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MASSACHUSETTS
**Department of
Early Education and Care**

Massachusetts Early Learning Guidelines for Infants and Toddlers

Developed by the Massachusetts Association for the Education of Young Children with
an ARRA grant from the Department of Early Education and Care



Massachusetts Early Learning Guidelines for Infants and Toddlers

Module 1 – Session 1

Exploring

the Early Learning Guidelines

**Massachusetts Department of Early
Education and Care**

Purpose of ELG



EEC Goals for Development

- Strength-based approach
- Research on brain development
- Relationships
- Interrelated domains of development
- Supportive Learning Experiences
- Link with Preschool Guidelines and Curriculum Frameworks

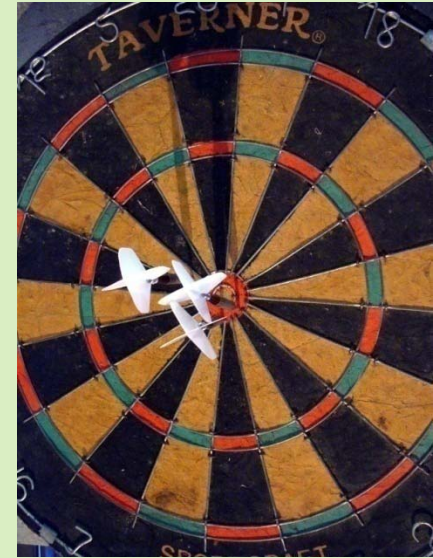


Image courtesy of morgueFile (<http://mrg.bz/YRZV5z>)

Guiding Principles

- Value of families
- Culture matters
- Relationships matter
- Each child is unique
- Rich responsive language
- Play
- Learning is connected across domains
- Adults support development



Use of Guidelines

- Resource for educators
- Vision for EEC system
- Link to Preschool Guidelines, Curriculum Frameworks

Image courtesy of morgueFile
(<http://www.morguefile.com/archive/display/49962>)



Intended users

- Families
- EEC professionals
- Teacher preparation
- Community members
- Policymakers

Image courtesy of morgueFile (<http://mrg.bz/QJZrF3>)



Structure of Guidelines




1. Early Learning Guidelines for Infants
2. Early Learning Guidelines for Toddlers
3. EEC regulations
4. Glossary, bibliography/resource list

Image courtesy of morgueFile (<http://mrg.bz/ayWPKr>)



Format of Guideline Tables

- Domain: ***Cognitive***
 - Learning Guideline: **Develop memory skills**

Indicator	Young Infants (0-8 months) may . . .	Suggested Supportive Learning Experiences
CD7. The young infant searches for missing or hidden favorite objects. 	<ul style="list-style-type: none"> • Track an object that moves out of sight. • Look for dropped items. • Search for a partially hidden toy. 	<ul style="list-style-type: none"> • Cover favorite items partially with a blanket, encouraging the young infant to remove the blanket to find the toy. • Play hide and go seek with favorite toy. 
<i>Indicators describe expected observable behaviors or skills of children.</i>	<i>This column gives examples of what you may see a child demonstrate as they progress toward the mastery of the indicator.</i>	<i>The experiences provide educators with examples of ways that they can support the child's development.</i>

Age Ranges

Months

0

6

8

12

15

22

24

33

36

Young Infant

Birth to 8 months

Older Infant

6 to 15 months

Younger
Toddlers

12 to 24 months

Older Toddlers

22 to 33
months

Young Infants – birth to 8 months



Image courtesy of sean dreilinger
(<http://www.flickr.com/photos/seandreilinger/292648707/>) (2006)
Attribution-NonCommercial-ShareAlike 2.0 Generic (CC BY-NC-SA 2.0)

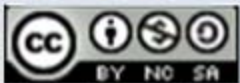
Older Infants – 6 to 15 months



Young Toddlers – 12 to 24 months



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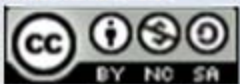
Image courtesy of morgueFile (<http://mrg.bz/rrHiaN>)

Older Toddlers – 22 to 33 months



Image courtesy of
morgueFile
(<http://mrg.bz/Q6HJ0Y>)

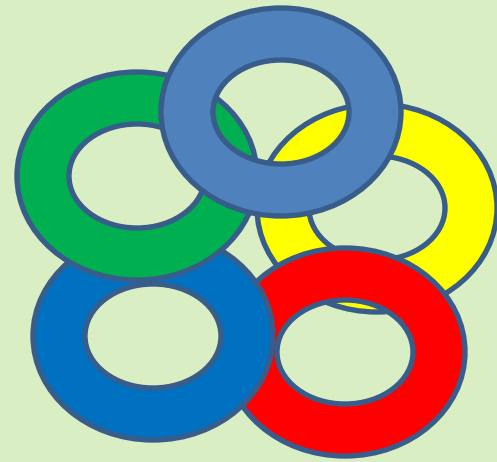
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Developmental Domains

- Social and emotional
- Language and communication
- Cognitive
- Physical
- Approaches to learning



Social-Emotional Development

- Relates to, trusts, and becomes attached to consistent educators
- Notices and interacts with toddlers their own age
- Experiences and expresses a range of emotions
- Progresses in regulating own feelings and behaviors
- Develops a positive sense of self



Language and Communication Development

- Demonstrates the meaning of language by listening.
- Develops expressive language.
- Engages in social communication.
- Demonstrates phonological awareness.
- Develops grammar and syntax ***or watching if hearing impaired.***
- Engages in pre-reading activities.
- Demonstrates interest and engagement in print literacy materials.
- Develops emergent writing skills.
- Develops in multiple language acquisitions when considered a dual language learner.

Cognitive Development

- Refines reflexes into purposeful actions.
- Develops memory skills.
- Performs simple actions to make things happen and displays a beginning understanding of cause and effect.
- Develops and experiments with problem solving.
- Explores materials and discovers mathematical concepts.
- Explores the environment by making new discoveries.
- Discovers creative expression through music, drama, dance and art experiences.
- Becomes aware of family and others in the community.

Image courtesy of Queensland Government
(http://www.health.qld.gov.au/abios/behaviour/asp/behav_manage.asp)



Physical Well Being and Health Development

- Develops ability to move the large muscles (gross motor).
- Develops ability to control and refine small muscles (fine motor).
- Develops Sensorimotor Skills where children use their senses – sight, hearing, smell, taste and touch – to guide and integrate their interactions.
- Develops skills that will develop into healthy practices for life.
- Gains control over their movements as they reach out, grasp and release objects.



Approaches to Learning

- Shows eagerness and curiosity as a learner
- Becomes intentional and persistent in their learning and discovery

Image courtesy of South Dakota Department of Health (<http://doh.sd.gov/abortion/father/>)



Image courtesy of University of Georgia (<http://www.fcs.uga.edu/childfamilypolicy/>)



Alignment

Early Learning Guidelines for Infants and Toddlers

Guidelines for Preschool Learning Experiences

Social and Emotional Development



Health Education: Social and Emotional Health

Language and Communication Development



English Language Arts

Cognitive Development



Mathematics
Science and
Technology/engineering

Physical Health and Well Being Development



Health Education

Massachusetts Frameworks Pre-K-12

Early Learning Guidelines

- Access from web:

<http://www.eec.state.ma.us/docs1/WorkforceDev/Layout.pdf>

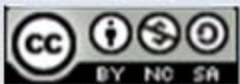


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