



To explore the skill progressions by domain, click on the domain title.

Early Learning Progressions Main Menu

Explore By Domain

- Emotional and Social Development
- Health and Physical Development
- Language Development and Communication
- Cognitive Development

Explore By Age

1-2 Months	12-15 Months	30-33 Months
2-4 Months	15-18 Months	33-36 Months
4-6 Months	18-21 Months	36-42 Months
6-8 Months	21-24 Months	42-48 Months
8-10 Months	24-27 Months	48-54 Months
10-12 Months	27-30 Months	54-60 Months

Click on desired skill progression.

Emotional and Social Development

Click on a skills progression below for information about skills appropriate to each available age range or [click here](#) to return to the main page.

Developing a Sense of Self

1. Children demonstrate a positive sense of self-identify and self-awareness.
 - A. Awareness of self through actions
 - B. Awareness of self through emotional expressions and verbalizations
2. Children express positive feelings about themselves and confidence in what they can do.
 - A. Expresses and seeks out positive emotions about what they can do
 - B. Expresses confidence in abilities and persistence toward goals

Developing a Sense of Self with Others

3. Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
 - A. Attachment
 - B. Separation
4. Children form relationships and interact positively with other children
 - A. Positive social interactions
5. Children demonstrate the social and behavioral skills needed to successfully participate in groups.
 - A. Social awareness and conscience
 - B. Behavioral regulation

Learning About Feelings

6. Children identify, manage, and express their feelings.
 - A. Emotional expression
 - B. Self-control
7. Children recognize and respond to the needs and feelings of others.
 - A. Recognizes and responds to needs and feelings of others



Click on a skill to see the observation guidelines.

Domain: Emotional and Social Development
Subdomain: Developing a Sense of Self with Others
Goal: Children demonstrate the social and behavioral skills needed to successfully participate in groups.
Skill Progression: Social awareness and conscience
 You may choose a different domain, visit the page for this domain, or click on a skill below for more information.

List of Skills by Age

1-2 Months
Focuses on faces and stares intently

2-4 Months
Looks at speaker when spoken to

4-6 Months
Aware of effects of own actions versus others' actions
Vocalizes to get attention

6-8 Months
Demonstrates intentional two-way communication or turn taking

8-10 Months
Responds differently to different people
Desires approval

The comprehensive observation guidelines include age level, skill being observed, situation for observation of skills, strategies for eliciting the skill, if needed, what observed behavior indicates achievement of the skill, and routines-based intervention or embedded instruction.

Domain: Emotional and Social Development
Subdomain: Developing a Sense of Self with Others
Goal: Children demonstrate the social and behavioral skills needed to successfully participate in groups.
Skill Progression: Social awareness and conscience
 You may choose a different domain, go back, or click on a skill below for more information.

Age level → Age: 6-8 Months

Skill observed → Demonstrates intentional two-way communication or turn taking

Situations for Observation of Skill
Observe the infant in interaction with an adult who is talking to the infant.

Elicitation Strategy
Ask the adult to imitate the infant's sounds. Give the infant several seconds to respond before repeating the interaction.

Behavior Observed
When the infant makes sounds and the adult imitates these sounds within the child's repertoire, the infant is stimulated to repeat the sounds to get another response. This is the beginning of a conversation.

Routines-based Intervention (Embedded Instruction)
Encourage early childhood educators and parents to have conversations with the infant by taking turns with sounds. Have the adult imitate the infant's sounds. Give the infant several seconds to respond before repeating the interaction. It is important for adults to begin this early turn taking in talking and in play.



To explore the Progressions by age, click on desired age range.

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Language Development and Communication

Understands words for shapes, sizes, and position (in front of, behind, top, bottom)

Understands descriptive terms (e.g., hard, soft, rough, smooth)

Follows two-step unrelated directions

Understands "why" questions

Follows meaning in conversation among numerous people

Interrupts and talks over others to give own ideas in a group

Understands meaning, even if indirectly stated (e.g., "I need my shoe" implies "Give me my shoe")

Still seeks out adults for conversations, but prefers peers

Understands "how many," "whose," and "why" questions

Regularly requests clarifications

May produce all 24 consonants (stops: /p, b, t, d, k, g/; fricatives: /f, v, s, z, h/, sh, th (as in "the" and "this"), zh, affricates: /j, ch/ liquids: /l, r/; glides: /w, j/; nasals: /m, n, ng/)

May use stopping, or substituting a stop /b, p, d, t, g, k/ for a fricative /s, z, f, v, th, h, sh, zh/ (e.g., moud/mouse)

May use fronting, produce a consonant in the front of the mouth that should be produced in the back (tar/car)

May use cluster reduction (tuck/truck)

75% of children: No longer delete final consonants (e.g., ba/ball)

75% of children: No longer change one sound or syllable in the word to be like another (e.g., goggie/doggie)

75% of children: No longer repeat syllables (e.g., baba/bottle)

Connected speech intelligible

Produces pronouns appropriately

Uses word order to understand communication

Plays with miniatures, such as a dollhouse, garage, school house, etc. to act out familiar sequences; provides a narrative to actions

Discusses what props are needed and what should happen next in the play; dialogue is interactive