

**Alignment of Ohio's Infant & Toddler Guidelines
With the Goals and Objectives of
The Creative Curriculum® for Infants, Toddlers & Twos and
The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos**

The Creative Curriculum for Infants, Toddlers & Twos is a comprehensive curriculum that guides teachers in designing a program in which young children form warm relationships with teachers and caregivers, and begin to learn important skills and content and develop social competence. *The Creative Curriculum for Infants, Toddlers & Twos* shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows teachers how to guide learning through routines and experiences while also supporting children's social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System, based on *The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos*.

The *Developmental Continuum* has four goals and 21 objectives for infants, toddlers, and twos. Because children do not achieve an objective all at once, each objective has five developmental steps showing the expected sequence of development for each objective. The developmental steps give teachers a way to determine each child's current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

This alignment excludes one Ohio domain—Physical Development—in *Ohio's Infant & Toddler Guidelines*. The Physical Development domain explores in depth how teachers and caregivers can support children's health and ensure appropriate physical development by providing appropriate personal physical care and ensuring access to medical and dental health care providers. This alignment excludes one objective of *The Creative Curriculum*, Objective 7, which focuses exclusively on how the child progresses from participating in personal care tasks performed by an adult to performing complex personal care tasks independently.

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References

- Ohio Child Care Resource and Referral Association, Ohio Department of Job & Family Services, Build Ohio, Ohio Department of Health, and Ohio Department of Education. (2006). *Ohio's Infant & Toddler Guidelines*. Columbus, OH: Ohio Child Care Resource and Referral Association. Retrieved April 16, 2007 from <http://www.occrra.org/inf-todd/InfantToddlerGuides.pdf>
- Dodge, D. T., Rudick, S., and Berke, K. (2006). *The Creative Curriculum® for Infants, Toddlers & Twos*. Washington, DC: Teaching Strategies, Inc.
- Teaching Strategies, Inc. (2006.) *The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos*. Washington, DC: Author.

<i>Ohio's Infant & Toddler Guidelines</i>	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum and The Creative Curriculum for Infants, Toddlers & Twos</i>
EMOTIONAL DEVELOPMENT	
Guideline: Attachment: The child will develop an attachment relationship with a caregiver(s) who consistently meets the child's needs.	
<ul style="list-style-type: none"> • Attachment: The child will form relationships with consistent caregivers. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close, and I may have formed an attachment relationship with one (or a few) of these caregivers.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p>
<p>6 to 18 Months: In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.</p>	<p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults Step 2: Seeks to remain in company of familiar adults Step 3: Seeks familiar adult as secure base when around new people and in new situations Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p>
<p>16 to 36 Months: In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 4: "Building Relationships," pp. 138–145, especially "Strategies for Building Trusting Relationships," pp. 138–140 Chapter 6: "Hellos and Good-Byes," pp. 221–231 Part 2, Routines (Chapters 6–10): Section in each chapter, "Responding to What Children Need"</p>
Guideline: Expression of Emotion: The child will experience and express a variety of feelings.	
<ul style="list-style-type: none"> • Expression of Emotion: The child will express feelings through facial expressions, gestures and sounds. 	
<p>Birth to 8 Months: In the beginning of this period, I express contentment and distress. By the end of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear).</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p>
<p>6 to 18 Months: In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). Later in this period, my emotional expressions become clearer and more intentional. By the end of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt.</p>	<p>3: Manages own feelings</p> <p>Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations Step 2: Uses others' facial expressions, gestures, or voices to guide own feelings Step 3: Begins applying strategies to manage feelings by self Step 4: Begins to use strategies learned from adults Step 5: Begins to use feeling words</p>
<p>16 to 36 Months: In the beginning of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I can use words to describe how I am feeling, although sometimes my feelings are so strong that I have trouble expressing them in words.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 1: "Social/Emotional Development," pp. 22–26 Chapter 1: "How Culture Might Affect Social/Emotional Development," pp. 25–26</p>

<i>Ohio's Infant & Toddler Guidelines</i>	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum and The Creative Curriculum for Infants, Toddlers & Twos</i>
Guideline: Self-Awareness: The child will develop an understanding of and an appreciation for his/her uniqueness in the world.	
<ul style="list-style-type: none"> • Self-awareness: The child will recognize herself or himself as a person with an identity, wants, needs, interests, likes and dislikes. 	
<p>Birth to 8 Months: In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am my own separate person.</p>	<p>No objectives in <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> align directly with this item.</p>
<p>6 to 18 Months: In the beginning of this period, I begin to understand that I am my own separate person. By the end of this period, I recognize myself in the mirror and in photos.</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 1: "Social/Emotional Development," pp. 22–26</p>
<p>16 to 36 Months: In the beginning of this period, I recognize myself in the mirror and in photos. Later in this period, I use pronouns like "I," "me" and "mine" when referring to myself. By the end of this period, I can describe who I am by using categories such as girl or boy, big or little.</p>	<p>Chapter 1: "How Culture Might Affect Social/Emotional Development," pp. 25–26</p>
<ul style="list-style-type: none"> • Awareness of emotions: The child will recognize his or her own feelings. 	
<p>Birth to 8 Months: In the beginning of this period, I respond reflexively or automatically with emotions of distress or contentment. By the end of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear).</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p>
<p>6 to 18 Months: In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). By the end of this period, my emotional expressions become clearer and more intentional.</p>	<p>3: Manages own feelings Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations Step 2: Uses others' facial expressions, gestures, or voices to guide own feelings Step 3: Begins applying strategies to manage feelings by self Step 4: Begins to use strategies learned from adults Step 5: Begins to use feeling words</p>
<p>16 to 36 Months: In the beginning of this period, my emotional expressions become clearer and more intentional. Later, I express complex (selfconscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I use words to describe my feelings and I show an understanding of why I have these feelings. Sometimes, however, my feelings are so strong I have trouble expressing them in words.</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 4: "Promoting Children's Self-Regulation," pp. 146–152 Chapter 6: "Supporting Children Emotionally Throughout the Day," p. 227; "Responding to What Children Need," pp. 238–243</p>

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<ul style="list-style-type: none"> • Sense of competence: The child will recognize his or her ability to do things. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically and explore my own abilities. By the end of this period, I understand that I can make things happen.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 11: Understands how objects can be used Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks</p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 1: "Cognitive Development," pp. 29–31; "How Culture Might Affect Cognitive Development," p. 31</p>
<p>6 to 18 Months: In the beginning of this period, I understand that I can make things happen. By the end of this period, I experiment with different ways of making things happen, and I take pride in what I can do.</p>	
<p>16 to 36 Months: In the beginning of this period, I experiment with different ways of making things happen and take pride in what I can do. By the end of this period, I have an understanding of what I can do and what I'm not able to do yet by myself. I can also describe myself in terms of what I can do.</p>	
<p>Guideline: Emotional Self-Regulation: The child will develop strategies to control emotions and behavior.</p>	
<ul style="list-style-type: none"> • Self-comforting: The child will manage his or her internal states and feelings, as well as stimulation from the outside world. 	
<p>Birth to 8 Months: In the beginning of this period, I depend on my caregiver to comfort me. By the end of this period, I use simple strategies to comfort myself, and I am able to communicate my needs more clearly to my caregiver.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult's help Step 2: Uses others' facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity</p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 4: "Promoting Children's Self-Regulation," pp. 146–152: "Setting the Foundation for Young Infants' Self-Regulation," p. 146; "Helping Mobile Infants Begin to Control Their Behavior," p. 147; "Promoting the Self-Regulation of Toddlers and Twos," pp. 147–149; "Using Positive Guidance Strategies," pp. 149–152</p>
<p>6 to 18 Months: In the beginning of this period, I use simple strategies to comfort myself, and I am able to communicate my needs more clearly to my caregiver. By the end of this period, I use more complex strategies for making myself feel better.</p>	
<p>16 to 36 Months: In the beginning of this period, I use more complex strategies for making myself feel better. By the end of this period, I anticipate the need for comfort and try to plan ahead.</p>	

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<p>• Impulse control: The child will manage his or her behavior.</p>	
<p>Birth to 8 Months: depend on my caregivers to meet my needs and comfort me. By the end of this period, I show very early signs of controlling some impulses when my caregiver guides and supports me.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p>
<p>6 to 18 Months: In the beginning of this period, I show very early signs of controlling some impulses when my caregiver guides and supports me. By the end of this period, I am aware of my caregiver's wishes and expectations, and sometimes choose to comply with them. I also have some simple strategies to help myself wait.</p>	<p>2: Regulates own behavior</p> <p>Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult's help</p> <p>Step 2: Uses others' facial expressions, gestures, or voices to guide own behavior</p> <p>Step 3: Begins to respond to verbal redirection</p> <p>Step 4: Follows simple directions and sometimes tests limits</p> <p>Step 5: Understands what behavior is expected, with increasing regularity</p>
<p>16 to 36 Months: In the beginning of this period, I am aware of my caregiver's wishes and expectations, and sometimes choose to comply with them. I also have some simple strategies to help myself wait. By the end of this period, I have internalized some of my caregiver's rules so I don't always need as much support when trying to control my behavior.</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i></p> <p>Chapter 4: "Promoting Children's Self-Regulation," pp. 146–152; "Helping Young Infants, Mobile Infants, Toddlers, and Twos," pp. 146–149; "Using Positive Guidance Strategies," pp. 149–152; "Responding to Challenging Behaviors," pp. 153–159; "Physical Aggression," pp. 153–154; "Temper Tantrums," pp. 154–155; "Biting," pp. 155–159</p>
<p>SOCIAL DEVELOPMENT</p>	
<p>Guideline: Attachment: The child will develop an attachment relationship with a caregiver(s) who consistently meets the child's needs.</p>	
<p>• Attachment: The child will form relationships with consistent caregivers.</p>	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close. I may have formed an attachment relationship to one (or a few) of these caregivers.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p>
<p>6 to 18 Months: In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.</p>	<p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p>
<p>16 to 36 Months: In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i></p> <p>Chapter 4: "Building Relationships," pp. 138–145, especially "Strategies for Building Trusting Relationships," pp. 138–140</p> <p>Chapter 6: "Supporting Children Emotionally Throughout the Day," p. 227</p> <p>Part 2, Routines (Chapters 6–10): Section in each chapter, "Responding to What Children Need"</p>

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Guideline: Expression of Social Behavior: The child will demonstrate the ability to get along with others.	
<ul style="list-style-type: none"> Interactions with adults: The child will engage in give-and-take exchanges with an adult. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to my caregiver's attempts to interact. By the end of this period, I give cues to initiate interaction with my caregiver.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults Step 2: Seeks to remain in company of familiar adults Step 3: Seeks familiar adult as secure base when around new people and in new situations Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p>
<p>6 to 18 Months: In the beginning of this period, I give cues to initiate interaction with my caregiver. By the end of this period, I engage in a series of actions with my caregiver.</p>	
<p>16 to 36 Months: In the beginning of this period, I engage in a series of actions with my caregiver. By the end of this period, I can work with a caregiver to solve problems or communicate about ideas or experiences.</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 4: "Strategies for Building Trusting Relationships," pp. 138–140; "Helping Children Transition to a New Group or Preschool," pp. 144–145</p>
<ul style="list-style-type: none"> Interactions with peers: The child will engage with other children. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically and prefer the human face and sound. By the end of this period, I am interested in other children and explore their faces and bodies.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children Step 2: Reaches out to and engages momentarily with other children Step 3: Has brief play encounters with other children Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities Step 5: Participates in coordinated play with other children</p>
<p>6 to 18 Months: In the beginning of this period, I am interested in other children and explore their faces and bodies. By the end of this period, I engage in play with peers for an extended time.</p>	
<p>16 to 36 Months: In the beginning of this period, I engage in play with peers for an extended time. By the end of this period, I show a greater likelihood to engage in mutual social play.</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 2: "Sending Positive Messages," pp. 83–85 Chapter 4: "Helping Children Get Along With Others," pp. 140–142 Part 2, Routines (Chapters 6–10): Sections in each chapter, "Caring and Teaching," "Responding to What Children Need"</p>

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<ul style="list-style-type: none"> • Empathy: The child will understand and respond to the emotions of others. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to the emotions of others. By the end of this period, I demonstrate an awareness of others' feelings.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p>
<p>6 to 18 Months: In the beginning of this period, I demonstrate an awareness of others' feelings. By the end of this period, I respond to a peer's distress by doing something for him that would make me feel better.</p>	<p>4: Responds to others' feelings with growing empathy</p> <p>Step 1: Mirrors others' expressions of feelings Step 2: Becomes aware of others' expressions of emotion Step 3: Responds to the emotions of others, sometimes with adult prompting Step 4: Shows awareness that others' feelings are separate from own feelings Step 5: Responds to others' feelings with caring behavior, without adult prompting</p>
<p>16 to 36 Months: In the beginning of this period, I respond to a peer's distress by doing something for him that would make me feel better. By the end of this period, I respond to a peer's distress in a way that shows that I understand what would make him feel better. I also understand that others have feelings independent from mine.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 4: "Strategies for Building Trusting Relationships," pp. 138–140; "Helping Children Get Along With Others," pp. 140–142; "A Structure That Supports Relationships," pp. 143–144</p>
<p>Guideline: Awareness of Social Behavior: The child will develop a sense of belonging to a larger community through social interactions and relationships.</p>	
<ul style="list-style-type: none"> • Social identity: The child will have an awareness of his or her relationship to others in a group. 	
<p>Birth to 8 Months: In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am a separate person who is connected to others in the world.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p>
<p>6 to 18 Months: In the beginning of this period, I understand that I am a separate person who is connected to others in the world. By the end of this period, I demonstrate an understanding of the practices or characteristics of my group.</p>	<p>6: Learns to be a member of a group</p> <p>Step 1: Shows interest in being with others Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines Step 4: Begins to accept that others' needs are important, in addition to own Step 5: Participates actively in group experiences</p>
<p>16 to 36 Months: In the beginning of this period, I demonstrate an understanding of the practices or characteristics of my group. By the end of this period, I identify myself and others as belonging to one or more groups, according to characteristics I notice.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 2: "Planning for Transitions," pp. 94–95; "Responsive Planning," pp. 95–104 Chapter 4: "Helping Children Get Along With Others," pp. 140–142</p>

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MOTOR DEVELOPMENT	
Guideline: Large Muscle: The child will develop large-muscle strength and control to move within the environment.	
<ul style="list-style-type: none"> • Movement, balance, and coordination: The child will coordinate the movements of his or her body in order to move and to interact with the environment. 	
<p>Birth to 8 Months: In the beginning of this period, I move my body automatically. Later, I gain strength and more voluntary control of my head, arms and legs. By the end of this period, I use this strength and control to coordinate the movements of my body parts and to move my whole body.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 8: Demonstrates basic gross motor skills Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play</p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 1: “Physical Development,” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28 Part 2, Routines: Chapter 7: “Diapering and Toileting,” pp. 233–245; Chapter 10: “Getting Dressed,” pp. 277–287 Part 3, Experiences: Chapter 14: “Connecting With Music and Movement,” pp. 343–355; Chapter 17: “Exploring Sand and Water,” pp. 389–401; Chapter 18: “Going Outdoors,” pp. 403–421</p>
<p>6 to 18 Months: In the beginning of this period, I coordinate the movements of my body parts to move my whole body. Later, I develop the strength, balance and coordination to change the position of my body from lying to sitting, and later to standing. By the end of this period, I can move my body from one place to another without support while upright on two feet.</p>	
<p>16 to 36 Months: In the beginning of this period, I can move my body from one place to another without support while upright on two feet. By the end of this period, I can coordinate my whole body to make complex movements.</p>	

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Guideline: Small Muscle: The child will develop small-muscle strength and control for detailed exploration and manipulation of objects.	
<ul style="list-style-type: none"> • Touch, grasp, reach and manipulate: The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment. 	
<p>Birth to 8 Months: In the beginning of this period, I use my hands, arms and eyes automatically. Later, I can follow a moving object or person with my eyes, and I can bring my hands and objects to my mouth. By the end of this period, I look at my hands or an object while manipulating that object.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 9: Demonstrates basic fine motor skills Step 1: Uses whole hand to grasp and drop objects Step 2: Uses thumb and index finger to grasp and drop objects Step 3: Uses one hand to hold an object and the other hand to manipulate another object Step 4: Uses eye-hand coordination while doing simple tasks Step 5: Uses eye-hand coordination while doing increasingly complex tasks</p>
<p>6 to 18 Months: In the beginning of this period, I look at my hands or an object while manipulating that object. By the end of this period, I use both of my hands together to accomplish a task.</p>	
<p>16 to 36 Months: In the beginning of this period, I use both of my hands together to accomplish a task. By the end of this period, I am able to coordinate the use of my arms, hands and fingers to accomplish more challenging fine motor tasks.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 1: “Physical Development,” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28 Part 2, Routines: Chapter 7: “Diapering and Toileting,” pp. 233–245; Chapter 8: “Eating and Mealtimes,” pp. 247–261; Chapter 10: “Getting Dressed,” pp. 277–287 Part 3, Experiences: Chapter 11: “Playing With Toys,” pp. 291–307; Chapter 12: “Imitating and Pretending,” pp. 309–321; Chapter 13: “Enjoying Stories and Books,” pp. 323–341; Chapter 15: “Creating With Art,” pp. 357–373; Chapter 16: “Tasting and Preparing Food,” pp. 375–387; Chapter 17: “Exploring Sand and Water,” pp. 389–401</p>
Guideline: Oral-Motor: The child will develop skill in biting, chewing and swallowing during eating and drinking.	
<ul style="list-style-type: none"> • Oral-motor: The child will develop the skill to coordinate the use of his or her tongue and mouth in order to suck, swallow and eventually chew. 	
<p>Birth to 8 Months: In the beginning of this period, I automatically root and suck. Later, I use my mouth and tongue to explore objects. By the end of this period, I gain more control over my ability to suck, swallow and chew.</p>	<p>No objectives in <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> align directly with this item.</p>
<p>6 to 18 Months: In the beginning of this period, I gain more control over my ability to suck, swallow and chew. By the end of this period, I can take bites of food and drink from a cup, if these choices are offered to me.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Part 2, Routines: Chapter 8: “Eating and Mealtimes,” pp. 247–261 Part 3, Experiences: Chapter 16: “Tasting and Preparing Food,” pp. 375–387</p>
<p>16 to 36 Months: In the beginning of this period, I take bites of food and drink from a cup, if these choices are offered to me. By the end of this period, I eat a variety of table foods and can drink through a straw.</p>	

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LANGUAGE & COMMUNICATION DEVELOPMENT	
Guideline: Comprehending Language: The child will use listening and observation skills to develop an awareness of his or her world. As he or she develops, he or she understands more sounds and words.	
<ul style="list-style-type: none"> • Understanding language: The child will comprehend the message of another's communication. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to sounds in the environment. By the end of this period, I recognize the names of familiar people and favorite objects.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 16: Develops receptive language Step 1: Shows interest in speech of others Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech Step 3: Demonstrates understanding of simple multiword speech in familiar contexts Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories Step 5: Demonstrates understanding of increasingly complex and abstract spoken language</p>
<p>6 to 18 Months: In the beginning of this period, I recognize the names of familiar objects and people. By the end of this period, I show understanding of adult's simple requests and of statements referring to the present situation.</p>	
<p>16 to 36 Months: In the beginning of this period, I show understanding of adults' simple requests and of statements referring to the present situation. By the end of this period, I understand my caregiver's more abstract and complex statements and requests that refer to positions in space, ideas, feelings and the future.</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 1: "Language Development," pp. 32–34; "How Culture Might Affect Language Development," p. 34 Chapter 3: "Vocabulary and Language," pp. 110–113; "The Sounds and Rhythms of Language," pp. 113–114 Chapter 13: "Enjoying Stories and Books," pp. 323–341, especially "Including All Children," pp. 335–337; "Dual Language Learners," pp. 335–336</p>

<i>Ohio's Infant & Toddler Guidelines</i>	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum and The Creative Curriculum for Infants, Toddlers & Twos</i>
Guideline: Expressing Language: The child will develop the ability to use sounds, words, gestures and eventually signs or words to communicate his or her wants, needs and feelings.	
• Expressing language: The child will convey a message or transfer information to another person.	
Birth to 8 Months: In the beginning of this period, I make sounds spontaneously. By the end of this period, I show more intention as I experiment with sound and with different ways to express my wants, needs or feelings.	LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 17: Develops expressive language Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words Step 3: Uses gestures, word-like sounds, and single words to communicate Step 4: Speaks in two-word phrases Step 5: Uses simple sentences and questions with three or more words
6 to 18 Months: In the beginning of this period, I show more intention as I experiment with sound and with different ways to express my wants, needs or feelings. By the end of this period, I begin to use single words and conventional gestures to communicate with others.	
16 to 36 Months: In the beginning of this period, I begin to use single words and conventional gestures to communicate with others. By the end of this period, I combine words to express more complex ideas and start to follow some simple grammatical rules, although not always correctly.	
	<i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34 Chapter 3: “Vocabulary and Language,” pp. 110–113; “The Sounds and Rhythms of Language,” pp. 113–114 Chapter 13: “Enjoying Stories and Books,” pp. 323–341, especially “Including All Children,” pp. 335–337; “Dual Language Learners,” pp. 335–336

<i>Ohio's Infant & Toddler Guidelines</i>	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum and The Creative Curriculum for Infants, Toddlers & Twos</i>
<p>Guideline: Social Communication: The child will be an active participant in his or her social world by developing the ability to interact with others in ways expected by his or her family, or community.</p>	
<p>• Rules of language: The child will participate in interactions with language that follow the expected practices of the child's family and community.</p>	
<p>Birth to 8 Months: In the beginning of this period, I automatically respond to my caregivers when they talk to me by turning toward them. During this period, I participate in back-and-forth interactions with my caregivers. By the end of this period, I attempt to respond to basic forms of social communication with the appropriate gesture.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>18: Participates in conversations</p> <p>Step 1: Engages in simple, back-and-forth vocalizing</p> <p>Step 2: Imitates and exchanges sounds and gestures with other people</p> <p>Step 3: Exchanges single words, word-like sounds, and gestures with others</p> <p>Step 4: Initiates conversation by using words</p> <p>Step 5: Participates in conversations for two or more turns</p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos</i></p> <p>Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34</p> <p>Chapter 3: “Vocabulary and Language,” pp. 110–113; “The Sounds and Rhythms of Language,” pp. 113–114</p> <p>Chapter 13: “Enjoying Stories and Books,” pp. 323–341 especially “Including All Children,” pp. 335–337; “Dual Language Learners,” pp. 335–336</p> <p>Part 2, Routines (Chapters 6–10): Section in each chapter, “Responding to What Children Need”</p> <p>Part 3, Experiences: Sections in each chapter, “Caring and Teaching,” “Responding to and Planning for Each Child”</p>
<p>6 to 18 Months: In the beginning of this period, I attempt to respond to basic forms of social communication with the appropriate gesture. By the end of this period, I participate in and often initiate the basic socially expected communications of my family.</p>	
<p>16 to 36 Months: In the beginning of this period, I participate in and often initiate the basic socially expected communications of my family. By the end of this period, I understand when words are used in a silly way.</p>	

<i>Ohio's Infant & Toddler Guidelines</i>	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum and The Creative Curriculum for Infants, Toddlers & Twos</i>
Guideline: Early Literacy: The child will learn the foundations for listening, speaking, reading and writing.	
<ul style="list-style-type: none"> • Early reading: The child will demonstrate interest in book reading, story telling and singing and will eventually understand the meaning of basic symbols. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to my caregiver's talking, singing and reading. By the end of this period, I show increased interest in books, pictures, songs and rhymes.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 19: Enjoys books and being read to Step 1: Manipulates books as adult reads aloud Step 2: Engages briefly with books as they are read aloud and finds pleasure in the experience Step 3: Becomes increasingly engaged with the content of books that are read aloud Step 4: Begins to make connections between own life and the stories in books Step 5: Pretends to read favorite books 20: Shows an awareness of pictures and print Step 1: Notices pictures Step 2: Recognizes and shows a beginning understanding of pictures Step 3: Recognizes that pictures have meaning and can tell a story Step 4: Demonstrates interest in print Step 5: Shows beginning understanding that print is useful</p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 3: "Enjoying Books and Stories," pp. 115–117; "Promoting Language and Literacy Learning," pp. 119–121 Chapter 13: "Enjoying Stories and Books," pp. 323–341 especially "Including All Children," pp. 335–337; "Dual Language Learners," pp. 335–336 Chapter 15: "Creating With Art," pp. 357–373</p>
<p>6 to 18 Months: In the beginning of this period, I show increased interest in books and pictures. By the end of this period, I actively participate in book reading, story telling and singing.</p>	
<p>16 to 36 Months: In the beginning of this period, I actively participate in book reading, story telling and singing. By the end of this period, I show understanding of the meaning of stories and show appreciation for reading books, telling stories and singing by initiating these activities and by having "favorite" books, stories and songs.</p>	
<ul style="list-style-type: none"> • Early writing: The child will demonstrate interest in writing and will develop the fine motor abilities required to hold a writing tool and make marks on a surface. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to objects in my environment. By the end of this period, I show increased ability in the use of my hands and fingers, and may watch adults when they are writing.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 21: Experiments with drawing and writing Step 1: Notices drawing and writing tools Step 2: Begins to handle drawing and writing tools Step 3: Scribbles spontaneously Step 4: Experiments with scribbling Step 5: Scribbles with intention of communicating</p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 3: "Exploring Writing," pp. 117–118 Chapter 15: "Creating With Art," pp. 357–373</p>
<p>6 to 18 Months: In the beginning of this period, I show increased ability in the use of my hands and fingers. By the end of this period, I use a full-hand grasp to hold a writing tool to make scribbles.</p>	
<p>16 to 36 Months: In the beginning of this period, I use a full-hand grasp to hold a writing tool to make scribbles. By the end of this period, I use my thumb and fingers of one hand to hold my writing tool and start to use my drawings to represent objects and ideas.</p>	

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COGNITIVE DEVELOPMENT	
Guideline: Discoveries of Infancy: The child will develop an understanding of his or her world through exploration and discovery while developing strategies to solve problems.	
<ul style="list-style-type: none"> • Group and categorize: The child will learn to group people and objects based on their attributes. 	
<p>Birth to 8 Months: In the beginning of this period, I automatically respond in distinguishing between familiar and unfamiliar people. By the end of this period, I can tell the difference between familiar and unfamiliar people, objects and places.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses Step 2: Notices particular characteristics of objects Step 3: Begins to manipulate objects according to particular attributes Step 4: Begins to match objects by similarities Step 5: Groups objects with similar characteristics</p> <p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 1: "Cognitive Development," pp. 29–31; "How Culture Might Affect Cognitive Development," p. 31 Chapter 3: "Discovering Mathematical Relationships," pp. 122–128: "Number Concepts," pp. 122–123; "Patterns and Relationships," p. 124; "Geometry and Spatial Relationships," p.p. 125–126; "Sorting and Classifying," pp. 126–127 Chapter 3: "Exploring Like Scientists," pp. 129–135 Part 3, Experiences: Chapter 11: "Playing With Toys," pp. 291–307; Chapter 18: "Going Outdoors," pp. 403–421</p>
<p>6 to 18 Months: In the beginning of this period, I can tell the difference between familiar and unfamiliar people, objects and places. By the end of this period, I can group objects into two distinct groups.</p>	
<p>16 to 36 Months: In the beginning of this period, I can group objects into two distinct classes. By the end of this period, I can sort multiple objects by their properties and uses.</p>	
<ul style="list-style-type: none"> • Cause and effect: The child will make things happen and understand the causes of some events. 	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to things that happen in my environment. By the end of this period, I use simple actions to make things happen.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 12: Shows a beginning understanding of cause and effect</p> <p>Step 1: Explores objects and notices how they react Step 2: Discovers that repeated actions yield similar effects Step 3: Explores ways to make something happen Step 4: Expects people and objects to respond to actions in particular ways Step 5: Begins to investigate causes when something unexpected happens</p> <p>The Creative Curriculum for Infants, Toddlers & Twos Part 3, Experiences: Chapter 11: "Playing With Toys," pp. 291–307; Chapter 14: "Connecting With Music and Movement," pp. 343–355; Chapter 15: "Creating With Art," pp. 357–373; Chapter 17: "Exploring Sand and Water," pp. 389–401; Chapter 18: "Going Outdoors," pp. 403–421</p>
<p>6 to 18 Months: In the beginning of this period, I use simple actions to make things happen. By the end of this period, I purposefully try behaviors to make things happen.</p>	
<p>16 to 36 Months: In the beginning of this period, I purposefully try behaviors to make things happen. By the end of this period, I think of ways to solve problems and don't have to act out possible solutions. I also understand that events have a cause.</p>	

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<p>• Problem solving: The child will use the self, objects or others to attain a goal.</p>	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to my environment. By the end of this period, I actively use my body to find out about my world.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 14: Uses problem-solving strategies</p>
<p>6 to 18 Months: In the beginning of this period, I actively use my body to find out about my world. By the end of this period, I use simple strategies to solve problems.</p>	<p>Step 1: Demonstrates awareness of a problem Step 2: Imitates the way others solve problems, immediately after seeing them do so Step 3: Experiments with trial-and-error approaches to simple problems Step 4: Persists with trial-and-error approaches to solving a problem Step 5: Carries out own plan for solving simple problems</p>
<p>16 to 36 Months: In the beginning of this period, I use simple strategies to solve problems. By the end of this period, I can solve problems without having to try every possibility, while avoiding solutions that clearly won't work.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 3: "Discovering Mathematical Relationships," pp. 122–128; "Exploring Like Scientists," pp. 129–135 Part 3, Experiences: Chapter 11: "Playing With Toys," pp. 291–307; Chapter 14: "Connecting With Music and Movement," pp. 343–355; Chapter 15: "Creating With Art," pp. 357–373; Chapter 17: "Exploring Sand and Water," pp. 389–401</p>
<p>• Memory: The child will remember people, objects and events.</p>	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to my environment. By the end of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 10: Sustains attention</p>
<p>6 to 18 Months: In the beginning of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience. Later, I understand that people and objects continue to exist even when I can't see them. By the end of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time.</p>	<p>Step 1: Attends to sights and sounds Step 2: Continues an activity when an adult interacts Step 3: Focuses on activity of choice but is easily distracted Step 4: Continues an activity, despite distractions Step 5: Continues an activity until own goal is reached, despite distractions</p>
<p>16 to 36 Months: In the beginning of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time. By the end of this period, I can communicate about some of the events in my life.</p>	<p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 3: "Exploring Like Scientists," pp. 129–135 Chapter 4: "Strategies for Building Trusting Relationships," pp. 138–140 Chapter 6: "Hellos and Good-Byes," pp. 221–231 Part 3, Experiences: Section in each chapter titled variously "Selecting and Displaying Materials"</p>

<i>Ohio's Infant & Toddler Guidelines</i>	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum and The Creative Curriculum for Infants, Toddlers & Twos</i>
<p>• Space: The child will understand how things move and fit in space.</p>	
<p>Birth to 8 Months: In the beginning of this period, I respond automatically to my environment. By the end of this period, I begin to learn the properties of objects.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 11: Understands how objects can be used Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks</p> <p>The Creative Curriculum for Infants, Toddlers & Twos Chapter 3: “Discovering Mathematical Relationships,” pp. 122–128, especially “Geometry and Spatial Relationships,” p.p. 125–126 Part 3, Experiences: Chapter 11: “Playing With Toys,” pp. 291–307; Chapter 14: “Connecting With Music and Movement,” pp. 343–355; Chapter 18: “Going Outdoors,” pp. 403–421</p>
<p>6 to 18 Months: In the beginning of this period, I begin to learn the properties of objects. By the end of this period, I use trial and error to discover how things fit and move in space.</p>	
<p>16 to 36 Months: In the beginning of this period, I use trial and error to discover how things fit and move in space. By the end of this period, I predict and imagine how things fit and move in space, without having to try all possible solutions.</p>	
<p>• Imitation: The child will be able to mirror, repeat and practice the actions modeled by another.</p>	
<p>Birth to 8 Months: In the beginning of this period, I automatically imitate facial expressions. By the end of this period, I match the simple actions and expressions of others, even when a short time has passed.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 15: Engages in pretend play Step 1: Watches the actions of others Step 2: Imitates the actions of others Step 3: Uses objects in pretend play as they are used in real life Step 4: Substitutes one object for another in pretend play Step 5: Uses real and imaginary objects in pretend play</p> <p>The Creative Curriculum for Infants, Toddlers & Twos Part 3, Experiences: Chapter 11: “Playing With Toys,” pp. 291–307; Chapter 12: “Imitating and Pretending,” pp. 309–321</p>
<p>6 to 18 Months: In the beginning of this period, I match the simple actions and expressions of others. By the end of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me.</p>	
<p>16 to 36 Months: In the beginning of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me. By the end of this period, I can imitate a complex sequence of events that I observed quite a long time ago.</p>	

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Guideline: Attention and Persistence: The child will develop the ability to choose to participate and persist in a growing number of activities.	
<ul style="list-style-type: none"> • Attention and persistence: The child will be able to remain focused on a task or object and to persist in the face of obstacles. 	
<p>Birth to 8 Months: In the beginning of this period, I automatically respond to things in the environment. By the end of this period, I respond to different things in the environment in different ways, and I am able to spend more time focusing on things I find interesting.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>14: Uses problem-solving strategies</p> <p>Step 1: Demonstrates awareness of a problem</p> <p>Step 2: Imitates the way others solve problems, immediately after seeing them do so</p> <p>Step 3: Experiments with trial-and-error approaches to simple problems</p> <p>Step 4: Persists with trial-and-error approaches to solving a problem</p> <p>Step 5: Carries out own plan for solving simple problems</p> <p>The Creative Curriculum for Infants, Toddlers & Twos</p> <p>Chapter 3: “What Children Are Learning,” pp. 107–135</p> <p>Chapter 4: “Assessing Children’s Development and Learning,” pp. 168–178</p> <p>Part 3, Experiences (Chapters 11–18): Section in each chapter titled variously “Selecting and Displaying Materials”; Sections in each chapter, “Caring and Teaching,” “Responding to and Planning for Each Child,” and “Responsive Planning”</p>
<p>6 to 18 Months: In the beginning of this period, I respond to different things in the environment in different ways, and I’m able to spend more time focusing on things I find interesting. By the end of this period, I need order, ritual, routine and notice when changes occur.</p>	
<p>16 to 36 Months: In the beginning of this period, I need order, ritual, routine and notice when changes occur. By the end of this period, I can pay attention to more than one thing at a time. I monitor my progress in trying to achieve a goal and try to correct mistakes along the way.</p>	