

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

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

#### **SUB-DOMAIN: MOTOR DEVELOPMENT**

- Goal 17: Children demonstrate strength and coordination of large motor muscles.
- Goal 18: Children demonstrate strength and coordination of small motor muscles.
- Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.

#### **SUB-DOMAIN: PHYSICAL WELL-BEING**

- Goal 20: Children demonstrate stamina and energy to participate in daily activities.
- Goal 21: Children engage in a variety of physical activities.

#### **SUB-DOMAIN: HEALTH**

- Goal 22: Children practice basic personal care routines.
- Goal 23: Children demonstrate personal health and hygiene skills.
- Goal 24: Children eat a variety of nutritious foods.
- Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.
- Goal 26: Children demonstrate awareness and understanding of safety rules.

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

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH****SUB-DOMAIN: MOTOR DEVELOPMENT****FINE-MOTOR SKILLS: PREHENSION, REACHING, AND MANIPULATION****GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.**

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

**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
<b>36 to 60 Months</b>	Coordinate motor activities based on sensory input.	<ul style="list-style-type: none"> <li>▪ Coordinates motor activity based on visual input.</li> <li>▪ Physically reacts appropriately to the environment (e.g. bends knees to soften a landing, moves quickly to avoid obstacles).</li> <li>▪ Demonstrates concepts through movement (e.g. imitates an animal through movement, sounds, dress, dramatization, dance).</li> <li>▪ (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).</li> <li>▪ 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).</li> <li>▪ Demonstrates coordination when pushing objects, climbing, swinging on a swing, sliding, and balancing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play word games, read books, and sing songs that include the senses.</li> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ 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).</li> <li>▪ Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively.</li> <li>▪ 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).</li> </ul>

**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
<b>36 to 60 Months</b>	Engage in organized and spontaneous physical activity both indoors and outside.	<ul style="list-style-type: none"> <li>▪ Sleeps for 10-12 hours each day, including a nap.</li> <li>▪ Repetitively practices new skills.</li> <li>▪ Engages in unstructured active physical play on a daily basis (60 minutes each day).</li> <li>▪ Pushes self on wheeled toys with agile steering.</li> <li>▪ Engages in structured active physical play 30 minutes each day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities.</li> <li>▪ Provide at least 60 minutes of unstructured physical activities each day.</li> <li>▪ 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).</li> <li>▪ 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).</li> <li>▪ Rotate active physical play toys to match children's interests and growth/development, incorporate movement to music).</li> <li>▪ Provide a balance between stimulating and restful activities.</li> </ul>

**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
<b>36 to 60 Months</b>	Engage in complex physical movements embedded in play activities.	<ul style="list-style-type: none"> <li>▪ Engages in large motor physical challenges (jumping from heights, climbing, and rough and tumble play).</li> <li>▪ Initiates structured and unstructured physical activities throughout the day.</li> <li>▪ 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).</li> <li>▪ Participates in simple cooperative games with peers.</li> <li>▪ 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).</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ 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).</li> <li>▪ 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).</li> </ul>

**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
<b>36 to 60 Months</b>	Initiate and carry out personal care routines, with and without assistance.	<ul style="list-style-type: none"> <li>▪ Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.</li> <li>▪ Washes hands independently, with frequency.</li> <li>▪ Gets a drink of water from an appropriate tap, without assistance.</li> <li>▪ Dresses and undresses, with minimal help.</li> <li>▪ Chooses own clothes to wear, when asked.</li> <li>▪ Puts shoes on, without assistance.</li> <li>▪ Decides, with few prompts, when to carry out self-help tasks (e.g. to wash hands when dirty and before meals).</li> <li>▪ Chooses to rest, when tired.</li> <li>▪ Participates in helping younger siblings or other children with personal care routines.</li> <li>▪ Independently completes toileting activities, though may need some reminders and or support in wiping and flushing the toilet.</li> <li>▪ Brushes own teeth, though adult may complete the brushing process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Give child enough time to take care of personal needs such as zipping and unzipping coat.</li> <li>▪ Help child recognize personal signs of fatigue and need for rest.</li> <li>▪ Provide opportunities for child to help younger siblings and other children with appropriate personal care routines.</li> <li>▪ 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).</li> </ul>

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

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

### SUB-DOMAIN: HEALTH

#### NUTRITION AND FEEDING

#### GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p><b>36 to 60 Months</b></p>	<p>Participate in mealtime routines with increasing independence and using utensils.</p>	<ul style="list-style-type: none"> <li>▪ Accepts a greater variety of foods, displays greater acceptance of textures and flavors.</li> <li>▪ Expresses food preferences using increasingly descriptive vocabulary.</li> <li>▪ Uses spoon and fork, but continues to use fingers for efficiency.</li> <li>▪ Begins to have accuracy with a knife for spreading soft foods such as butter or jelly.</li> <li>▪ Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.</li> <li>▪ Uses serving utensils to self-serve food, with increasing accuracy.</li> <li>▪ Passes food at the table and takes appropriate-sized portions, or participates in other culturally-specific family serving styles.</li> <li>▪ Expresses hunger and fullness using words such as "I'm hungry" or "My tummy is full."</li> <li>▪ Begins to identify sources of food.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors.</li> <li>▪ Acknowledge a child's hunger and fullness cues.</li> <li>▪ Respect a child's food preferences.</li> <li>▪ Offer unfamiliar foods many times to help the child gain familiarity.</li> <li>▪ Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health.</li> <li>▪ Offer food at least every 3 hours so that child's hunger does not overwhelm their ability to self-regulate food intake.</li> <li>▪ Establish the expectation for the child to join with family or group at mealtime.</li> <li>▪ Resist forcing child to eat.</li> <li>▪ Provide child-sized utensils.</li> <li>▪ Provide child-sized serving utensils that help child to serve child-sized portions.</li> <li>▪ Provide adequate space for each child to pass, serve, pour, and eat.</li> <li>▪ Provide opportunities for child to serve themselves from common bowls and pitchers.</li> <li>▪ Involve child in planting, growing, and harvesting a vegetable garden.</li> <li>▪ Provide opportunities for child to handle food, and to</li> </ul>

			<p>help prepare meals and snacks.</p> <ul style="list-style-type: none"> <li>▪ Talk about food and nutrition concepts including texture, vocabulary, appearance, and preferences during meal times.</li> <li>▪ Avoid serving choking hazards (grapes; popcorn; hot dogs; hard candies; and other small, hard, round foods).</li> <li>▪ 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).</li> </ul>
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**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"> <li>▪ Communicates to peers and adults when seeing dangerous behaviors such as someone throwing rocks on the playground.</li> <li>▪ 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.</li> <li>▪ Realizes medicine can improve health, when used properly, but cannot be relied on to know how to use medicine.</li> <li>▪ Identifies appropriate clothing and sunscreen for various weather conditions.</li> <li>▪ Has basic safety awareness about some hazards such as guns, fire, water, and strangers, though cannot be relied on to avoid these.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide constant close adult supervision and guidance.</li> <li>▪ Participate in discussions with firefighters about fires and safety precautions.</li> <li>▪ Invite law enforcement officer to tell about how they help to keep people safe.</li> <li>▪ Explain 9-1-1, and show child how to dial 9-1-1.</li> <li>▪ Read stories in which children face harmful situations and discuss how they deal with them.</li> <li>▪ Provide puppets role-play materials, and songs/rhymes that help child focus on whom and what can be trusted.</li> <li>▪ Be vigilant about appropriate clothing and skin protection.</li> <li>▪ Provide role-playing situations for child to practice personal safety.</li> <li>▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always put child in car safety seat, helmets for bikes).</li> <li>▪ Keep guns unloaded, use safety locks, and store in a locked cabinet away from children.</li> <li>▪ Become familiar with the risk factors and signs of child abuse and neglect.</li> </ul>

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

			<p>vehicles while on field trips.</p> <ul style="list-style-type: none"><li>▪ Provide facsimiles of stops signs, railroad signs, or crossing signs to use in play situations.</li><li>▪ Encourage participation in setting rules for the classroom.</li></ul>
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