AREA 1: Supporting Social-Emotional Development

SE-1 Building Warm, Positive, and Nurturing Relationships	
SE-1a	Convey warmth and affection toward children by smiling, laughing, and also by showing empathy when a child is sad or upset
SE-1b	Frequently engage in nonverbal positive affirmations with children while respecting and expressing variations in affirmation across cultures (e.g., nodding, lowering voice, raising eyebrows in surprise, as appropriate and consistent with the child's culture)
SE-1c	Use gentle and nurturing touch to provide emotional support and to communicate affection
SE-1d	Use children's names during communication
SE-1e	Make positive comments about children and their activities
SE-1f	Sit in close proximity to children, depending on age
SE-1g	Make eye contact with children when culturally appropriate and talk with them at eye level
SE-1h	Demonstrate interest in children's activities by joining play or commenting about children's actions when culturally appropriate
SE-1i	Use a tone of voice, facial expression, and level of enthusiasm that is in synch with each child's
SE-1j	Support children's attempts at autonomy by promoting self-initiated exploration while remaining available to provide help when a child indicates a need for it
SE-2 Providing Consistent and Responsive Caregiving	
SE-2a	Maintain an awareness of the needs of children in the room by consistently scanning and responding when children need help
SE-2b	Observe children's interactions and cues to understand the child's needs and respond in turn
SE-2c	Wait for children's response to a verbal or nonverbal communication before acting and regulate responses to match or adapt to those of the child
SE-2d	Demonstrate sensitivity to children's signs of fatigue or overstimulation and adjust the pace of activities, tone of voice, and interaction style in response
SE-2e	Accurately interpret and appropriately respond to children's attempts to disengage from an interaction or activity by ending the interaction or activity until the child is calm and attempts to reengage
SE-2f	Demonstrate an understanding of unique needs of children by tailoring their response or proactively planning for supports to be in tune with the individual child's preferences for receiving comfort, interaction, and support
SE-3 Supporting Emotional Expression and Regulation	
SE-3a	Recognize children's emotional cues and individualize a response based upon knowledge and understanding of individual children
SE-3b	Support emotional regulation for younger infants by soothing them with gentle voice and touch or by redirecting their attention to elicit a more positive or calm emotional state
SE-3c	Name or label children's emotions to better help children recognize (and eventually talk about) their emotional states and to build a "feelings vocabulary"
SE-3d	Support emotional regulation for older infants and toddlers by verbally labeling and acknowledging the child's and his peers' emotional states (both positive and negative); provide assistance (both verbal and nonverbal) and model strategies for appropriately expressing and managing emotions
SE-3e	Follow a predictable schedule of daily activities so that children can anticipate (in a general way) what will happen at different times of the day
SE-3f	Individualize children's routines and activities in response to their developmental levels and needs
SE-3g	Prepare children for times of the day that may be stressful by providing verbal and nonverbal support to help children manage emotions
SE-4 Promoting Socialization	
SE-4a	Respond to social signals from children and individualize a response based upon knowledge and understanding of individual children
SE-4b	Interact with children in a variety of ways (e.g., verbal and physical redirection) to support children's socialization and development
SE-4c	Use the environment to support positive and developmentally appropriate social interactions. For example, making spaces for infants to lie next to one another or for toddlers to sit near one another
SE-4d	Place babies so they can see and reach things and observe and respond to the interactions and activities occurring around them
SE-4e	Use knowledge of children's shared interests and temperaments to facilitate play among peers
SE-4f	Support self-regulation and socialization during peer play by commenting and supporting children's emerging cooperative skills
SE-4g	Guide children to use developmentally appropriate and prosocial cues as needed, for example encouraging the use of words rather than hitting to indicate ownership of a toy during peer play
SE-4h	Modify routines, interactions and activities in response to children's needs while maintaining a generally predictable daily schedule

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SE-5 Guiding Behavior	
SE-5a	Proactively support children's positive behavior by setting up conditions that minimize the potential for misbehavior, such as encouraging specific on-task behavior, offering a variety of play options, positioning to provide support, and providing multiples of favorite play materials
SE-5b	Redirect children's inappropriate behavior by offering different choices to diffuse minor conflicts and manage extreme emotions—for example, deep breathing, blowing bubbles, holding a favorite object, snuggling, or listening to relaxing music
SE-5c	Model appropriate behaviors for children
SE-5d	Establish and remind children of limits by providing positively phrased, single-step directions
SE-5e	Use anticipatory talk to prepare children for transitions
SE-5f	Set consistent limits and explain them concretely to help children begin to understand the reasons behind them
SE-5g	Provide and frame genuine choices for children
SE-5h	Support children making choices by limiting the number of choices, providing enough time for children to respond, and allowing children to change their minds before making a final choice
SE-5i	Comment positively about children's choices
SE-6 Promoting Children's Sense of Identity and Belonging	
SE-6a	Provide individual space for children's belongings if possible. For example, in smaller environments, using child-safe hooks to hold children's belongings can be a space-sensitive approach that still delineates a specific area that "belongs" to each child
SE-6b	Allow for personalized comfort items unique to each child (e.g., a special blanket or teddy bear)
SE-6c	Provide visual, auditory, or other representations of children's families within the group care setting
SE-6d	Provide culturally and linguistically diverse visual, auditory, or other representations in the group care setting to build an understanding of diversity within and outside of the group care community
SE-6e	Greet children and families in a way that is respectful of family preferences and abilities as they arrive (for example, with a "hello" and a smile, with a hug and a comment about being happy to see them or a question about how their previous evening or morning has been, etc.) and invite them to join in the activities of the classroom or home-based care setting
SE-6f	Comment on children's arrival and departure from the group care setting
SE-6g	Promote children's engagement with other children upon arrival and throughout the day so that children begin to seek out peers within the group setting as a source of comfort, enjoyment, and support with simple tasks and activities
SE-6h	Provide pictures of children throughout the group care setting so that children can see images of themselves

AREA 2: Supporting Cognitive Development

C-1 Facilitating Exploration and Concept Development	
C-1a	Ensure that different types of culturally appropriate toys or other objects are present and accessible in the group care setting so that infants and toddlers can explore objects and their functionality
C-1b	Position infants to promote independent exploration of objects, their own hands and feet, or a caregiver's face
C-1c	Promote infants' exploration using their senses—hearing, touching and feeling different textures, seeing, smelling, or tasting
C-1d	Extend infants' exploration of objects by repositioning infants or objects, imitating actions, and modeling varied ways to use objects
C-1e	Expand children's exploration by describing and pointing out attributes or properties of living and non-living things (e.g., textures, size, shape, or function)
C-1f	Join children's play and activities, participating in response to children's requests or cues (both verbal and non-verbal) without overly directing the play and with the goal of extending children's interest and deepening their explorations
C-1g	Demonstrate both functional and novel ways to use or move objects and toys; use descriptive language to provide explanation and reasoning for why an action occurred ("You pushed the ball and it knocked down the tower") or how objects can be used in new ways ("What would happen if…?")
C-1h	Facilitate children's exploration of concepts like means-end and cause and effect by prompting through processes and offering specific verbal and nonverbal information or guidance when children need additional cues to understand concepts
C-1i	Provide linguistically appropriate labels for attributes and concepts that children encounter to build their understanding of basic concepts such as color, shape, sound, size, letters, number, and feelings
C-1j	Use spatial/conceptual terms such as up/down, on/off, in/out, while modeling the action physically, for example: "You are at the TOP of the slide."

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C-2 Building Meaningful Curriculum	
C-2a	Organize and provide experiences that increase children's understanding of the world around them and how they fit into this world (e.g., laying out squares of fabric of different textures so that infants can explore a variety of sensory experiences)
C-2b	When possible, and in response to children's interests, bring children into the community to help them develop background knowledge of the homes, vehicles, and professionals (e.g., firefighters, farmers) they see in the world around them; include photos of their community into the setting to extend learning
C-2c	For toddlers beginning at 18 months, plan experiences that introduce information across a wide variety of areas including early math and science concepts such as counting, sorting and matching, understanding quantities (e.g., the concept of "more," "one," and "two"), finding patterns, and exploring states of matter such as liquid and solid, different textures and colors
C-2d	For toddlers beginning at 18 months, plan some experiences to allow for ongoing/extended exploration
C-2e	Provide experiences with the specific intent to introduce new ideas and build children's knowledge of concepts such as dump/fill, in/out, and up/down
C-2f	Provide direction for using learning materials or teaching how to do things when there are specific methods or approaches that increase chances for or are needed for success (e.g., dressing, puzzle-working, or using a shape sorter)
C-3 Promoting Imitation, Symbolic Representation, and Play	
C-3a	Imitate sounds, gestures, and facial expressions of infants to promote emerging imitation play skills
C-3b	Talk about things that are not present in the early learning setting (e.g., what the child did at home that morning before coming to school); relate current events and activities to previous activities
C-3c	Model, initiate, or participate in children's imitative or imaginary play, taking turns and responding to toddler's prompts or ideas
C-3d	Promote parallel, associative, and emerging cooperative play within the learning program in response to children's interest and developmental readiness by joining play to promote social play and modeling conflict resolution for toddlers as needed
C-3e	Arrange activities and the play environment to promote opportunities for play in small groups of 2–3 toddlers while still allowing for supervision in case support is needed
C-3f	Participate in play, modeling social interaction and scaffolding young children's emerging cooperative skills such as taking turns with favorite toys or other objects, or commenting on other children's actions
C-3g	Introduce props to represent real-life items during toddlers' imitative and imaginary play in response to toddlers' interest and developmental readiness
C-3h	Organize the environment to encourage pretend play sequences in a variety of contexts
C-3i	Connect toddlers' imaginary play to familiar plots from story books and real-life situations (e.g., meal-time or bed-time in the home) to help children make connections to known narratives or experiences
C-3j	Extend pretend play sequences as toddlers grow by asking questions, introducing a new prop or character, or suggesting a significant change in a play plot
C-4 Supporting Reasoning and Problem Solving	
C-4a	Provide support to young infants as they learn to control body movement and become mobile infants
C-4b	Encourage children to persist with tasks by providing new challenges in response to children's developing skill level while intervening to provide support if children become frustrated with the task
C-4c	Support infants and toddlers to predict, explain, and reason about the people and world around them
C-4d	Use different strategies to support problem solving by simplifying problems, providing a variety of types of cues (verbal, visual, modeling, physical), and encouraging children's attempts to solve problems
C-4e	Prompt toddlers through social problem solving verbally as needed
C-4f	Observe children's current problem-solving strategies and prompt children, when needed or desired by them, to expand their problem-solving repertoire. If children are not frustrated by failing repeatedly at a task, allow them to persist at solving it.
C-4g	Comment upon toddlers' successful problem-solving strategies

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AREA 3: Supporting Language and Literacy Development

L&L-1 Promoting Communication Exchange	
L&L-1a	Wait and watch for both verbal and nonverbal responses to promote back and forth conversational interaction, understanding th at verbal behavior toward an infant is important as a precursor to expressive language skills that will emerge as infants mature
L&L-1b	Use a mix of open-ended and short-response questions, waiting for a response (verbal or nonverbal) before moving to a new or follow-up question or comment
L&L-1c	Take a turn in response to a child's invitation or initiation
L&L-1d	After waiting and watching for a response, verbally model a response to more complex questions for toddlers
L&L-1e	Balance questions with other forms of communication, such as short comments, to offer a new way of thinking about a concept
L&L-1f	Use questions to extend or initiate conversation in ways that build on toddlers' interests or activities
L&L-1g	Use explanations and reasoning to help children understand why things happen, to evaluate a choice or solution, or to expand understanding of concepts
L&L-2 Expanding Expressive and Receptive Language and Vocabulary	
L&L-2a	Repeat and extend children's language(s) by imitating young infants' babbling, expanding children's utterances, adding words, or modeling complete sentences in context
L&L-2b	Verbally label objects and actions and encourage children to point to and/or verbalize the names of objects and actions by oc casionally prompting them to do so; avoid repetitive or intrusive requests for children to label
L&L-2c	Work in partnership with families of dual-/multi-language learners to support home language development and to learn commonly used and familiar words in the child's home language(s) for use across settings
L&L-2d	Narrate own actions while they are happening and narrate children's actions while they are happening. Describe/narrate intere sting events, processes or patterns observed by children in the world around them
L&L-2e	Use a variety of specific and descriptive words and map these words onto known or familiar concepts
L&L-2f	Engage children in conversations by using language that focuses on shared experiences or shared attention
L&L-2g	Use child-directed language, extending syllables, ranging pitch, and varying tone of voice to extend children's attention during langua ge activities and play
L&L-2h	Use diverse words from different categories like objects, actions, feelings, and words that identify groups or sets of things (e.g., animals, people, types of transportation)
L&L-2i	Speak in complete sentences and vary the types of sentences used throughout the day; extend conversations on a single topic r ather than quickly moving from one topic to another
L&L-2j	Use proper grammar and vocabulary to provide a positive language model
L&L-3 Promoting Early Literacy	
L&L-3a	Frequently engage children in book exploration, storytelling, and reading activities
L&L-3b	Point to pictures while labeling them, using facial expression, varied vocal tone, and gestures to communicate the meaning of words: reinforce the meanings of words by connecting them to real-life experiences at home and school
L&L-3c	Promote positive attitudes toward books by making them available for children to explore independently, modeling shared and independent reading activities, rereading favorites, and modeling appropriate care for books
L&L-3d	Offer children opportunities to turn the pages of books and choose the books that are read to them
L&L-3e	Ask older infants and toddlers (18 months old and up) questions about the pictures or plot of the book, provide opportunities for children to complete predictable sentences or rhyming phrases while reading aloud, and make connections between the book and c hildren's own lives, or familiar concepts
L&L-3f	Provide many types of books including picture story books, participation books, patterned concept books, predictable books, w ordless books, folktales and fables, poetry, nursery rhymes, alphabet books, counting books, rhyming books, and information books
L&L-3g	Share many forms of children's literature including poems, songs, finger plays, and word play
L&L-3h	Use songs to model rhyming and enhance predictive sequencing
L&L-3i	Ensure that the book selection in the early childhood setting is inclusive of a variety of cultures and languages, and featur es characters with different abilities. Make books and music available in children's home languages

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