

Idaho Early Learning Guidelines

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

draft

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

I. Introduction

During the first few 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. The growing body of research on children’s brain development, and information from the field of Occupational Therapy are increasing our understanding of the importance of sensory development and sensory integration for learning and physical development.

Through an interaction of maturation and experience, physical and motor development occurs along a relatively predictable sequence from simple to more complex. Three general principles underlie the acquisition of motor skills. First, most children develop from head to toe. Second, children develop skills from the center of their bodies outward. Third, children develop motor skills involving large portions of their body first and then progress to skills using specific body parts. The order in which these abilities are developed is virtually the same for children around the world.

II. Rationale

Physical well-being, health, and motor development are central to children’s entire learning experience and are building blocks to a lifelong active and healthy lifestyle. Motor development is closely linked with children’s language development (e.g., babbling, pointing to objects); cognition (e.g., exploring new environments); social competencies (e.g., hugging, shaking hands); and emotional development (e.g., smiling, laughing). The development of young children’s physical and motor skills is highly individualized and often uneven. Growth spurts in physical development influence children’s ability and time to master certain gross and fine motor skills. (SIDE NOTE – supplemental materials for parents, child care providers, teachers, and policy makers will have appropriate examples.)

All children are influenced by external factors such as good nutrition and access to health and dental care. Various social and environmental risks (i.e., firearms, lead, pesticides, inadequate or unhealthy water supplies, violent homes and neighborhoods, water safety) also impact children’s physical well-being. Supporting young children’s overall physical well-being, health, and motor development is vital to their learning and development.

III. General Definition

The domain of Physical Well-Being, Health and Motor Development has four categories:

1. Motor Development
2. Physical Development
3. Health and Personal Care
4. Nutrition and Feeding
5. 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 entire body or large portions of the body and include the abilities to roll over, walk, jump, and climb. *Fine motor skills* involve the ability to coordinate smaller muscles including the muscles of the hands, fingers, and face and that allow for grasping, chewing, and cutting. *Sensorimotor skills* require the ability to use and to integrate the senses (sight, hearing, smell, taste, and touch) to guide motions. These skills provide a foundation for behavior, learning, and overall development for young children.

Physical Development

Children need access to free time, adequate space, and challenging materials to play and pursue their own physical development needs. Physical fitness allows children to participate in group activities and maintain attention to, and interest in, tasks necessary to the learning process. Elements of physical fitness and development include: stamina, energy, strength, and flexibility.

Health and Personal Care

Good prenatal care, good personal hygiene, and basic personal care are essential to physical health. A child’s physical health is impacted by access to medical and dental care, a nutritious diet, and healthy sleep patterns. Recognizing and addressing acute and chronic illness is essential.

Nutrition

"Goal 24, "Children eat a variety of nutritious foods" encompasses far more than food groups and nutrients fed to children. Attitudes, self regulation, culture, and all aspects of development are entwined with food and feeding, especially when serving young children in groups. Current research from the University of Idaho supports the developmental tasks, indicators and adult strategies in this goal. (see References, Fetcher, et al.)

Safety

Safety is a critical aspect of physical well-being. This includes: protecting children from exposure to harmful substances and situations and helping children learn to avoid harmful objects, environments, and circumstances. Children need to learn safety rules and regulations, know when and how to ask for help, and recognize the boundary between safety and danger.

IV. Supporting Individual Differences, Language and Diversity

Physical and motor development includes biological maturation that reflects genetics, nutrition, health, and the environment. Development of physical skills and abilities follows a more or less predictable progression. Rates of physical and motor development varies widely among individuals, cultures, and contexts. Individual differences should be respected and valued.

Children’s physical well-being, health, and motor development may be impacted by visual, hearing, neurological, or other disabilities. Young children who experience serious delays gain significant benefits from participation in early intervention programs. Children who have disabilities, developmental delays, or who are at risk for developmental delays may need assistive technology or equipment; changes in activities, space, or play objects; or other resources to support their participation in daily activities. Inclusive practices provide benefits for all children, with and without disabilities.

Culture does impact a child’s physical and motor development. Recognition, understanding, respect and support of these personal and cultural differences will support the physical health and motor development of young children.

SUBDOMAIN: MOTOR DEVELOPMENT

Gross Motor Skills: Balance, Movement, and Coordination.

Goal 17: Children demonstrate strength and coordination of large motor muscles.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Gain control of head, arms, and legs to coordinate the movements of whole body.	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.	Coordinate whole body to make complex movements.	Coordinate whole body to move in complex ways with strength, agility, and balance.	Coordinate multiple movements with accuracy and purpose.
Indicators	<ul style="list-style-type: none"> • Hold head erect and steady when held on a shoulder • Lift head and chest while on tummy • Extend legs and kick when laying on stomach or back • Suck thumb or fingers at will • Gain control of arm and leg movements • Support upper body with arms when laying on tummy • Roll over • Pound on things with hands and kick legs • Reach for feet and bring them to mouth • Sit with support • Move from sitting position to crawling or prone position 	<ul style="list-style-type: none"> • Sit in lap; head steady • Rock back and forth on hands and knees and, later, crawl • Move to sitting position without assistance • Pull self up to stand, holding onto something or someone • May walk two or three steps without support • Sit steady without support • Walk holding on to furniture, then later as the primary means of moving around • Stoop over to explore things on the ground • Try to climb stairs, with assistance • Carry toys or objects while walking 	<ul style="list-style-type: none"> • Walk and run with skill, changing both speed and direction • Walk backwards • Climb both in and out of bed or onto a steady adult chair • Pound object with intent and precision (hammer peg with accuracy) • Kick and throw a ball but with little control of direction or speed • Jump in place • Balance on one foot briefly • Bend over easily at the waist without falling • Walk in a straight line • Walk up and down stairs, not alternating feet, without assistance 	<ul style="list-style-type: none"> • Walk and run following circular paths (around obstacles and corners) • Run, pivot to change direction, and stop as appropriate • Crawl through a play tunnel or under tables • Climb on play equipment • Throw large beanbags or ball with some accuracy • Catch large balls with two hands • Kick ball forward • Balance on one foot and hop forward on one foot without losing balance • Jump on two feet and jump over small objects with balance and control • Jump from a height • Jump for distance • Gallop • Pedal consistently when riding tricycle • Intentionally start and stop tricycle • Walk up and down stairs, using alternating feet 	<ul style="list-style-type: none"> • Run with an even gait and with few falls • Hop on each foot separately without support • Maintain balance while bending, twisting, or stretching • Walk up and down stairs while holding an object in one or both hands • Move body into position to catch a ball, then throw the ball in the right direction • Kick large ball to a given point with some accuracy • Alternate weight and feet while skipping or using stairs • Throw a medium-size ball with some accuracy
Caregiver Strategies	<ul style="list-style-type: none"> • Encourage supervised tummy time • Provide periods of supervised play when child is awake using a variety of positions (back, stomach, side) 	<ul style="list-style-type: none"> • Provide opportunities for child to move 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 pull/push toys • Play interactive games and sing songs from child's home culture that involve child's hands, feet, and body • 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) 	<ul style="list-style-type: none"> • Play with child and encourage them to run, throw, jump, kick, and climb • Provide a variety of materials and equipment (riding toys, low climbing structures) • Engage child in physical activities that promote balance (rocking, swinging, rolling, and spinning) • 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) 	<ul style="list-style-type: none"> • Provide safe equipment and environments that vary in skill levels (tricycles, tires, hoops, balls, balance beam, climbing equipment) • Teach child new skills (skip, throw overhand, jump rope, hula hoop, and swim) • 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) 	<ul style="list-style-type: none"> • Provide opportunities for child to participate in activities that develop large muscles (soccer, dance, basketball, freeform play with balls, bicycle riding) • Include child in simple, small physical chores (taking out trash, raking leaves)

Fine-Motor Skills: Prehension, Reaching, and Manipulation.

Goal 18: Children demonstrate strength and coordination of small motor muscles.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Bring hands and objects to mouth. Look at hands or an object while manipulating that object by the end of the period.	Demonstrate development and precision of eye-hand coordination by grasping and manipulating objects in exploration and including both hands in accomplishing a task.	Coordinate arms, hands, and fingers to accomplish more challenging fine-motor tasks.	Use fingers and hands to complete meaningful tasks.	Manipulate materials in a purposeful way, planning and attending to details.
Indicators	<ul style="list-style-type: none"> • Grasp caregiver’s fingers • Bring hands into visual space and move them • Reach and swipe at dangled object • Reach for a toy, mouth open, and bring object to mouth for exploration • Watch hands while reaching, making some spatial corrections • Grasp and release an object • Use both hands and both feet freely • When on back, bring extended hands together over chest in grasp or to swipe mobile • When on tummy, or supported sitting, use both hands to bring toy towards self for grasp • Grasp a toy, release it to other hand, or drop it • When relaxed, or playing, use mostly open hands, ready to grasp 	<ul style="list-style-type: none"> • Turn pages with adult help • Shake a rattle • Transfer small object from hand to hand • Push object off highchair tray • Pick up small objects with thumb and forefinger • Bang objects together • Wave bye-bye and claps hands • Empty objects from container • Try to imitate scribbling • Turn pages of a board book independently • Point at object that is out of reach • Hold fat crayon with a full-hand grasp and scribble on large paper • Fit two cups together, one inside the other • Hold toys in one hand and explore it with the other • Stack two to three objects 	<ul style="list-style-type: none"> • Turn book pages one page at a time, most of the time • Scribble with crayons and begin to imitate marks (a circle) • Use a paintbrush • Fold blanket, cloth diaper, or paper with assistance • Pour, dump water, sand, and other materials using other containers or a simple tool • Open doors, with assistance, by turning and pulling doorknobs • Eat with utensils; using some eating utensils appropriately • Pour liquid from small pitcher to cup • Complete simple insert puzzles (use shape sorter box or put peg into peg board) • Imitate hand motions of simple fingerplays or songs 	<ul style="list-style-type: none"> • Eat with utensils; scoops, spears, and spreads food • Use various drawing and art materials (crayons, brushes, finger paint) • Copy shapes and geometric designs • Open and close blunt scissors with one hand • Cut a piece of paper on a straight line and on a curve. With blunt scissors, may not cut accurately • Manipulate small objects with ease (strings beads, fit small objects into holes) • Fasten large buttons • Use large zippers • Use stapler or paper punch • Complete increasingly complex puzzles (single, cut-out figures to 10-piece puzzles) • Write some recognizable letters or numbers 	<ul style="list-style-type: none"> • Remove and replace easy-to-open container lids • Fold paper and make paper objects (airplanes, origami) with assistance • Cut, draw, glue with materials provided • Tie knots and shoe laces with assistance • Print some letters in own name • Button large buttons on clothing • Tear tape off a dispenser without letting the tape get stuck to itself, most of the time • Put together and pull apart manipulatives appropriately
Caregiver Strategies	<ul style="list-style-type: none"> • Put finger on child’s palm for grasping • Hold or hang safe objects for baby to swipe, both while on back and held on lap • Provide safe toys within reach for child to grasp and mouth, encouraging interaction • Provide opportunities for child to reach for objects • Provide opportunities for baby to play while on back 	<ul style="list-style-type: none"> • Provide toys to grasp, transfer, release, and drop—playfully handing the toy back to the baby (rattles, small blocks or toys) • Provide fat crayons and large paper • Provide objects for play that offer a variety of sizes and textures • Provide board books to encourage reaching, mouthing, turning pages • Provide fat crayons and large paper • Provide a variety of safe objects and containers to manipulate 	<ul style="list-style-type: none"> • Engage child in scribbling using crayons, chalk, and large pencils • Provide experiences that support the use of hands in many different positions (finger painting, manipulating clay, painting at an upright easel) • Engage child in activities that promote moving fingers individually (fingerplays, typing on a toy keyboard, making music) • Model uses of writing and drawing in everyday life • Engage child in playing with and stacking blocks and/or small household objects • Provide child-sized utensils during mealtime • Provide opportunities for water and sand play 	<ul style="list-style-type: none"> • Engage child in activities that strengthen hand grasp (molding playdough, using a hand held hole- punch) • Encourage child to strengthen pincer grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers) • Encourage use of precision grasp (using writing utensils, such as crayons, pencils, markers, paints) • Provide opportunities for child to practice tying, buttoning, and beading • Demonstrate and provide opportunities for child to use scissors safely (include adaptive scissors.) • Modify activities to ensure participation of each child (attach rubber grips to pencils and pens). 	<ul style="list-style-type: none"> • Involve child in activities using fine-motor skills (setting a table, preparing food, and sorting buttons) • Play card games in which child must hold, pick up, and turn over cards (Memory, Go Fish) • Provide daily opportunities for child to use art supplies that support fine-motor skills (crayons, chalk, pencils, scissors, glue, stickers) • Provide small materials to manipulate such as Legos®, hammer and nails, beads for stringing and sewing • Stack blocks and make a variety of structures

Sensory Motor Skills.

Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Respond to early sensory input.	Intentionally respond to sensory input and then begin to coordinate actions based on input.	Regulate actions and responses based on sensory input.	Coordinate motor activities based on sensory input.	Integrate sensory motor skills into actions.
Indicators	<ul style="list-style-type: none"> Respond by turning toward sound, movement, and touch Focus eyes on near and far objects Track object by turning head Explore the environment with mouth and hands Adjust to changes without becoming distressed (moving through space, sudden noises, etc.) Distinguish and respond to differences in sound and intonation 	<ul style="list-style-type: none"> Orient to a speaker when addressed by name Coordinate eye and hand movements (puts objects into large container) Explore and respond to different surface textures Move body in response to music and sounds Explore and respond to a variety of textures, sounds, smells, tastes, and visual input Move body in rhythm to music and sounds 	<ul style="list-style-type: none"> Demonstrate awareness of own body in space (walk around table without bumping into it) Perform basic creative movements, with adult guidance or alone (dance to music or rhythm) Eat food with a variety of textures, tastes, and temperatures Exhibit eye-hand coordination (build with blocks, complete simple puzzles, or string large beads) Climb, walk up inclines, slides, and swings Play with materials of different textures (sand, water, leaves) 	<ul style="list-style-type: none"> Coordinate motor activity based on visual input Hold materials at an appropriate distance Move eyes rather than head to track objects Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles) Demonstrate concepts through movement (imitate an animal through movement, sounds, dress, and dramatization, dance) Improve eye-hand coordination for precise movement (catch a bounced ball) Coordinate motor activity based on auditory input (run to look out the window when they hear a siren) Demonstrate sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding 	<ul style="list-style-type: none"> Hit a medium-size ball (6 to 8 inches) with a bat with some consistency Catch a ball thrown from a distance of 5 to 10 feet Manipulate simple puppets Carry a glass of water or juice across the room without spilling it Participate in vigorous, active play (freeze tag, hide and seek, snow play) Pivot, run, and stop with control
Caregiver Strategies	<ul style="list-style-type: none"> Simplify sensory experiences (decrease clutter, noise, visual input, etc.) Ensure child receives routine vision and hearing screenings Monitor child's environment for variety of sound levels and types of sound Avoid putting electronic toys in crib, keep loud noises away from infant's ears) Place a mobile near infant's crib, but safely out of reach of the child, to stimulate vision and other senses Avoid prolonged periods in highchairs or devices that restrict movement (mechanical swings, baby carrier) Give adequate time for the baby to respond to changes 	<ul style="list-style-type: none"> Provide time daily for child to move freely on the floor in a safe environment Incorporate a variety of surface materials in the environment (hard top tables, soft cushions) Provide opportunities to listen to music 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 Talk with child about the colors, sounds, temperatures, tastes, and smells of things during daily activities Sing/play music and encourage movement to the rhythm of sounds and music 	<ul style="list-style-type: none"> Provide physical experiences that integrate child's movements with all of the senses (shadow play, painting with feet, playground equipment) Comment positively and specifically about what child is doing during play Model movements and invite child to participate (dance or drum together) Provide objects for catching and throwing (large, soft balls; beanbags) Provide sensory materials such as water, snow, mud, sand for child to explore Avoid sensory confusion with scented items that are not made for the mouth (scented markers, scented playdough) Offer a variety of food with varying textures, tastes, and temperatures 	<ul style="list-style-type: none"> Play word games and sing songs that use the body Set up an obstacle course of chairs, sticks, boxes, and give directions (Go over the box, under the chair, and beside the stick.) Provide opportunities for child to explore natural surroundings Provide opportunities for child to integrate rhythm, sounds, and music with motor activity, like 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 	<ul style="list-style-type: none"> Provide play opportunities that involve eye-hand coordination (a ball and/or bat) Provide opportunities for child to explore spatial relationships by playing games with other children Explore foods from a variety of tastes and textures Provide safe and supervised opportunities for 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

SUBDOMAIN: PHYSICAL DEVELOPMENT

Physical Fitness.

Goal 20: Children demonstrate the stamina and energy to participate in daily activities.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Gain strength for increased periods of physical activity they age.	Sustain strength for increased periods of time as they age.	Sustain strength for increased periods of time as they age.	Sustain strength for increased periods of time as they age.	Sustain strength for increased periods of time as they age.
Indicators	<ul style="list-style-type: none"> • Show increased length of time in an alert state. Lift head, make facial expressions • Sustain physical activity* for increasing periods of time • Move from requiring full head and trunk support to supported sitting and rolling • Push up on elbows, then straightened elbows while on the tummy • Increase frequency, volume, and variety of foods 	<ul style="list-style-type: none"> • Initiate and maintain active play, exploring and interacting with environment • Run, climb, jump in place, crawl, squat, and roll throughout the day • Alternate quiet and active movement • Offer water throughout the day • Offer snacks and meals at least every 2 ½ hours 	<ul style="list-style-type: none"> • Participate actively in games, outdoor play, and other forms of physical movement • Run spontaneously across the room or yard • Engage in unstructured physical activities for at least 60 minutes and up to several hours each day (including outdoor play on slides, swings, tricycles, climbing equipment, running games, etc.) • Sustains physical (aerobic) activity for at least 15 minutes at a time, for at least 30 minutes each day (see suggested activities above as well as tumbling mats and foam risers for indoor play). • Sleep well, awakening rested and ready for daily activities 	<ul style="list-style-type: none"> • Carry light objects, bags, or backpack for a short distance • Repetitively practice new skills • Engage in at least 60 minutes, and up to several hours, of unstructured physical activity* on a daily basis • Engage in physical activities* for at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time. 	<ul style="list-style-type: none"> • Run 50 to 75 yards without stopping • Can engage in physical activities (active games, bike riding, vigorous peer play) for up to 60 minutes throughout each day • Initiate physical activities (movement games with other children, dancing to music)
Caregiver Strategies	<ul style="list-style-type: none"> • Provide child with several time periods of unstructured movement every day • Regularly place young infant with tummy on the floor to strengthen muscles • Stimulate child with sound and facial expression to solicit response within child's abilities 	<ul style="list-style-type: none"> • Respond to child's cues that indicate the need for quiet or active time • Play with the child and encourage movement and physical stamina • Provide opportunities and a variety of toys that encourage movement and physical activity on a daily basis • Show encouragement when children try new motor activities • Model daily physical activities (walking, running, lifting) • Provide child with regular nap and bedtime routines 	<ul style="list-style-type: none"> • Provide child with a minimum of 60 minutes of physical activity throughout each day (including outdoor play on slides, swings, tricycles, climbing equipment, running games as well as tumbling mats and foam risers for indoor use.) • Provide a safe and inviting play area that encourages movement, balance, and climbing • Provide common objects for structured physical activity (child-size equipment, musical instruments, active follow-along songs, and basic rhythms) Provide child with daily calm and rest periods or nap times • Limit child's screen time (watching TV and videos, playing computer games) to no more than 2 hours of quality children's programming in each 24-hour period • Go on daily short walks with child 	<ul style="list-style-type: none"> • Provide a variety of daily opportunities for child to engage in noncompetitive physical activities* • Provide 60 minutes of physical activities* each day • 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; incorporate movement to music) • Provide balance between stimulating and restful activities 	<ul style="list-style-type: none"> • Provide opportunities for child to engage in daily physical activities (carrying light groceries, sweeping the floor) • Engage child in activities that require some physical exertion • Provide opportunities for child to reach new physical goals (hopping on one foot repeatedly, jumping over small boxes) • Encourage child to reach and exceed personal goals rather than to compete with others

Physical Fitness.

Goal 21: Children engage in a variety of physical activities.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Participate in a variety of age appropriate movement and physical activities daily.	Participate in a variety of age appropriate movement and physical activities daily.	Participate in a variety of age appropriate movement and physical activities daily.	Participate in a variety of age appropriate movement and physical activities daily.	Participate in a variety of age appropriate movement and physical activities daily.
Indicators	<ul style="list-style-type: none"> Attempt new gross and fine-motor activities, with and without assistance 	<ul style="list-style-type: none"> Shows excitement when toys and objects are used in play. Run, climb, jump in place, crawl, squat, and roll throughout the day Participate in simple movement games Demonstrate willingness to try new games and toys 	<ul style="list-style-type: none"> Attempt new activities that require physical movement, without adult assistance Participate actively in games, dance, outdoor play, and other forms of exercise Initiate physical activities Develop a sense of games and starting play in games like "chase" or being active characters 	<ul style="list-style-type: none"> Participate in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement Initiate structured and unstructured physical activities throughout the day Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom) Participate in cooperative games with peers 	<ul style="list-style-type: none"> Regularly participate in physical activity (walks, dances, plays organized, or informal sports) Help with physical chores (raking leaves, sweeping the floor, carrying laundry, putting away toys) Participate in cooperative games with peers
Caregiver Strategies	<ul style="list-style-type: none"> Provide a variety of materials and toys for child to explore and play with Rotate toys and materials on a regular basis Incorporate play into child's daily activities Avoid screen time for child younger than 2 years old (TV, videos, computer activities, DVDs) 	<ul style="list-style-type: none"> Show enthusiasm and encouragement when child tries new motor activities Encourage child to play both inside and outside on a daily basis Engage child in simple movement games (so big, pat-a-cake, ring-around-the-rosie) Share child's excitement about and enjoyment of physical activities Talk with child about the positive effects of physical fitness Encourage child to play both inside and outside on a daily basis 	<ul style="list-style-type: none"> Talk with child about the positive effects of exercise Model enthusiasm for a variety of physical activities Provide support as child attempts an activity that is challenging Play a variety of active games with child (tag or a simple and safe obstacle course) Limit child's screen time (watching TV and videos, playing computer games) to no more than 2 hours of quality programming each day Move to music or sing songs with child that involve physical movement Engage child in playing games with other children 	<ul style="list-style-type: none"> Engage child in group exercise times/activities (bike rides, family walks) Engage child in different kinds of physical activities (throwing balls, climbing playground equipment, helping with chores, dancing) Provide child the opportunity to play in different settings (neighborhood park with outdoor play equipment, play groups with other children) 	<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 that require new skill development

SUBDOMAIN: HEALTH AND PERSONAL CARE

Daily Living Skills:

Goal 22: *Children practice basic personal care routines.*

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Begin to develop an awareness of basic physical needs related to personal care.	Begin to participate in routines to meet basic personal needs.	Demonstrate increased participation in meeting personal care needs.	Initiate and carry out personal care routines with and without assistance.	Independently initiate and carry out personal care routines.
Indicators	<ul style="list-style-type: none"> • Indicate needs and wants such as hunger or sleep needs • Indicates anticipation of feeding on seeing breast or bottle • Demonstrate increasing ability to self-soothe and fall asleep • If bottle feeding, may want to help hold onto bottle for entire feeding 	<ul style="list-style-type: none"> • Indicate needs and wants such as hunger or sleep needs • Assist caregiver with holding bottle, later grasps a cup • Begin to finger feed self crackers and other easy to dissolve foods • May indicate when in need of diaper change • May assist adult when undressing, dressing, and diapering • Remove loose clothing (socks, hats, mittens) • Hold own cup when drinking • Begin to use a spoon 	<ul style="list-style-type: none"> • Show through gestures, expressions, body language or words that child is about to urinate or have a bowel movement • Feed self with spoon without assistance • Wash hands with assistance • Demonstrate interest in changing clothes when wet or muddy • Participate in putting on shoes and socks • Dress and undress completely with assistance • Use personal care objects correctly and regularly, sometimes with assistance (drink from open cup, brush hair, brush teeth) • Participate in sleeping routines such as getting and arranging their bedtime comfort items 	<ul style="list-style-type: none"> • Feed self with fork and spoon and spread with a blunt knife without assistance • Wash hands independently with frequency • Get drink of water from appropriate tap, without assistance • Dress and undress with minimal help • Choose own clothes to wear, when asked • Put shoes on, without assistance • Decide, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals) • Choose to rest when they are tired • Participate in helping younger siblings with personal care routines • Care for toileting needs other than wiping • Independently complete toileting activities including wiping and flushing the toilet 	<ul style="list-style-type: none"> • Use fork, spoon, and (sometimes) a blunt table knife • Pour milk or juice easily and with minimal spills • Dress and undress in easy pull-on clothes, without assistance • Tie single knot in shoelaces, with assistance • Brush and comb hair, with assistance • Help select clothes appropriate for the weather
Caregiver Strategies	<ul style="list-style-type: none"> • Respond positively and promptly when child indicates need (need for food, diaper change, blanket) • 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 • Rinse mouth with water and rub infant's gums with wet cloth 	<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, brushing teeth, & dress self) • Provide child-size eating utensils and cups and opportunities for older child to make selections from foods offered and feed self • Provide older babies with a consistent bedtime routine and schedule • Model basic personal care routines 	<ul style="list-style-type: none"> • Provide opportunities for child to participate daily in personal care (choose clothes to wear, use toothbrush, get dressed) • Provide opportunities for child to be responsible for personal belongings (hanging up own jacket) • Provide easy on/off clothing to allow child chance to practice personal care • Read with child and practice other calming routines at bedtime • Be aware of culturally based personal care strategies used by families to promote interdependence 	<ul style="list-style-type: none"> • Offer plenty of guidance and opportunities for child to take care of self (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 (always put child in car safety seat when traveling in a vehicle) • Assist with brushing own teeth; adult may complete brushing process 	<ul style="list-style-type: none"> • Talk with child about positive personal care routines • Provide opportunities for child to practice personal care (dressing, brushing hair, 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

Daily Living Skills.

Goal 23: Children demonstrate personal health and hygiene skills.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Allow adults to perform hygiene caregiving.	Anticipate, respond and participate in basic hygiene tasks with assistance.	Begin to develop an awareness of personal health and hygiene skills with increasing independence.	Demonstrate independence in personal hygiene skills.	Initiate and independently carry out personal hygiene skills.
Indicators	<ul style="list-style-type: none"> Respond to vocalizations during routines including diaper changing, eating, and dressing Indicate needs and wants such as hunger, fatigue, a dirty diaper, or discomfort Relax during bathing routines Begin to cut teeth 	<ul style="list-style-type: none"> Indicate needs and wants such as hunger, fatigue, a dirty diaper, or discomfort Display an awareness of handwashing routine and allow hands to be washed Enjoy bath time Vocalize needs and wants such as hunger, fatigue, a dirty diaper, or discomfort Participate in hand washing routine Begin to brush gums and teeth with assistance Participate in bath time routines 	<ul style="list-style-type: none"> Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted Show interest in toilet training and begin to use toilet regularly by 36 months, with assistance Participate in bathroom routines Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose) Use tissue to wipe nose, with assistance Communicate with caregiver when they are not feeling well Cooperate and assist with toothbrushing 	<ul style="list-style-type: none"> Take care of own toileting needs Wash and dry hands before eating and after toileting, without assistance Cooperate and assist caregiver with toothbrushing Identify health products (shampoo, toothpaste, soap) Cover mouth and nose when coughing and sneezing with elbow or tissue Use tissue to wipe own nose and throw tissue in wastebasket Recognize and communicate when experiencing symptoms of illness Cooperate and participate in care for acute and chronic illness (take medicine with assistance) 	<ul style="list-style-type: none"> Wash hands independently at appropriate times throughout day Brush teeth and attempt flossing with supervision, and then allow assistance to complete process Wash face, without assistance Cover mouth and nose when coughing and sneezing with elbow or tissue Demonstrate an awareness of routines for maintaining good health
Caregiver Strategies	<ul style="list-style-type: none"> Ensure that child receives regular checkups that include appropriate screenings, immunizations, preventative care, and information about child development Establish dental care for child Talk with child about what you're doing when bathing, diapering, dressing, and cleaning Build routines around daily caregiving activities Provide handwashing 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, after diapering) Make bathtime enjoyable (provide safe bath toys, sing songs, tell stories) Cover infant with blanket and/or appropriate clothing when in the sun 	<ul style="list-style-type: none"> Ensure child receives regular checkups that include appropriate screenings, immunizations, preventative care, and information about child development Provide on-going dental care for child Understand and recognize typical signs of illness or discomfort in child and respond appropriately, seeking assistance as needed (teething, earache, diaper rash, diarrhea) Provide handwashing 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, after diapering) 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 	<ul style="list-style-type: none"> Ensure child receives regular checkups that include appropriate screenings, immunizations, preventative care, and information about development Provide on-going dental care for child Model and practice proper handwashing and drying Provide necessary handwashing assistance (wash hands using liquid soap, running water, and disposable towels) Support child's efforts in toileting, brushing teeth, bathing Show child how to clean up after self, acknowledging child when he/she does clean up 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. My tummy hurts.) Have a set of clean clothes always ready for child to change into Use sunscreen to protect skin from sunburn 	<ul style="list-style-type: none"> Ensure child receives regular checkups that include appropriate screenings, immunizations, preventative care, and information about development Provide on-going dental care for child Establish handwashing routines (wash hands using liquid soap, running water, and disposable towels) for appropriate times throughout 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 	<ul style="list-style-type: none"> Ensure child receives regular checkups that include appropriate screenings, immunizations, preventative care, and information about child development Provide on-going dental care for child Encourage child to verbalize why personal hygiene is important Demonstrate and explain the importance of hygiene for good health Establish handwashing 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, after outdoor play) Use sunscreen to protect skin from sunburn

Nutrition.

Goal 24: Children eat a variety of nutritious foods.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Self-regulate food intake and indicate hunger and fullness.	Begin eating soft and semi-solid foods, feed self many different foods including finger foods, and indicate likes and dislikes of flavors and textures, hunger and fullness with words and actions.	Choose which foods to eat and participate in mealtime routines with support.	Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	Are curious and enthusiastic about foods and eating. Take increasingly more responsibility for eating and food choices.
Indicators	<ul style="list-style-type: none"> • Breastfeed, if appropriate for family preferences and circumstances • Regulate the speed and intensity with which they eat • Use facial expressions and body movements to indicate feelings of hunger and fullness • May experiment with tastes of pureed foods beginning at 6 months with approval of the physician • Explore food with fingers 	<ul style="list-style-type: none"> • Consume a variety of foods • Explore food with fingers • Regulate the speed and intensity with which they eat • Use facial expressions and body movements to indicate feelings of hunger and fullness • Show personal preferences • Begin to use fork and spoon, although not always with accuracy • Increase food vocabulary 	<ul style="list-style-type: none"> • Expand recognition and eat a variety of foods • Distinguish between food and nonfood items • Make personal food choices among options • Explore new foods when offered • Talk about being hungry or full • Use cup to drink beverages • Begin to use serving utensils • Begin to pass and receive food in serving containers • Use fork and spoon, with increasing accuracy 	<ul style="list-style-type: none"> • Accept a greater variety of foods, including greater acceptance of textures and flavors • Express food preferences using increasingly descriptive vocabulary • Use spoon and fork with accuracy • Begin to have accuracy with knife for spreading soft foods such as butter or jelly • Know and use routines for passing, serving, cleaning up spills, and clearing their place after meals • Use serving utensils to self-serve food with increasing accuracy • Pass food at the table and take appropriate sized portions, or participate in other culturally-specific family serving style • Express hunger and fullness using words such as "I'm hungry," "My tummy is full" • Begin to identify sources of food 	<ul style="list-style-type: none"> • Choose from a variety of foods • State food preferences • Provide simple explanations for own and others' food allergies • Will try new foods

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Caregiver Strategies	<ul style="list-style-type: none"> • Provide an environment that is supportive of breastfeeding (breastfeeding is recommended by the American Academy of Pediatrics for a minimum of 1 year, when possible) • Plan feeding times and practices around the individual cultural and feeding needs of child (if breastfeeding, use of breast milk or if bottle feeding, use of formula) • Follow child's cues for when he/she is full or hungry • Offer appropriate finger foods such as ready-to-eat cereals, soft or softened fruits and vegetables, etc.) 	<ul style="list-style-type: none"> • Offer child a variety of foods and nutrients • Treat meal times 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 (raisins, grapes, popcorn, hot dogs, hard candies and other small, hard, round foods) • Model nutritious eating habits • Provide child-sized utensils 	<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 • 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 to the menu, include other foods that are familiar to the child • 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) 	<ul style="list-style-type: none"> • Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors • 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 expectations for the child to join with family or group at meal • 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 help prepare meals and snacks • Talk about food and nutrition concepts including texture, vocabulary, appearance, and preferences during meal times • Avoid serving choking hazards (raisins, 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 before leaving the table) 	<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 (fruit is more nutritious than candy) • Give child opportunities to provide input on food and menus • Provide small family style dining rather than eating in isolation or in large institutional/cafeteria settings • Model healthy eating habits • Acknowledge child's differences and preferences for food but do not compare children's eating characteristics

SUBDOMAIN: SAFETY

Safe Practices.

Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
<p>Developmental Task</p>	<p>Rely on adults for protection and reduction of risky situations.</p>	<p>Rely on adults to maintain safe environment and respond to adult indicators of unsafe or dangerous situations.</p>	<p>Begin to develop an awareness of harmful objects and situations and respond with assistance.</p>	<p>Demonstrate an awareness and understanding of harmful objects and situations and respond with and without assistance.</p>	<p>Demonstrate an increased understanding of harmful objects and situations and respond independently most of the time.</p>
<p>Indicators</p>	<ul style="list-style-type: none"> • Show recognition of the difference between primary caregivers and strangers • demonstrate anxiety or exhibit disengagement cues when the child has undergone prolonged, painful, or stressful situations (medical procedures, chaotic environments) • Show anxiety of the difference between primary caregivers and strangers 	<ul style="list-style-type: none"> • Begin to respond to cues from caregivers about warnings of danger • Begin to react when caregiver says, "no" but may need assistance to stop unsafe behavior • Respond to cues from caregivers about warnings of danger • React when caregiver says, "no" but may need assistance to stop unsafe behavior 	<ul style="list-style-type: none"> • Begin to avoid dangers (blowing on hot food, hot stoves, sharp knives) but cannot be relied on to keep self safe • Know to hold caregiver's hand when walking in public places • Communicate to adult when someone hurts or makes them bad 	<ul style="list-style-type: none"> • Communicate to peers and adults when sees dangerous behaviors (throwing rocks on the playground) • Carry scissors and pencils with points down to avoid accidents • Look both ways before crossing street or road, and know to cross with adult assistance • Recognize danger and poison symbols and avoid those objects or areas • Do not touch or take medicine without adult assistance but know that medicine can improve health when used properly • Understand the difference between safe touch and unsafe touch • Identify appropriate clothing and sunscreen for various weather conditions 	<ul style="list-style-type: none"> • Do not accept rides, food, or money from strangers • Understand that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with blood, playing near ditches) • Identify adults who can assist in dangerous situations (parent, teacher, police officer) • Recognize personal privacy and protection
<p>Caregiver Strategies</p>	<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) • Understand the risk factors and signs of child abuse and neglect and respond appropriately • Protect from exposure to violence, television, excessive noise, etc. 	<ul style="list-style-type: none"> • Model vocabulary that indicates danger • Demonstrate clear and consistent boundaries about harmful objects and situations (always use car safety seats, life jackets, and bicycle helmets when traveling) • Explain when things are hot and too hot to touch safely; cold and too cold to touch safely • Prepare food to avoid choking hazards 	<ul style="list-style-type: none"> • Provide constant close adult supervision and guidance • Use poison symbols in classroom and at home and teach child what they mean • Talk with child 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 out of reach of child • Teach child guns are not toys; they are for adults only • Introduce child to safety personnel and places (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 (always put child in car safety seat when traveling in a vehicle) • Assist child in dressing appropriately and check clothing for hazards 	<ul style="list-style-type: none"> • Provide constant close adult supervision and guidance • Participate in discussions with firefighters about fires and safety precautions • 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 who 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 (always put child in car safety seat, helmets for bikes) • Keep guns unloaded, use safety locks, and store out of reach of child • Become familiar with the risk factors and signs of child abuse and neglect 	<ul style="list-style-type: none"> • Provide constant close adult supervision and guidance • Participate with child in community health and safety programs (local and tribal clinics, dentist, doctor, veterinarian, firefighter, police officer) • Talk with child about harmful situations and alternative strategies for dealing with them • Show child difference between candy and pills and food and nonfood items (drug abuse concerns) • Take neighborhood walks with child and look and discuss potentially dangerous situations • Explain safety rules for privacy

Rules and Regulations

.Goal 26: Children demonstrate awareness and understanding of safety rules.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task			Begin to develop an awareness of safety rules and respond to safety rules with assistance.	Demonstrate an awareness of safety rules, develop an understanding of safety rules, and respond to safety rules with and without assistance.	Demonstrate an increased understanding of safety rules and respond independently most of the time.
Indicators		<ul style="list-style-type: none"> • React and respond to caregiver’s words or actions; can be distracted from unsafe behavior with words, physical prompts, or signal from adult but require constant supervision and guidance (stop unsafe activity when told “stop”) • Follow some consistently set rules and routines • Watch familiar adult for appropriate reaction 	<ul style="list-style-type: none"> • Display recognition of the rules, though may not always follow them • Anticipate consequences for not following rules • Pay attention to safety instructions, with assistance (cooperate when told, “I need to hold your hand when we cross the street.”) • Verbally offer simple rules (hot, no-no, no running inside) 	<ul style="list-style-type: none"> • Understand and anticipate the consequences of not following rules • Identify safety signs posted indoors and outdoors • Follow emergency drill instruction (fire, earthquake, bomb, lockdown) • Follow basic safety rules, with assistance (bus, bicycle, boats, planes, playground, crossing the street, stranger awareness, using sidewalk) • Initiate getting buckled into age- and weight-appropriate car safety seat in vehicles • Put on or ask for helmet before riding a bicycle or other wheeled toy • Show an interest in participating in setting rules for indoor and outdoor play in a classroom setting. 	<ul style="list-style-type: none"> • Consistently tell and follows safety rules • Understand why emergency drills are important • Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult) • Demonstrate safety rules and engage in dramatic play (Tell your doll to keep her fingers away from the hot stove so she does not get hurt.) • Participate in setting rules for indoor and outdoor play in a classroom setting
Caregiver Strategies	<ul style="list-style-type: none"> • Provide a safe child-proof environment (cover electrical outlets, 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) 	<ul style="list-style-type: none"> • Provide a safe child-proof environment (cover electrical outlets, 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) 	<ul style="list-style-type: none"> • Talk about the importance of wearing helmets while riding a tricycle; provide helmets for all people riding bikes, snowmobiles, skiing, 4-wheelers, etc. • Use teachable moments to demonstrate safety in the community (traffic, animals, staying with the group) • 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.) 	<ul style="list-style-type: none"> • Discuss personal safety rules with child (holding hands in crowds, wearing a personal flotation device, wearing a bike helmet) • Provide basic safety equipment for all of child’s activities • Model safe practices (personal flotation, helmets, fire safety) • Discuss safety rules regarding recreation, wilderness, and animal safety (guns, motor craft, matches, propane, and water safety) • Talk with child about fire safety (Tell an adult if you find matches and lighters.) • Provide opportunities for child to practice appropriate emergency drills (fire, earthquake, bomb) • Show and tell child how to call 911 in an emergency situation • Discuss different people child can ask for help in an emergency situation (police officer, firefighter, neighbor) • Provide opportunities for child to learn and practice water safety • Discuss traffic safety signs they travel in motor vehicles while on field trips • Provide facsimiles of stops signs, railroad signs, etc. for use in play situations • Encourage participation in setting rules for the classroom 	<ul style="list-style-type: none"> • Discuss personal safety rules with child (holding hands in crowds, wearing a personal flotation device, wearing a bike helmet) • Discuss safety rules regarding recreation, wilderness, and animal safety (guns, motor craft, matches, propane, and water safety) • Talk with child about fire safety (Tell an adult if you find matches and lighters.) • Practice a fire/emergency exit plan for your home and where to meet after exiting • Show and tell child how to call 911 in an emergency situation • Identify different people child can ask for help in an emergency situation (police 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

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