



(S) Ages 4-8 Months

Ages 4-8 Months

Infants 4–8 months old are becoming more alert and mobile. They learn about their world through their senses and emerging physical skills. Babies at this age are gaining muscle strength and may achieve a series of physical milestones, including head control and sitting up, followed by creeping or crawling. They explore objects with their mouths and by kicking, reaching, grasping, pulling, and letting go. They delight in discovering new skills and may become deeply engrossed in practicing a newly discovered ability. Young infants are skillful at attracting and holding the attention of those around them. Responsive interactions with parents and caregivers continue to be critical for developing social-emotional skills, language development, and cognitive functions. Infants can smile, laugh, coo, and reach out to engage their parents and other caregivers. Parents and caregivers should acknowledge infants' attempts to engage attention with positive and predictable responses. Back and forth conversations continue to be important to develop secure and trusting relationships and provide opportunities for infants to listen and respond to language by imitating the sounds and rhythms of what they hear.





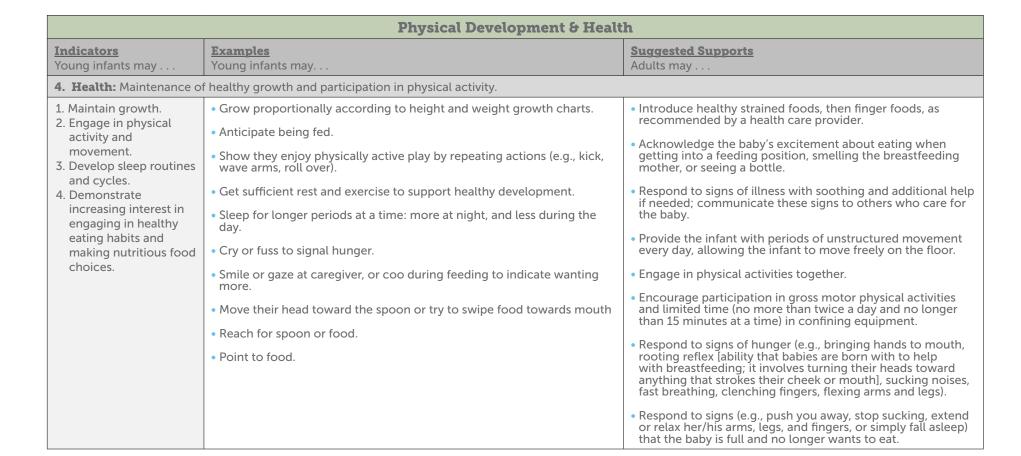
- 1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.
- 1. Use the senses to explore objects and people in the environment.
- Look at an object in her hand, mouth it, and then take it out to look at it again.
- Hear footsteps in the darkened nap room and turn his head to try to look.
- Show excitement upon recognizing the color of a favorite food that is offered on a spoon.

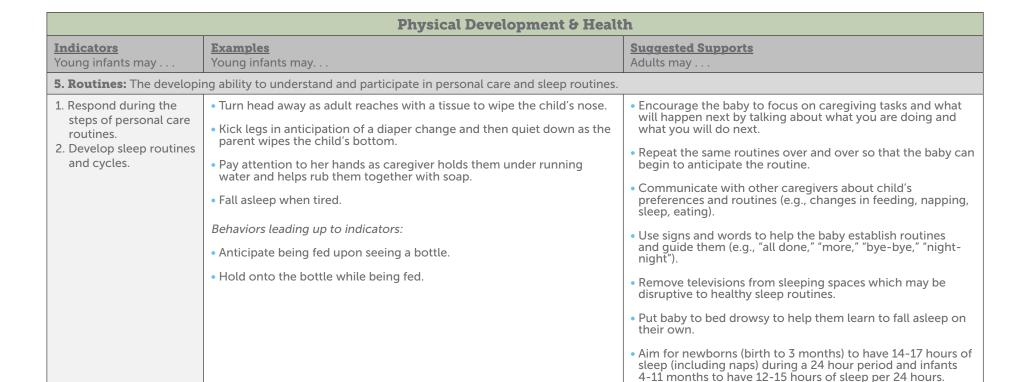
Behaviors leading up to indicators:

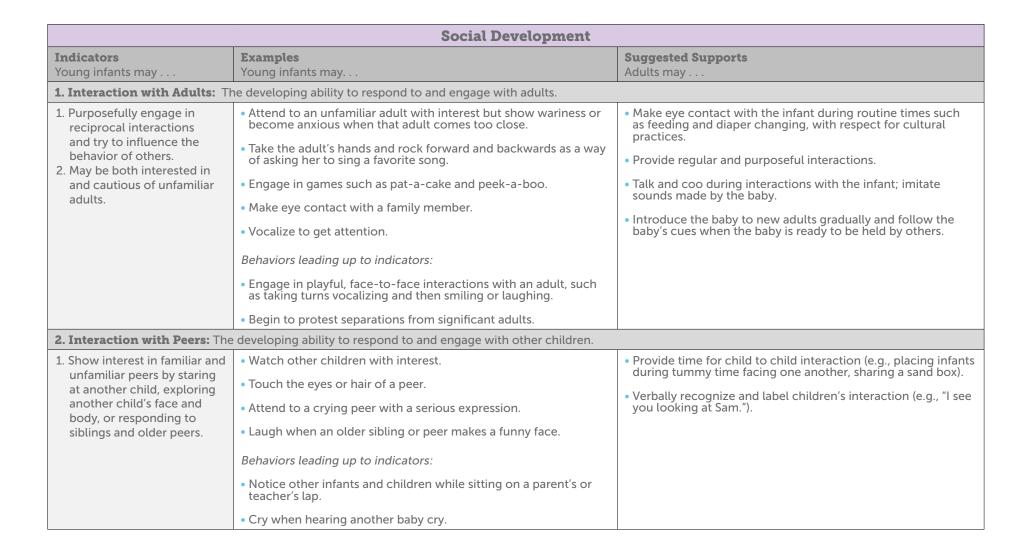
- Have a range of vision that is several feet.
- Experience the sensation of being touched, and then search for the object or person.
- Listen to the sounds that family members use while talking in the home language, and use these same sounds while babbling.
- Startle when hearing a loud noise.
- Kick feet while lying in the crib, feel the crib shake, and then kick feet again.
- Recognize an object as something she has seen before, even while looking at it from a different perspective.
- Notice the difference between different songs.
- Look confused upon hearing sounds that do not fit with the motions observed (for example, hearing a squeaking noise while seeing a rattle move).
- Explore objects with the mouth.
- See different colors.
- See things from a distance.
- Track moving objects with both eyes together.

- Pay attention to signs that the baby can hear noises and voices and can see lights, colors, and actions.
- Arrange for regular health and developmental exams (usually part of baby's well-child visit), including vision and hearing screenings with a health care provider.
- Expose the infant to a variety of sensory experiences (e.g., sights, sounds, tastes, textures, movements, smells), both indoors and outdoors.
- Provide the infant with both calming and stimulating experiences in different environments depending on the baby's signals.
- Pay attention to noise levels in the baby's environment, making sure to keep loud noises away from the baby's ear; avoid putting electronic toys in crib or areas where the baby may sleep.
- Gently turn, roll, bounce, and sway the infant to increase her muscle strength and to help develop important connections between the brain and muscles.

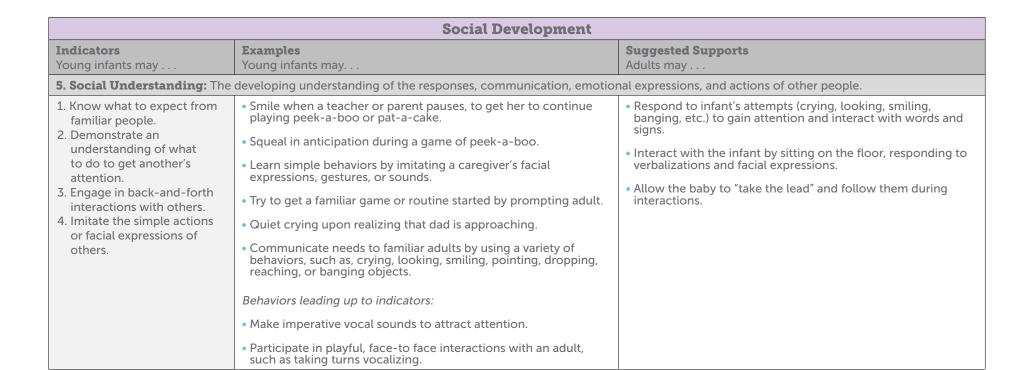
Physical Development & Health			
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may	
2. Gross Motor: The deve	loping ability to move the large muscles.		
 Maintain their posture in a sitting position and shift between sitting and other positions. Demonstrate control of head and neck. 	 Sit on the floor, legs bent, with one leg closer to the body than the other. Use forearms to pull forward on the floor while on her tummy. Move from a sitting position onto hands and knees. Behaviors leading up to indicators: Hold head upright and in midline when being held and moved. Hold onto a foot while lying on her back. Roll from back to stomach. Roll from stomach to back. 	 Provide opportunities for the infant to move and engage in a variety of physical activities, such as lying on a blanket on the floor in a safe area. Avoid prolonged periods (no more than 30 minutes at a time unless eating or during transportation) in devices that restrict movement (e.g., mechanical swings, baby carrier). During play, sometimes place the baby on his back and other times on his stomach to provide broader views and encourage the use of legs, arms, and hands. 	
	 Bring both hands to the midline while lying on his back. Sit without support and turn to the left or right to reach an object. Balance on one side, bearing weight on the lower hip, arm, and leg, leaving the upper arm and leg free to move and to manipulate objects. Move from hands and knees into a sitting position. Rock on hands and knees, sometimes losing balance. 		
3. Fine Motor: The develo	oping ability to move the small muscles.		
Easily reach for and grasp things. Use eyes and hands to explore objects actively.	 Reach for and grasp an object, using one hand. Use hand in a raking or sweeping motion to bring a toy closer. Hold a small block using the thumb and fingertips. 	Provide safe (i.e., no small parts or pieces) objects and toys and play games to encourage the infant to move and do things for herself.	
	Hold a small block using the thumb and imgertips. Hold a small block in each hand and bang the blocks together. Behaviors leading up to indicators:	Provide objects to be pushed, pulled, and held.Provide and encourage the baby to play with bath toys by scooping and pouring.	
	 Transfer a cloth from one hand to another. Pull the spoon out of her mouth. Reach toward a toy and make grasping motions with the hand. Reach for a second toy when already holding one in the other hand. 	 Give the infant appropriate finger foods to eat when they are ready (e.g., dry cereal, cooked vegetables). Place objects of interest just beyond the reach of baby to encourage stretching and body coordination. 	
	 Hold one block in each hand, then drop one of them when an adult holds out a third block. Have the hands in an open position when relaxed. 		

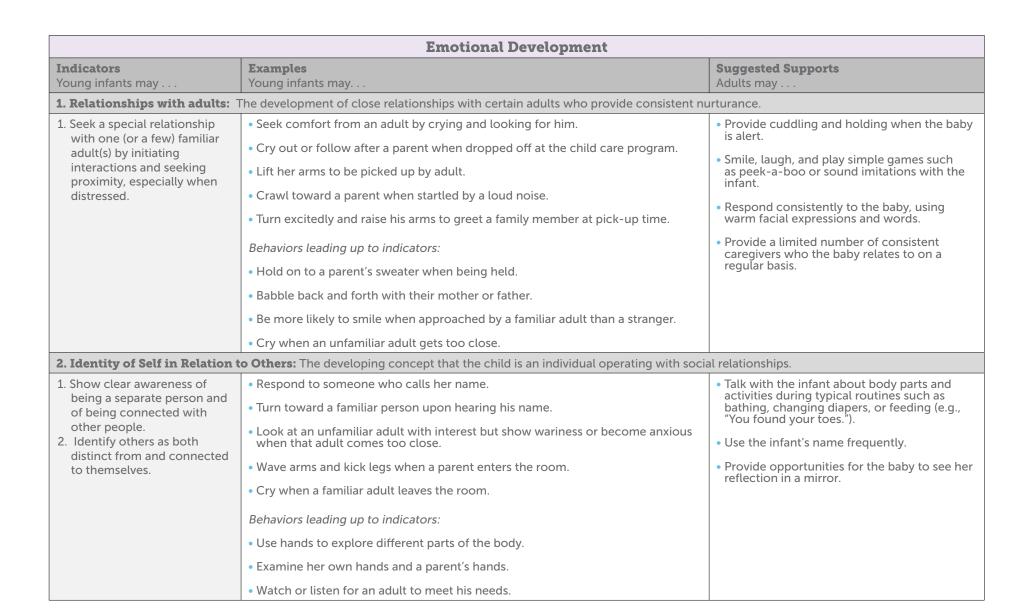


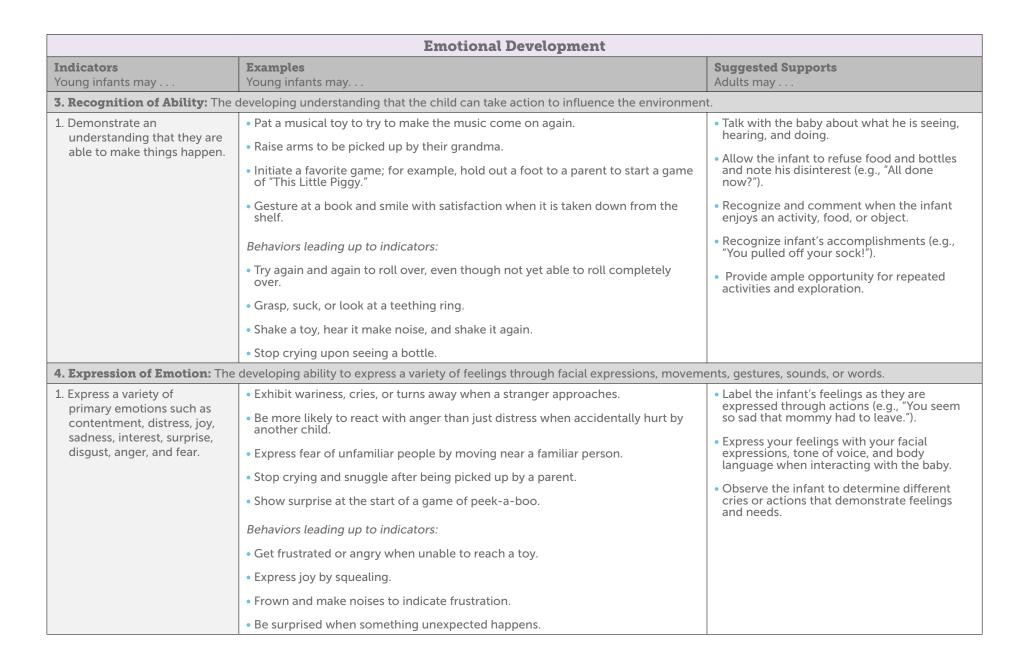


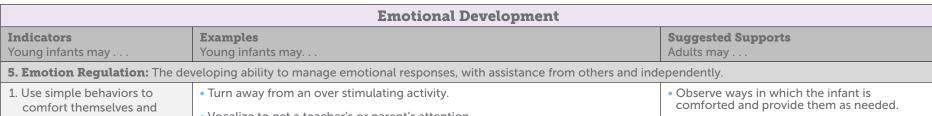


Social Development		
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may
3. Relationships with Peers:	The development of relationships with certain peers through interaction	ons over time.
Show interest in familiar and unfamiliar children.	 Watch other children with interest. Touch the eyes or hair of a peer. Attend to a crying peer with a serious expression. Laugh when an older sibling or peer makes a funny face. Try to get the attention of another child by smiling at him or babbling to him Behaviors leading up to indicators: Look at another child who is lying on the blanket nearby. Turn toward the voice of a parent or older sibling. 	 Encourage and model behavior for the infant through respectful responses. Provide the infant with opportunities to be around and observe other children, including those slightly older than themselves. Allow older children to talk, smile and laugh with the baby.
4. Empathy: The developing ab	ility to share in the emotional experiences of others.	
Demonstrate awareness of others' feelings by reacting to their emotional expressions.	 Stop playing and look at a child who is crying. Laugh when an older sibling or peer makes a funny face. Return the smile of a parent or teacher. Grimace when another child cries. Behaviors leading up to indicators: Cry when hearing another baby cry. 	 Talk about what other children are feeling or expressing with their sounds, gestures, or facial expressions. Observe infant's expressions and mirror back similar expressions. Sing and speak face-to-face with the infant using an expressive face.









- begin to communicate the need for help to alleviate discomfort or distress.
- Vocalize to get a teacher's or parent's attention.
- Lift arms to their mom to communicate a desire to be held.
- Turn toward an adult for assistance when crying.
- Cry after her hand was accidentally stepped on by a peer and then hold the hand up to an adult to look at it.
- Reach toward a bottle that is up on the counter and vocalize when hungry.
- Make a face of disgust to tell an adult that he does not want any more food.
- Bump head, cry, and look for comfort.
- Suck on a thumb to make self feel better.
- Look at a familiar person when an unfamiliar person enters the room.

Behaviors leading up to indicators:

- Suck on hands, focus on an interesting toy, or move the body in a rocking motion to calm self.
- Cry inconsolably less often than in the early months.
- Calm self by sucking on fingers or hands.
- Be able to inhibit some negative emotions.
- Shift attention away from a distressing event onto an object, as a way of managing emotions.
- Fall asleep when feeling overwhelmed.

- Maintain a calming attitude.
- Be aware of individual temperament and accommodate the infant as needed.
- Help the baby find ways of calming himself by reducing distractions, bright lights, and loud noises when the baby is tired or upset.
- Notice the baby's responses to stressful situations and the baby's ways of seeking comfort and coping with stress.
- Respond to the infant in consistent, predictable ways.

4-8 MONTHS PHYSICAL DEVELOPMENT AND HEALTH

SOCIAL DEVELOPMENT EMOTIONAL DEVELOPMENT

LANGUAGE AND LITERACY DEVELOPMENT

COGNITIVE DEVELOPMENT APPROACHES TO LEARNING 9-18 MONTHS 19-36 MONTHS AGES 3 - 5

Emotional Development		
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may
6. Impulse Control: The cincluding safety rules.	developing capacity to wait for needs to be met, to inhibit potentially hurtful behavio	or, and to act according to social expectations,
1. Act on impulses.	Explore the feel of hair by pulling it.Reach for an interesting toy that another child is mouthing.	 Respond to infant's need for comfort by talking to, holding, or patting during times of distress or need.
	Reach for another child's bottle that was just set down nearby.Turn the head away or push the bottle away when finished eating.	 Allow and encourage access to special objects for comfort and recognize the infant's need for such objects.
	Behaviors leading up to indicators: • Cry when hungry or tired.	Provide time for expressing emotions while offering a safe and secure environment.
	• Fall asleep when tired.	



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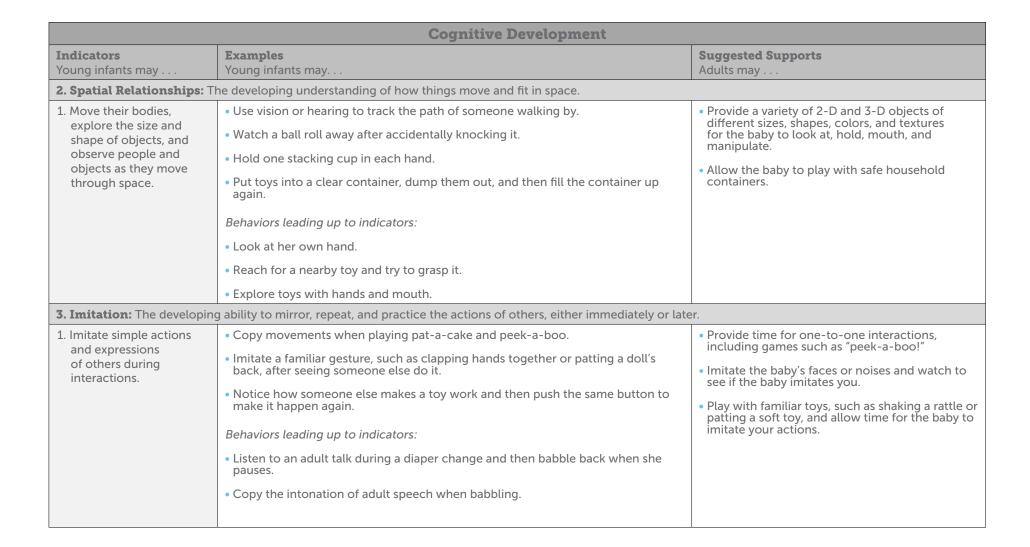
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Language & Literacy Development			
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may	
1. Receptive Language: Th	ne developing ability to understand words and increasingly complex utterances.		
Demonstrate an understanding of a small number of familiar words and react to adult's overall tone of voice.	 Smile and look toward the door when a teacher says, "Daddy's here." Wave arms and kick legs in excitement when an adult says, "bottle." Smile when an adult uses baby talk and make a worried face upon hearing a stern voice. Behaviors leading up to indicators: Vocalize in response to speech. Quiet down when hearing a familiar voice. Turn toward the window when hearing a fire truck drive by. 	 Engage in back and forth conversations with the baby and allow the baby time to respond to you, perhaps by turning to look at you, smiling, or cooing. Greet the infant by name and repeatedly use the name in conversations with the infant. Repeat familiar words and gestures that accompany your actions when taking care of or interacting with the baby. Name familiar and repetitive sounds in the environment (e.g., car horn, doorbell, pet barking) for the infant. 	
	 Quiet down and focus on an adult who is taking to the child during a diaper change. Look at or turn toward someone who says the child's name. 	Learn words and songs from the infant's primary language.	
2. Expressive Language: T	he developing ability to produce the sounds of language and use vocabulary and inc	reasingly complex utterances.	
Experiment with sounds, practice making sounds, and use	Vocalize to get auntie's attention.Repeat sounds when babbling, such as "da dadada" or "babababa."	 During caregiving routines, engage baby in back and forth conversations about what you are doing and wait for a response. 	
sounds or gestures to communicate needs, wants, or interests.	 Responds to a wave by waving and saying, "bye-by." Lift arms to adult to communicate a desire to be held. 	 Respond to the baby's cooing and babbling and converse as if the baby understands everything you are saying. 	
	Behaviors leading up to indicators:	Imitate sounds or gestures that the baby makes and allow time for the baby to imitate you.	
	Squeal when excited.Make an angry noise when another child takes a toy.	 Use everyday routines, such leaving, to role-play social language games (e.g., wave goodbye; blow kisses). 	
	Make a face of disgust to communicate that she does not want any more food.	Repeat and expand the infant's vocalizations.	

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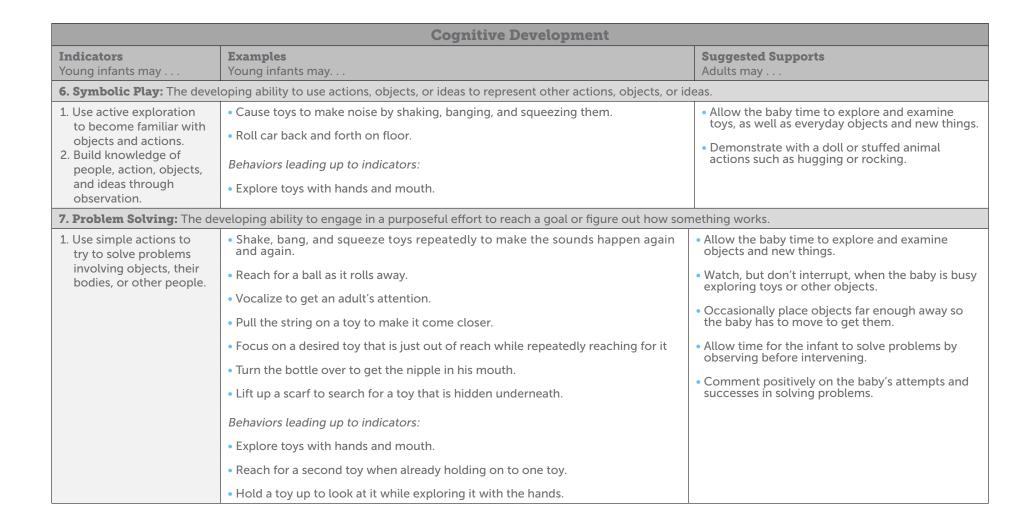
Language & Literacy Development		
Examples Young infants may	Suggested Supports Adults may	
nd Knowledge: The developing ability to communicate nonverbally and verbally.		
 Put arms up above their head when an adult says, "soooo big." Try to get an adult to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing. Pull adult's hands away from his face during a game of peek-a-boo. Try to clap hands to get their grandpa to continue playing pat-a-cake. Make sounds in response to a song. Interact with an adult while singing a song with actions or while doing finger plays. Behaviors leading up to indicators: Respond with babbling when asked a question. Laugh when a parent nuzzles her face in the child's belly, vocalizes expectantly when she pulls back, and laugh when she nuzzles again. Move body in a rocking motion to get an adult to continue rocking. Babble back and forth with an adult during diaper change. 	 Engage in back and forth conversations with the baby during play and familiar routines, waiting for baby to respond with coos, babbling, or facial expressions. Engage in familiar sound play with the infant (e.g., clap your hands at different tempos). Play with words with infant (e.g., "I like to eat, I like to oat, I like to ite."). Read books with rhymes, songs, and repetitive language with the baby. Use motions, signs, and gestures familiar to the infant. Clap, stomp, dance or finger tap with infant. 	
veloping interest in engaging with print in books and the environment.		
 Point to or indicate an object that he would like the adult to pay attention to. Look intently at photographs of classmates when the teacher talks about the pictures. Look at pictures that a parent points to while reading a storybook. Hold a book and try to turn the pages. Behaviors leading up to indicators:	 Show the baby pictures of family members or photos of other babies and young children. Show baby pictures of mothers and animals feeding their babies. Provide cloth or cardboard picture books for the baby to hold and look at. Read to the baby. 	
	Examples Young infants may nd Knowledge: The developing ability to communicate nonverbally and verbally. Put arms up above their head when an adult says, "soooo big." Try to get an adult to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing. Pull adult's hands away from his face during a game of peek-a-boo. Try to clap hands to get their grandpa to continue playing pat-a-cake. Make sounds in response to a song. Interact with an adult while singing a song with actions or while doing finger plays. Behaviors leading up to indicators: Respond with babbling when asked a question. Laugh when a parent nuzzles her face in the child's belly, vocalizes expectantly when she pulls back, and laugh when she nuzzles again. Move body in a rocking motion to get an adult to continue rocking. Babble back and forth with an adult during diaper change. Veloping interest in engaging with print in books and the environment. Point to or indicate an object that he would like the adult to pay attention to. Look intently at photographs of classmates when the teacher talks about the pictures. Look at pictures that a parent points to while reading a storybook. Hold a book and try to turn the pages.	

Cognitive Development			
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may	
1. Cause-and-Effect: The de	eveloping understanding that one event brings about another.		
Perform simple actions to make things happen, notice the relationships	Shake a toy, hear the sound it makes, and then shake it again.Loudly bang a spoon on the table, notice the loud sound, and do it again.	Provide toys that respond when played with (e.g., toys with large switches, toys that light up when pressed or shaken).	
between events, and notice the effects of others on the immediate	Watch their grandma wind up a music box and, when the music stops, touch her hand to get her to make it start again.	Provide floor space and time for active movement and exploration.	
environment.	Splash hands in water and notice how his face gets wet. Duch a button on the push button toy and watch the figure popular.	 Provide toys that the baby can grasp and explore. 	
	 Push a button on the push-button toy and watch the figure pop up. Put objects into a clear container, turn it over and watch the objects fall out, and then fill it up again. 	 Position toys so the baby can kick or grasp and see a response. 	
	Clap hands and then look at a parent to get her to play pat-a-cake.	Shake sound toys so the infant can hear and respond.	
	Behaviors leading up to indicators:	Respond to the baby, pointing out the effects of their actions on toys (e.g., "Look how you made the ball move!").	
	Hear a loud noise and turn head in the direction of the noise.Explore toys with hands and mouth.	Respond to the baby's babbling with smiles and a similar sound.	
	 Move body in a rocking motion to get their mother to continue rocking. Kick legs in the crib and notice that the mobile up above jiggles with the kicking movements. 	Engage in conversation, describing what you or the infant is doing.	
	Attend to a toy while exploring it with the hands.		



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Cognitive Development		
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may
4. Number Sense: The deve	eloping understanding of number and quantity.	
1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	 Hold one block in each hand, then drop one of them when someone holds out a third block for the child to hold. Watch a ball as it rolls away after hitting it with her hand. Explore one toy at a time by shaking, banging, or squeezing it. Notice when someone walks in the room. Behaviors leading up to indicators: Explore toys with hands and mouth. Reach for second toy but may not grasp it when already holding one toy in the other hand. 	 Use vocabulary words or gestures that indicate quantity (e.g., all done, more). Show the young infant how to sign "more" (e.g., putting their finger tips together). Offer the infant another similar toy while she is holding a toy to encourage her to begin to hold two items at the same time. Talk about quantity with the baby (e.g., "Now you have two.").
	 Transfer a toy from one hand to the other. Reach for, grasp, and hold onto a toy with one hand when already holding a different toy in the other hand. Track visually the path of a moving object. 	
5. Classification: The devel	oping ability to group, sort, categorize, connect, and have expectations of objects and	d people according to their attributes.
Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	 Explore how one toy feels and then explore how another toy feels. Stare at an unfamiliar person and move toward a familiar person. Behaviors leading up to indicators: Explore toys with hands and mouth. Bang a toy on the table. 	 Provide toys of various size, shape, color, and texture for the baby to explore. Share books with pictures of different people and animals and name each one as you or the baby touches it.
	Touch different objects (e.g., hard or soft) differently.	



Cognitive Development			
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may	
8. Memory: The developing	8. Memory: The developing ability to store and later retrieve information about past experiences.		
Recognize familiar people, objects,	Turn toward the front door when hearing the doorbell ring or toward the phone when hearing the phone ring.	 Play games that involve repetition (e.g., peek-a-boo, pat-a-cake, finger rhymes). 	
and routines in the environment and show	Look for the father after he briefly steps out of the room.	Name people and items in the room.	
awareness that familiar people still exist even	Behaviors leading up to indicators:	 Play hiding games with the infant by partially hiding a toy under a blanket or cloth. 	
when they are no longer physically present.	Explore toys with hands and mouth.	Provide family photos to look at and name for the	
priysically present.	• Find a rattle hidden under a blanket when only the handle is showing.	infant.	
	Look toward the floor when the bottle falls off table.		
9. Attention Maintenance:	The developing ability to attend to people and things while interacting with others a	nd exploring the environment and play materials.	
Pay attention to different things and people in the	Play with one toy for a few minutes before focusing on a different toy.	While playing on the floor, position hanging toys or mobiles so the infant can kick repeatedly.	
environment in specific,	Focus on a desired toy that is just out of reach while repeatedly reaching for it.	Share attention with the infant looking and	
distinct ways.	 Show momentary attention to board books with bright colors and simple shapes. 	exploring the same toy together for a few minutes before moving on.	
	Attend to the play of other children.	Keep the environment relatively quiet and not	
	 Put toy animals into a clear container, dump them out, and then fill the container up again. 	visually overloaded so the baby can notice sound and changes in stimuli. Put words to actions, explain what you are doing and why (e.g., while changing diapers, preparing food).	
	Stop moving, to focus on an adult who is starting to interact with the child.		
	Behaviors leading up to indicators:		
	 Remain calm and focused on people, interesting toys, or interesting sounds for a minute. 		
	Explore a toy by banging, mouthing, or looking at it.		

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Cognitive Development		
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may
10. Behavior Regulation.	he developing ability to manage actions and behaviors with support from adults and	independently.
Manage actions and behavior with the support of familiar adults.	 Quiet or calm down, when a familiar adult feeds or comforts them during moments of transition or distress. Develop an awareness of transitions, schedules, and routines with adult prompts Express desires and feelings by using gestures and actions 	 Observe ways in which the infant is comforted (e.g., soft voice, touch) and provide them as needed. Recognize children's behavioral cues and respond in ways that are effective for a given child. Be aware of individual temperament and accommodate the infant as needed. Maintain a calming attitude. Help the baby find ways of calming himself by reducing distractions, bright lights, and loud noises when the baby is tired or upset. Respond to the infant in consistent, predictable ways.

Approaches to Learning		
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may
1. Initiative and curiosity.	An interest in varied topics and activities, a desire to learn and independence in learn	iing.
Demonstrate emerging initiative in interactions, experiences, and explorations. Show interest in and curiosity about objects, materials, or events.	 Initiate play and conversations with familiar adults through expressions, actions, or behaviors. Show excitement when engaged in play and routines, such as smiling, laughing after batting at a mobile, or knocking over a toy. Show budding interest in how objects work Try a variety of approaches to get desired outcomes Physically explore new ways to use objects and observe results 	 Follow the infant's lead in activities and conversations. Encourage the infant to participate in routines as much as possible (e.g., lift their legs up when getting a diaper changed). Offer age-appropriate, open-ended toys and materials and place them where the infant can reach them. Place one or two colorful toys within an infant's reach during tummy time. Watch and listen for clues (e.g., body movements, facial expressions, vocalizations) that reflect what children might be wondering, thinking, or trying to share. Share their excitement and delight! Narrate descriptions of what they are doing.
2. Creativity. The developing	g ability to creatively engage in play and interactions with others.	
Use creativity to increase understanding and learning. Show imagination in play and interactions with others.	Use a variety of ways to interact with other people, including modifying expressions, actions, or behaviors based on the responses of others.	 Imitate sounds, gestures, and facial expressions to support the infant in using a variety of ways to interact with other people. Participate in infants' play, modeling positive social interactions such as taking turns. Engage in pretend play with infants by asking questions such as, "What happens next?" or "Oh look, here is a shell. I wonder if we can use this in our story?"