



## Early Foundations® Toddlers—Educational Standards

*The behaviors and skills described below are those considered to be typical and developmentally appropriate for children ages 12 to 24 months. It is not expected that all children will master every skill; some may not be mastered until elementary school. Children should show growth over time in most areas.*

### Physical Development and Wellness (12–24 Months)

- Begins to demonstrate balance while moving
- Develops increasing awareness of own body and how the body moves in different directions
- Develops awareness of how body parts relate to one another and to other objects or people
- Demonstrates strength and stamina appropriate to age
- Demonstrates increasing competence in controlling hand movements
- Displays increasing eye-hand coordination
- Shows energy and physical-activity level appropriate to age
- Shows interest in snacks, mealtimes, and different types of food
- Begins to distinguish between foods and non-foods
- Begins to identify basic characteristics of foods and drinks

### Physical Development and Wellness (12–18 Months)

- Walks with support
- Walks independently, such as taking a few steps unassisted
- Coordinates body movements to manipulate objects and equipment
- Begins to demonstrate throwing skills
- Begins to strike objects using body parts
- Shows increasing awareness of familiar care routines and participates in them
- Begins to show awareness of basic health and safety routines

### Physical Development and Wellness (18–24 Months)

- Walks independently, such as with increasing balance
- Runs with basic control and coordination

- Demonstrates increasing competence in coordinating body movements
- Demonstrates increasing competence in throwing skills, such as throwing with both hands
- Begins to demonstrate kicking skills
- Strikes objects using body parts with increasing competence, such as striking rolling balls
- Shows increasing awareness of care routines and begins to participate in them
- Shows awareness of basic health and safety routines

### Executive Function (12–24 Months)

- Uses simple strategies to accomplish tasks, meet needs, and solve simple problems
- Observes and imitates how others use objects, complete tasks, or solve problems
- Demonstrates ability to monitor progress toward a goal
- Demonstrates ability to control impulses some of the time

### Executive Function (12–18 Months)

- Recalls the locations of specific objects
- Initiates and completes simple means-to-end tasks with a goal in mind
- Attends to people and objects for longer periods of time, but is easily distracted
- Repeats actions to obtain results and seeks assistance if unsuccessful

### Executive Function (18–24 Months)

- Is aware of familiar activities and events

- Begins to complete simple child- or adult-initiated tasks with support
- Begins to take apart simple objects and put them back together
- Persists at child-initiated activities to meet goals and may seek assistance after several attempts
- Is aware of own feelings and begins to compare own feelings to those of others

#### Social and Emotional Development (12–24 Months)

- Is aware when others are in distress; may show interest and concern, and may try to help

#### Social and Emotional Development (12–18 Months)

- Establishes relationships with preferred adults
- Uses familiar adults as safe bases from which to explore
- Begins to show pleasure when interacting with familiar adults
- May begin to form relationships with some children
- Shows pleasure when observing and interacting with other children
- Participates in individualized care and classroom routines, with guidance
- Begins to demonstrate awareness of similarities and differences among people
- Participates in solitary play
- Begins to participate in pretend play by taking on familiar roles and using props with intent
- Begins to develop early conflict-resolution skills
- Expresses more emotions through sounds, facial expressions, movements, gestures, and first words
- Manages some emotions with adult support and reassurance (may require support and reassurance from *familiar* adult only)
- Shows awareness of self and others
- Shows awareness of own ability to make things happen
- Shows confidence in growing abilities

#### Social and Emotional Development (18–24 Months)

- Establishes and seeks to maintain relationships with adults
- Uses preferred adults as safe bases from which to explore
- Shows increased interest in interacting with familiar adults

- Begins using language to communicate
- Shows increased interest in interacting with other children
- Begins using language to communicate
- Participates in classroom routines and begins to follow simple rules, with guidance
- Demonstrates awareness of similarities and differences among people, and may begin to ask why
- Begins to participate in onlooker (parallel) play and in loosely structured activities
- Participates in pretend play by taking on familiar roles and using props with intent
- Begins to use early conflict-resolution skills, with adult assistance
- Expresses emotions such as affection, delight, and frustration through sounds, facial expressions, movements, gestures, and first words
- Manages some emotions with adult support, and may manage some emotions independently
- Shows awareness of self as an individual within social relationships and situations
- Shows awareness of ability to make things happen and confidence in growing abilities

#### Cognitive Development (12–24 Months)

- Demonstrates beginning awareness of differences in size (height, weight, length) and volume (full/empty)
- Demonstrates beginning awareness of location and spatial relationships
- Explores cause and effect

#### Cognitive Development (12–18 Months)

- Begins to imitate simple actions of others; begins to use simple gestures and actions to represent things
- Begins to engage in pretend play with objects
- Demonstrates beginning awareness of location and spatial relationships
- Distinguishes among familiar and unfamiliar people, objects, and places, and may notice some similarities and differences
- Begins to sort objects, with assistance
- Shows increasing curiosity by using senses to explore new and familiar objects

### **Cognitive Development (18–24 Months)**

- Imitates actions of others with increasing accuracy; uses a variety of gestures and actions to represent things and make requests
- Begins to engage in pretend play with objects; may begin to separate fantasy from reality
- Begins to use one, two, or three objects
- Begins to show interest in verbal counting
- Demonstrates awareness of foundational patterning skills, with assistance
- Demonstrates increasing awareness of location, spatial relationships, and directionality
- Distinguishes among familiar and unfamiliar people, objects, and places, and can identify how they are the same and different
- Sorts and classifies objects, with assistance
- Begins to gather new information from experiences, surroundings, and observations
- Shows increased curiosity about the environment and explores new uses for familiar objects
- Begins to show awareness of day and night, and of weather
- Explores basic technology within environment

### **Creative Expression (12–24 Months)**

- Attends to music
- May show awareness of different types of music through movement, such as moving to a beat or tempo
- May begin to express self through music, such as by humming or singing, or by playing a simple instrument

### **Creative Expression (12–18 Months)**

- Begins to attend to displays of visual art
- Begins to explore and experiment with visual arts tools, such as jumbo crayons, paint, modeling materials, and collage materials
- Begins to express self and feelings through movement
- Begins to notice other children participating in creative movement and may show interest in moving
- Explores making noises with toy instruments
- May begin to follow simple directions stated in a song

### **Creative Expression (18–24 Months)**

- Begins to express self and feelings through creative movement
- Begins to become aware of own body in space while moving
- Notices other children moving creatively and may try to mimic movements
- Begins to take direction while moving creatively
- May begin to use realistic props during pretend play
- May pretend to be someone other than self and use props during pretend play
- Begins to follow simple directions stated in a song
- May be able to repeat simple melodies and rhythm

### **Language and Literacy Development (12–24 Months)**

- Begins to label people or things and is able to produce eight to ten words in one- or two-word utterances
- Attempts to imitate a simple two-word phrase
- Expresses needs, wants, and interests by using beginning words
- Initiates conversation using conventional gestures and words
- Uses up to ten words in home language
- Understands up to 50 words
- Builds vocabulary related to pictures and books
- Responds to simple questions demonstrating understanding
- Demonstrates understanding of familiar words in home language
- Begins to participate in simple stories, fingerplays, and songs that involve alliteration
- Recognizes and responds to the sounds of spoken language by experimenting with sound combinations
- Explores books and print, and imitates reading behaviors
- Begins to demonstrate understanding during and after reading by answering simple questions about a story or text, with prompting and support
- Makes simple marks and scribbles on paper

### **Language and Literacy Development (18–24 Months)**

- Begins to recall information from previous experiences to answer questions, with assistance
- Begins to make associations and predictions about print based on pictures
- Demonstrates awareness of some letters
- Recognizes own name when paired with a photo