



Guiding Principles			
Each Child is Unique and Can Succeed	Every Child has Diverse Strengths Rooted in Their Family's Culture, Background, Language and Beliefs	Children Learn Best When They are Emotionally and Physically Secure	Learning is Integrated, and Children Learn Many Concepts and Skills at the Same Time
Developmental Goals of Lil' Player Class – Crawlers			
Physical Development			
1. Child uses perceptual information in directing own actions, experiences, and interactions.			
<ul style="list-style-type: none"> - a. Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment. - b. Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while developing locomotion. 			
2. Child demonstrates effective and efficient use of large muscles for movement and position.			
<ul style="list-style-type: none"> - a. Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals. - b. Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces. 			
Intellectual Development			
3. Child maintains focus and sustains attention with support.			
<ul style="list-style-type: none"> - a. Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment. - b. Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus. 			
4. Child uses spatial awareness to understand objects and their movement in space.			
<ul style="list-style-type: none"> - a. Explores or examines objects and watches objects when they move. - b. Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table. 			
5. Child learns to use a variety of strategies in solving problems.			
<ul style="list-style-type: none"> - a. Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth. - b. Explores how to make something happen again or how something works by doing actions over and over again. 			
6. Child uses non-verbal communication and language to engage others in interaction.			
<ul style="list-style-type: none"> - a. Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction. 			
Social and Emotional Development			
7. Child learns to express a range of emotions.			
<ul style="list-style-type: none"> - a. Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult. 			
8. Child understands some characteristics of self and others.			
<ul style="list-style-type: none"> - a. Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult. 			
9. Child manages feelings and emotions with support of familiar adults.			
<ul style="list-style-type: none"> - a. Engages with familiar adults for calming and comfort, to focus attention, and to share joy. 			
10. Child shows interest in, interacts with and develops personal relationships with other children			
<ul style="list-style-type: none"> - a. Looks at attentively, touches or explores another faces. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child. 			

Adapted by Kids Wonder from the US Department of Health and Human Services – Administration for Children and Families – Office of Head Start
 Kids Wonder : **Crawler Series**
 (a.b.=developmental variance)