



## What you will learn about Toddler Development

*QRIS Indicator for Step 2 Child Growth, Development, and Learning: Initial Environment Rating Scale (ERS) assessment supports improvement of health and safety, positive relationships, & a wide variety of learning opportunities.*

*QRIS Indicator for Step 2 Staffing and Professional Development: Director and teachers complete Essential Training 1 or have a minimum of a CDA or 12 ECE credits.*

### **ESSENTIAL KNOWLEDGE: TODDLER'S GROSS MOTOR DEVELOPMENT ADVANCES DRAMATICALLY AS THEY BECOME INCREASINGLY MOBILE AND INDEPENDENT.**

Provide adult supervision and guidance for children's health and safety.

Promote trust, security, and exploration through nurturing relationship and safe, consistent, and stimulating environments.

(ELeG, Essential Practices, Health and Safety)

Engage and play with children; supporting and encouraging their exploration.

Use supportive verbal, visual, and physical cues in interactions and activities.

(ELeG, Essential Practices, Interaction and Activities)

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes the facilities, equipment, and materials, to facilitate child and staff learning and development. (NAEYC Accreditation Standards, Physical Environment)

### **What does this look like in practice?**

1. Provide opportunities for child to move safely and freely during waking hours.
2. Provide large motor challenges in environment (pillows, mats, foam risers, variety of surfaces/levels, push/pull toys).
3. Allow opportunity for child to challenge themselves by going to the next level of development within safe boundaries. Offer adaptive equipment as needed.
4. Offer adaptive equipment as needed.

***ESSENTIAL KNOWLEDGE: TODDLER'S FINE MOTOR DEVELOPMENT ADVANCES  
DRAMATICALLY INCREASING THEIR SELF-HELP AND PLAY SKILLS.***

Use supportive verbal, visual, and physical cues in interactions and activities.

If the child needs extra support, simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.

(ELeG, Essential Practices, Interaction and Activities)

**What does this look like in practice?**

1. Objects in the environment include board books, appropriate writing and drawing utensils and paper, manipulative toys, and objects with buckets for filling and dumping.
2. Toddlers are encouraged to complete self-help tasks themselves such as feeding and dressing.

***ESSENTIAL KNOWLEDGE: TODDLERS REACH VARIOUS DEVELOPMENTAL MILESTONES  
IN AN INDIVIDUAL AND PREDICTABLE PATTERN.***

Individualize experiences, activities, interactions, and instructions to meet the needs of each child. (ELeG, Essential Practice, Cultural Context)

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. (NAEYC, Accreditation Standards, Curriculum)

**What does this look like in practice?**

1. Simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.
2. The daily routine includes time for indoor and outdoor play as well as scheduled nap or rest times.
3. Respond to child's cues for quiet or active time.
4. Snacks or meals are offered every 2.5 – 3 hours and water is offered/available throughout the day.
5. Toilet learning follows the child's cues and interest.

***ESSENTIAL KNOWLEDGE: OLDER TODDLERS ARE LEARNING CONFIDENCE IN THEIR  
ABILITY TO DO THINGS THEMSELVES.***

Providers use supportive verbal, visual, and physical cues in interactions and activities. (ELeG, Essential Practice, Interaction and Activities)

Provide a range of experiences to all children even though their responses may differ and some children may need adaptations.

Individualize experiences, activities, interactions, and instructions to meet the needs of each child. (ELeG, Essential Practice, Cultural Context)

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. (NAEYC Accreditation Standard, Curriculum)

The program uses developmentally, culturally, and linguistically appropriate and effective teach approaches that enhance each child's learning and development in the context of the program's curriculum goals. (NAEYC Accreditation Standard, Teaching)

### **What does this look like in practice?**

1. Be aware of child's preferences and provide opportunities for child to make choices.
2. Allow time and patience for child to carry out self-care tasks on their own: dressing and undressing themselves, washing hands, passing and serving food.
3. Respond positively with support to child's cues ("I can see you would like my help with your shoes. Can you say 'help please'?")
4. Talk about safety rules and why they are important.

### ***ESSENTIAL KNOWLEDGE: TODDLER TEMPER TANTRUMS ARE TYPICAL BEHAVIOR AS THE CHILD ASSERTS THEIR INDEPENDENCE AND LEARNS TO SELF-REGULATE.***

Help children learn to accept, understand, and manage their emotions.

Model and teach conflict resolution and problem solving skills. (ELeG, Essential Practice, Problem- Solving Skills)

### **What does this look like in practice?**

1. Create a safe, secure, and attractive environment for children to explore toys, books, and caregiver.
2. Provide support and time for a child who is hesitant about new objects and experiences.
3. Respond to and initiate play with the child during the course of everyday routines (diaper changing, bathing).
4. Observe child to understand unique temperament, learning style, and ways of showing curiosity.
5. Introduce child to new people, places, objects, and experiences.

### ***ESSENTIAL KNOWLEDGE: PARALLEL PLAY IS THE BEGINNING OF PEER RELATIONSHIPS FOR TODDLERS.***

Encourage child to play and form relationships with other children. (ELeG, Essential Practice, Interaction and Activities)

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. (NAEYC Accreditation Standard, Curriculum)

The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member. (NAEYC, Accreditation Standards, Relationships)

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals. (NAEYC Accreditation Standard, Teaching)

#### **What does this look like in practice?**

1. Verbally acknowledge a child's feelings so that peers are aware of each other's' feelings.
2. Help children communicate with others when negotiating toys, space, and feelings by providing words and explanations and expressing empathy for both children.
3. Have several duplicate of desired toys.
4. Provide supported opportunities for child to play and interact with other children.
5. Play turn-taking games.

### ***ESSENTIAL KNOWLEDGE: OLDER TODDLERS MAY BEGIN TO DEVELOP A SENSE OF EMPATHY.***

Observe recognize, and support children's unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes. (ELeG, Essential Practice, Cultural Context)

Model and teach conflict resolution and problem solving skills. (ELeG, Essential Practice, Problem- Solving Skills)

The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member. (NAEYC, Accreditation Standards, Relationships)

### **What does this look like in practice?**

1. Be aware and respectful of cultural differences in the expression of emotions.
2. Provide opportunities for children to observe animals in a safe environment.
3. Name emotions expressed by others (“She’s sad because she got hurt when she fell down.”)
4. Provide opportunities to identify emotions by the use of pictures, posters, and mirrors.

### ***ESSENTIAL KNOWLEDGE: TODDLER COGNITIVE DEVELOPMENT IS COMPRISED OF THE SENSORIMOTOR STAGES OF DEVELOPMENT, INFORMATION PROCESSING, MEMORIES, LANGUAGE DEVELOPMENT, AND INTELLIGENCE.***

Engage children in open ended activities for learning including play around dramatic themes, artistic creations, and sensory play. Encourage children to expand and elaborate their experiences. (ELeG, Essential Practice, Interactions and Activities)

Providers incorporate teaching and learning strategies from children’s cultural background; and culturally specific knowledge in coordination with cognitive development. (ELeg, Essential Practice, Cultural Context)

The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests. (NAECY, Accreditation Standards, Teachers)

### **What does this look like in practice?**

1. Recognize child’s need for repetition as they learn new skills, add complexity to already learned skills.
2. Provide experiences with nature and the outdoors that provide ever-changing objects and environments.
3. Use consistent routines so that child learns to predict.
4. Ask open-end

**The DVD Lessons provide foundational knowledge of child development theories across the domains and age groups to support providers in building positive intentional learning environments, based on each child’s unique needs, interests and abilities that is nurturing, responsive and developmentally appropriate. Upon completion of the training, QRIS participants will complete the checklists of practice and guided discussion, facilitated by IdahoSTARS staff.**