby. (4 mos.; Meisels and others 2003, 10) • Turn toward the voice of a parent or older sibling. (4 mos.; Meisels and others 2003, 10) 	<p>During this period, the child may:</p> <ul style="list-style-type: none"> • Watch an older sibling play nearby. (12 mos.; Meisels and others 2003, 26) • Bang blocks together next to a child who is doing the same thing. (12 mos.; Meisels and others 2003, 26) • Imitate the simple actions of a peer. (9–12 mos.; Ryalls, Gul, and Ryalls 2000) 	<p>During this period, the child may:</p> <ul style="list-style-type: none"> • Engage in social pretend play with one or two friends; for example, pretend to be a dog while a friend pretends to be the owner. (24–30 mos.; Howes 1987, 261) • Express an interest in playing with a particular child. (13–24 mos.; Howes 1988, 3)

SOCIAL-EMOTIONAL DEVELOPMENT



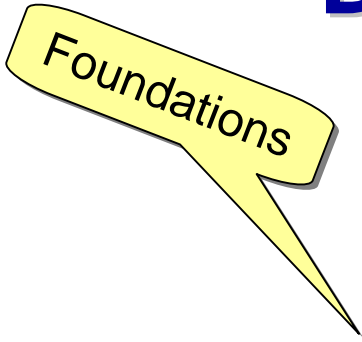
Examples

Domain

Behaviors leading up to the Age-level Description

Research basis for including example

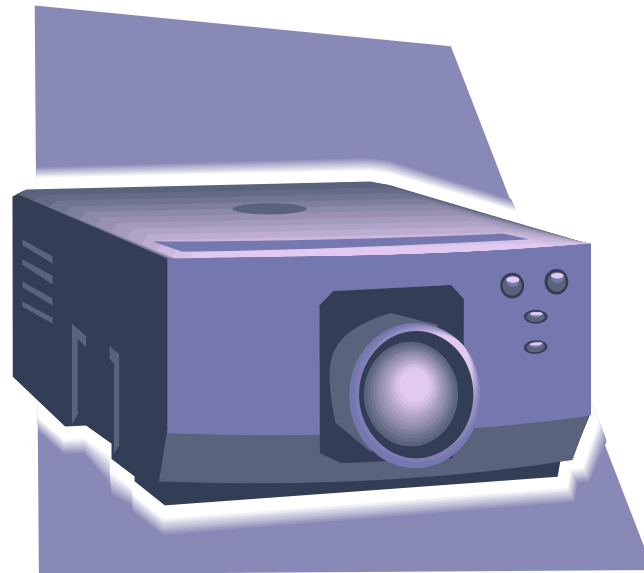
Domain: Social-Emotional Development



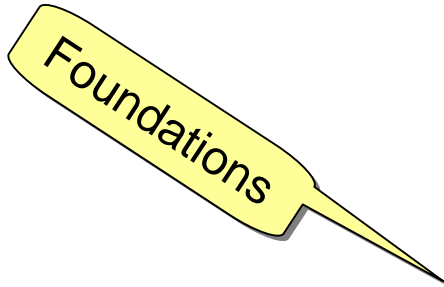
1. Interactions with Adults
2. Relationships with Adults
3. Interactions with Peers
4. Relationships with Peers
5. Identity of Self in Relation to Others
6. Recognition of Ability
7. Expression of Emotion
8. Empathy
9. Emotion Regulation
10. Impulse control
11. Social understanding

Domain: Social-Emotional Development Foundation DVD Clips

Discussion: How Might You Use?



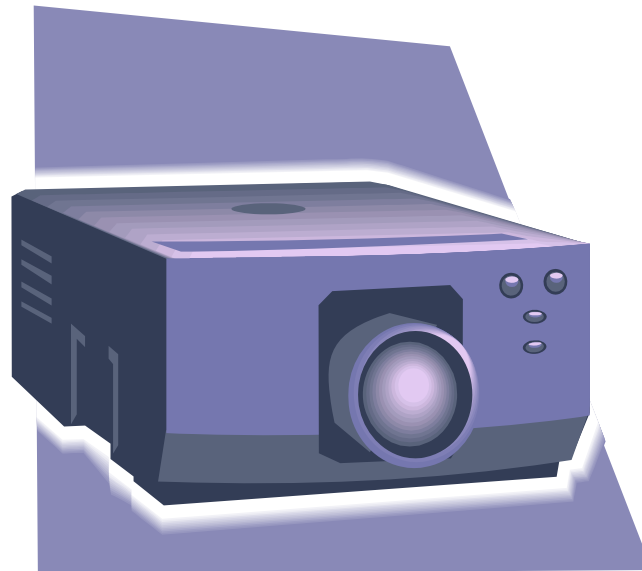
Domain: Language Development



1. Receptive language
2. Expressive language
3. Communication skills and knowledge
4. Interest in print

Domain: Language Development Foundation DVD Clips

Discussion: How Might You Use?



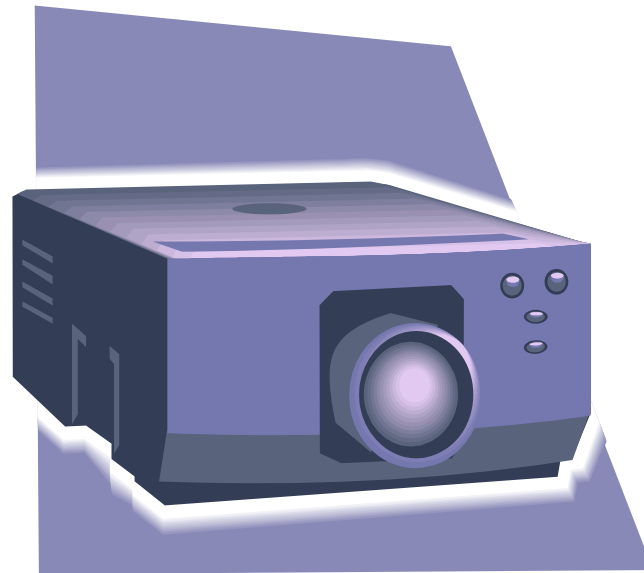
Domain: Cognitive Development

Foundations

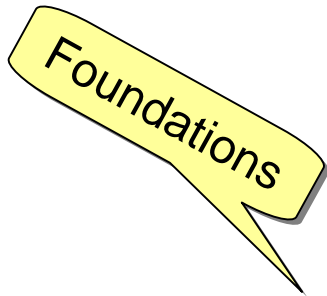
1. Cause and effect
2. Spatial relationships
3. Problem solving
4. Imitation
5. Memory
6. Number sense
7. Classification
8. Symbolic play
9. Attention Maintenance
10. Understanding of personal care routines

Domain: Cognitive Development Foundation DVD Clips

Discussion: How Might You Use?



Domain: Perceptual and Motor Development

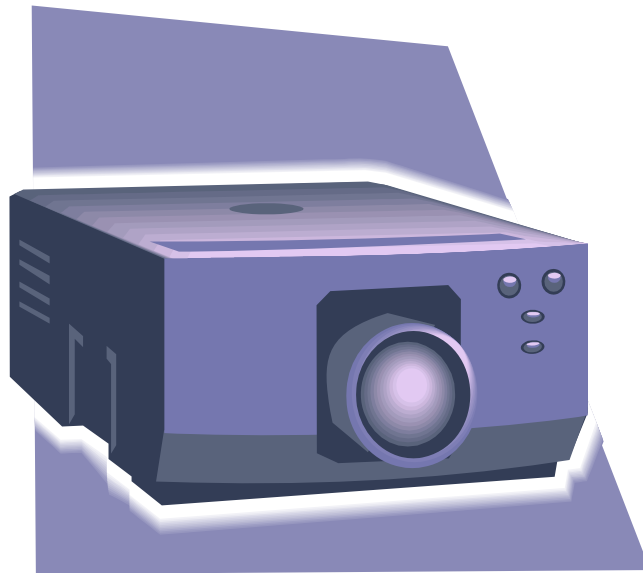


1. Gross Motor
2. Fine Motor
3. Perceptual

Domain: Perceptual/Motor Development

Foundation DVD Clips

Discussion: How Might You Use?



For More Information:

- PITC Regional Support Network Contact List
- www.pitc.org and www.cde.ca.gov
- Download the Foundations:
 - <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>
- Bobbie Edwards, So. Cal. Area Manager
Partners for Quality, Program for Infant Toddler Care
Center for Child and Family Studies at WestEd
bedward@wested.org
626-524-1829

Thanks for coming!

