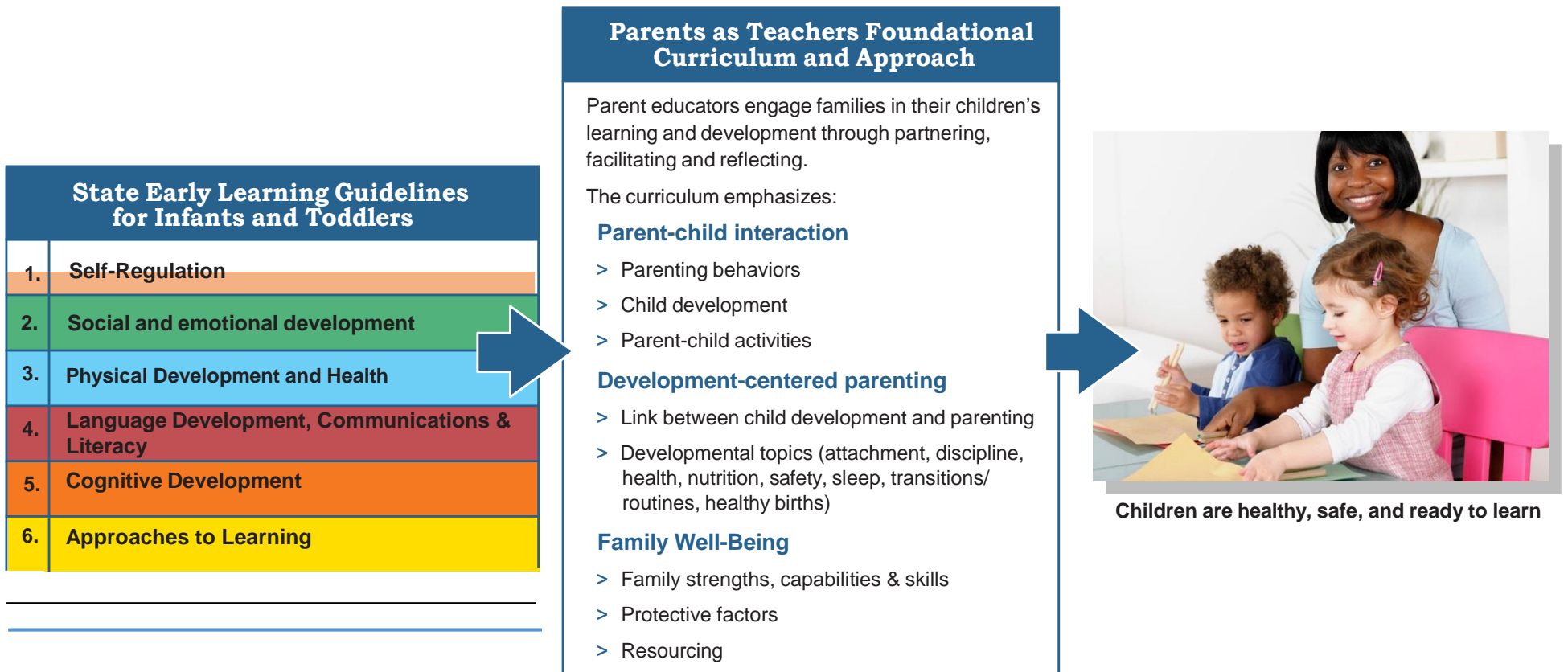




# Parents as Teachers Alignment with Illinois Early Learning Guidelines Birth to Age 3

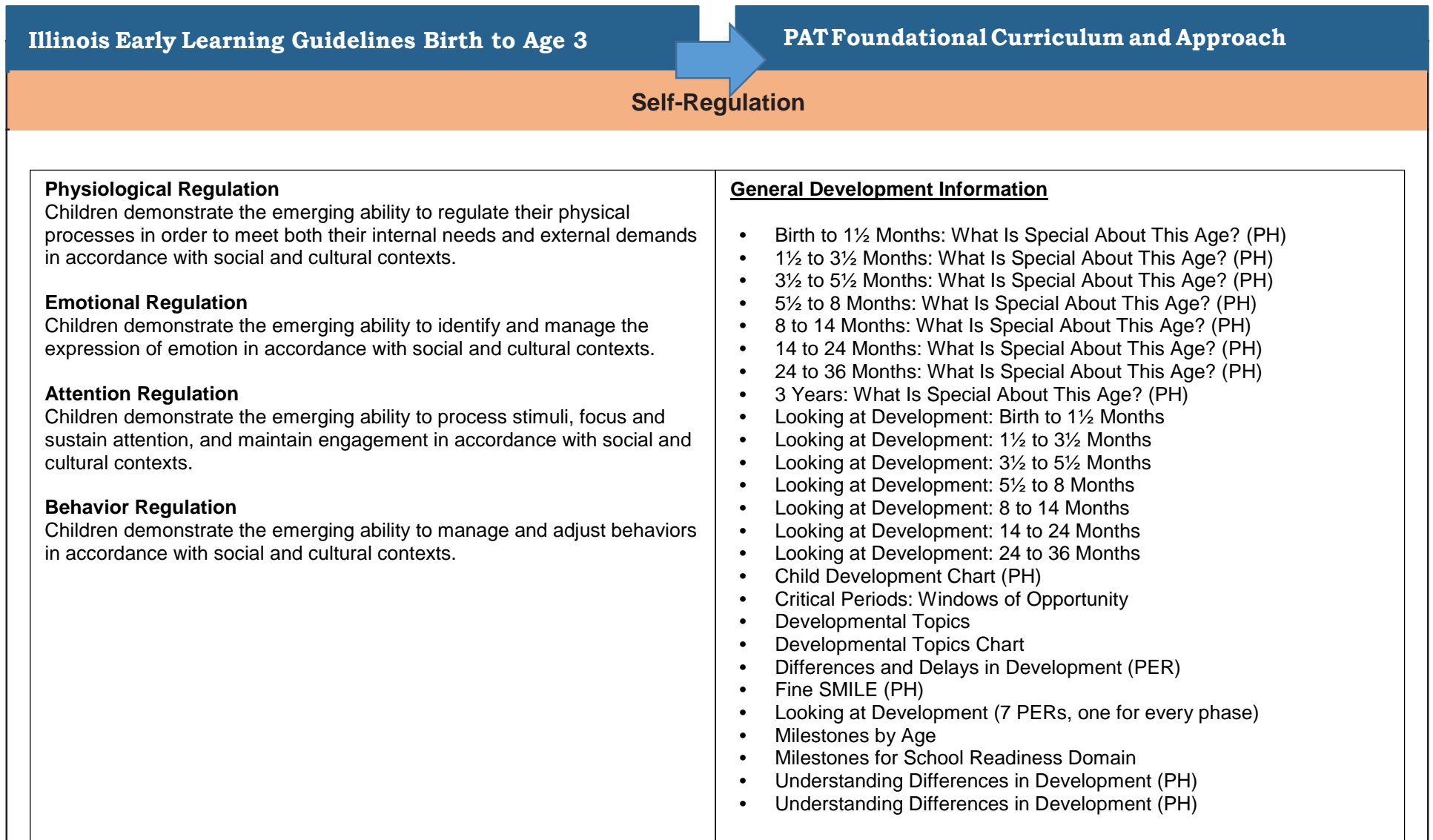
In the diagram below, five developmental domains are listed along with Self-Regulation. This illustrates how they align with the PAT *Foundational Curriculum* in order to achieve positive outcomes for children. From the *Foundational Curriculum*, PAT parent educators select Parent Educator Resources, Parent Handouts and Parent-Child Activities to promote development across these domains. All parent handouts are also available in Spanish.

The following pages are an alignment between Illinois' early learning guidelines and the PAT *Foundational Curriculum*. The form presents the parent educator resources, parent handouts and parent-child activity pages organized. The Illinois state early learning guidelines for infants and toddlers are listed on the left-hand column to create the alignment. This crosswalk is representative of the content in the PAT curriculum. Additional resources are being added regularly.



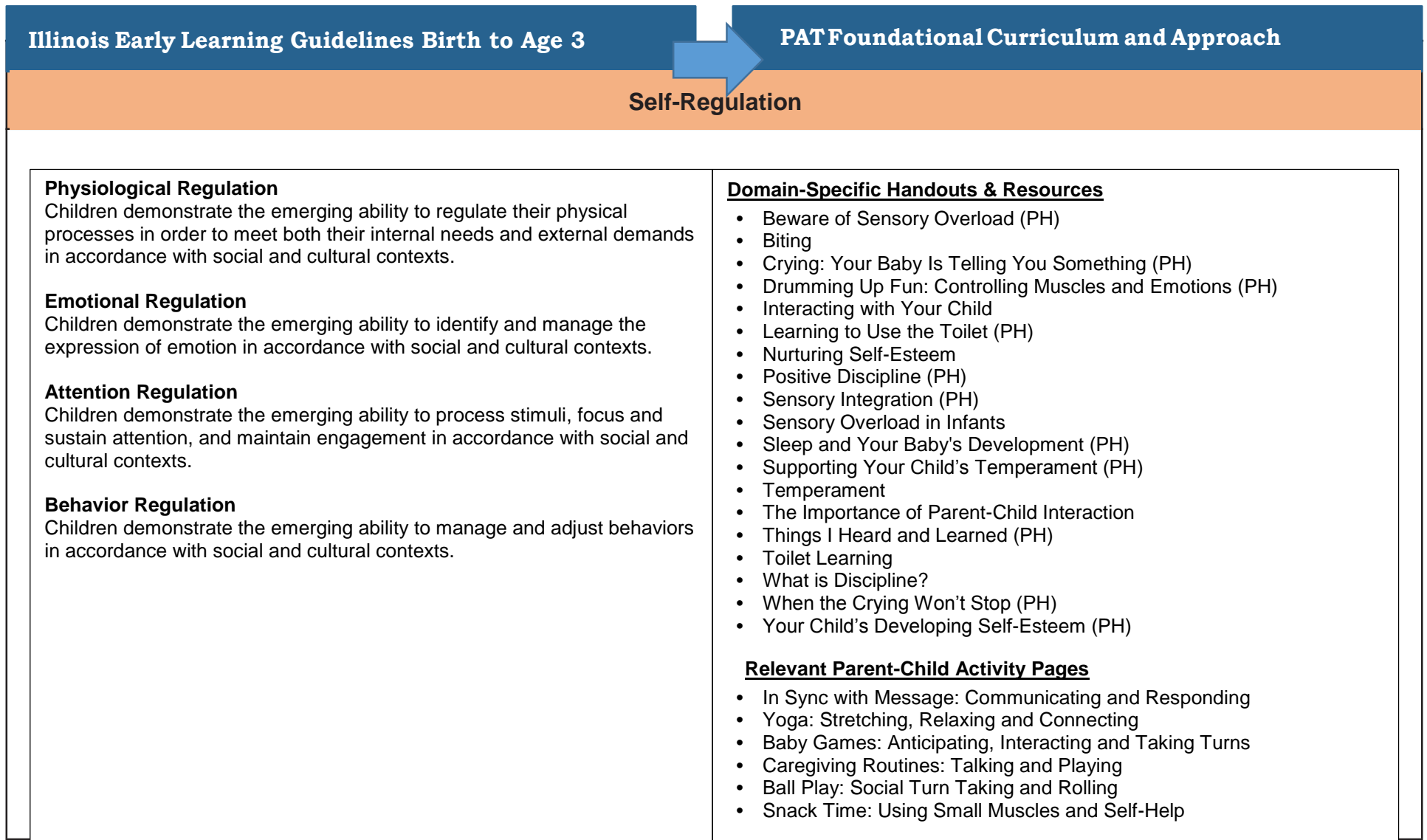
PH = Parent Handout  
PER = Parent Educator Resource

# Parents as Teachers Alignment with Illinois Early Learning Guidelines



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# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Social and Emotional Development

### **Attachment Relationships**

Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs, and adjust behaviors in accordance with social and cultural contexts.

### **Emotional Expression**

Children demonstrate an awareness of and the ability to identify and express emotions.

### **Relationship with Adults**

Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

### **Self-Concept**

Children develop identity of self.

### **Relationship with Peers**

Children demonstrate the desire and develop the ability to engage and interact with other children.

### **Empathy**

Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

### **General Development Information**

- Birth to 1½ Months: What Is Special About This Age? (PH)
- 1½ to 3½ Months: What Is Special About This Age? (PH)
- 3½ to 5½ Months: What Is Special About This Age? (PH)
- 5½ to 8 Months: What Is Special About This Age? (PH)
- 8 to 14 Months: What Is Special About This Age? (PH)
- 14 to 24 Months: What Is Special About This Age? (PH)
- 24 to 36 Months: What Is Special About This Age? (PH)
- 3 Years: What Is Special About This Age? (PH)
- Looking at Development: Birth to 1½ Months
- Looking at Development: 1½ to 3½ Months
- Looking at Development: 3½ to 5½ Months
- Looking at Development: 5½ to 8 Months
- Looking at Development: 8 to 14 Months
- Looking at Development: 14 to 24 Months
- Looking at Development: 24 to 36 Months
- Child Development Chart (PH)
- Critical Periods: Windows of Opportunity
- Developmental Topics
- Developmental Topics Chart
- Differences and Delays in Development (PER)
- Fine SMILE (PH)
- Looking at Development (7 PERs, one for every phase)
- Milestones by Age
- Milestones for School Readiness Domain
- The Amazing Brain of a Baby
- Understanding Differences in Development (PH)
- Your Baby's Amazing Brain (PH)

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Social and Emotional Development

### **Attachment Relationships**

Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs, and adjust behaviors in accordance with social and cultural contexts.

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Children develop identity of self.

### **Relationship with Peers**

Children demonstrate the desire and develop the ability to engage and interact with other children.

### **Empathy**

Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

### **Domain-Specific Handouts & Resources**

- Attachment (2 PERs, 3 PHs)
- Attachment and Brain Development (PER)
- Attachment Is Good for Your Baby's Brain (PH)
- Child Stress (2 PERs, 2 PHs)
- Crying (1 PER, 2 PHs)
- Developmental Topics: Discipline (Toolkit)
- Developmental Topics: Transitions/Routines (Toolkit)
- Discipline (3 PERs, 7 PHs)
- Helping Your Child Learn to Solve Problems (PH)
- Infant Massage (1 PER, 2 PHs)
- It's MINE! (PH)
- Nurturing Self-Esteem (PER)
- Parent-Child Interaction (1 PER, 1 PH)
- Parenting Behaviors (PER)
- Prenatal Attachment (PH)
- Pretend Play With Your Child (PER)
- Sensory Systems (1 PER, 2 PHs)
- Social-Emotional Development: 8 to 14 Months (PER)
- Social Emotional Development: 24-36 Months (PER)
- Supporting Prenatal Attachment (PER)
- Teaching Children to Solve Problems (PER)
- Temperament (1 PER, 2 PHs)

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

## Illinois Early Learning Guidelines Birth to Age 3

## PAT Foundational Curriculum and Approach

### Social and Emotional Development

#### Attachment Relationships

Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs, and adjust behaviors in accordance with social and cultural contexts.

#### Emotional Expression

Children demonstrate an awareness of and the ability to identify and express emotions.

#### Relationship with Adults

Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

#### Self-Concept

Children develop identity of self.

#### Relationship with Peers

Children demonstrate the desire and develop the ability to engage and interact with other children.

#### Empathy

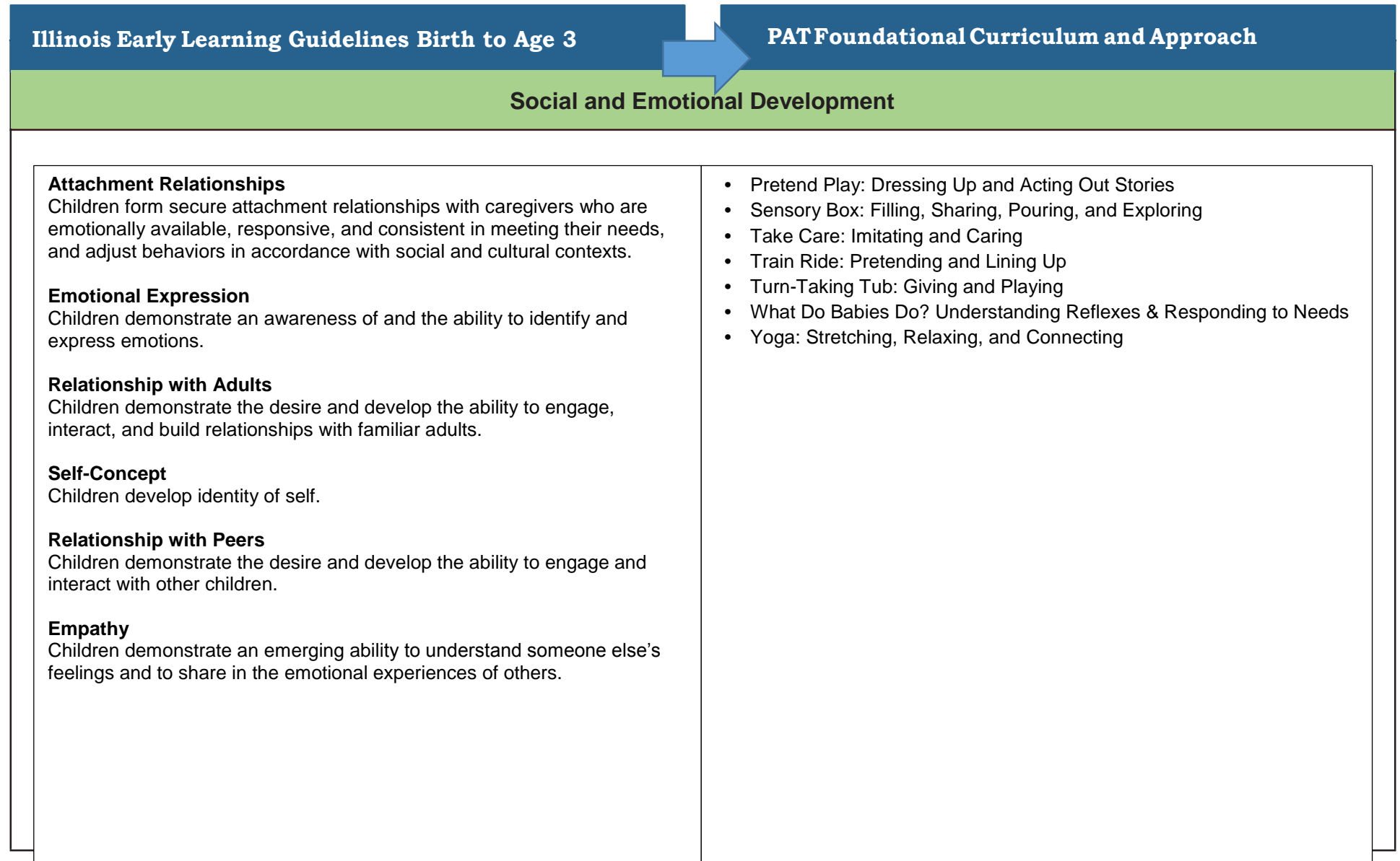
Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

- The Importance of Pretend Play (PER)
- The Value of Play (PER)
- Understanding Negativism (PER)
- Understanding Stranger and Separation Anxiety (PH)
- Using Books to Explore Your Child's Emotions (PH)
- When "No" is Your Child's Favorite Word (PH)
- When Your Child Says "I'm Scared" (PH)
- Young Sibling Relationships (PER)
- Your Baby's/Child's Social-Emotional Development (8 PHs)
- Your Child's Developing Self-Esteem (PH)

#### Relevant Parent-Child Activity Pages

- Baby Games: Anticipating, Interacting, and Taking Turns
- Bears With Feelings: Pretending and Talking About Emotions
- Caregiving Routines: Trusting and Comforting
- Family Traditions: Communicating, Creating, and Sharing
- Hush, Little Baby: Holding and Soothing
- I Am Special: Stretching and Relaxing
- In Sync with Massage: Communicating and Responding
- Infant Massage: Getting in Touch
- People Pictures: Talking About Feelings and Fears
- Poor Jacob: Imitating and Caring
- Pretend Picnic: Imagining and Showing Understanding

# Parents as Teachers Alignment with Illinois Early Learning Guidelines



# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Physical Development and Health

### Gross Motor

Children demonstrate strength, coordination, and controlled use of large muscles.

### Fine Motor

Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

### Perceptual

Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

### Self-Care

Children demonstrate the desire and ability to participate in and practice self-care routines.

### General Development Information

- Birth to 1½ Months: What Is Special About This Age? (PH)
- 1½ to 3½ Months: What Is Special About This Age? (PH)
- 3½ to 5½ Months: What Is Special About This Age? (PH)
- 5½ to 8 Months: What Is Special About This Age? (PH)
- 8 to 14 Months: What Is Special About This Age? (PH)
- 14 to 24 Months: What Is Special About This Age? (PH)
- 24 to 36 Months: What Is Special About This Age? (PH)
- 3 Years: What Is Special About This Age? (PH)
- Looking at Development: Birth to 1½ Months
- Looking at Development: 1½ to 3½ Months
- Looking at Development: 3½ to 5½ Months
- Looking at Development: 5½ to 8 Months
- Looking at Development: 8 to 14 Months
- Looking at Development: 14 to 24 Months
- Looking at Development: 24 to 36 Months
- Child Development Chart (PH)
- Critical Periods: Windows of Opportunity
- Developmental Topics
- Developmental Topics Chart
- Differences and Delays in Development (PER)
- Fine SMILE (PH)
- Looking at Development (7 PERs, one for every phase)
- Milestones by Age
- Milestones for School Readiness Domain
- The Amazing Brain of a Baby
- Understanding Differences in Development (PH)



# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Physical Development and Health

### Gross Motor

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### Perceptual

Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

### Self-Care

Children demonstrate the desire and ability to participate in and practice self-care routines.

### Domain-Specific Handouts & Resources

- The Benefits of Outdoor Play
- Breastfeeding (3 PERs, 10 PHs)
- Dental (1 PER, 2 PHs)
- Drawing and Writing (PH)
- Dressing Games (PH)
- Fine Motor Skills From 8 to 14 Months (PH)
- Head Shape (1 PER, 1 PH)
- Helping Your Baby Crawl Around (PH)
- Helping Your Child Learn to Cut (PH)
- Home Environment (3 PERs, 11 PHs)
- Learning through Movement (PH)
- Motor Development: 24 to 36 Months (PER)
- Movement's Role in Learning: Perceptual Development (PER)
- Neurotoxins: Substances that Can Harm Your Unborn Baby (PH)
- Nutrition (1 PER, 6 PHs)
- Outdoors (1 PER, 1 PH)
- Prenatal Nutrition (PER)
- Safe Sleep for Babies (PER)
- Safe Sleep for Your Baby (PH)
- Sleep and Development (PER)
- Sleep and Your Baby's Development (PH)
- Supporting Motor Development in Babies (PH)

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Physical Development and Health

### Gross Motor

Children demonstrate strength, coordination, and controlled use of large muscles.

### Fine Motor

Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

### Perceptual

Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

### Self-Care

Children demonstrate the desire and ability to participate in and practice self-care routines.

- Tummy Time (PH)
- Vision (2 PERs, 3 PHs)
- What Is Special About This Age? (8 PHs)
- Your Baby's/Child's Motor Development (8 PHs)
- Your Capable Baby (PH)

### Relevant Parent-Child Activity Pages

- Bowling: Rolling, Aiming and Making Rules
- Catch: Tossing and Taking Turns
- Chase the Can: Being Curious and Crawling
- Clap to the Music: Sitting, Clapping, and Singing
- Down the Chute: Experimenting and Coordinating Movement
- Drumming Up Fun: Controlling Muscles and Emotions
- Fill the Jug: Picking Up and Turning
- Finger-painting: Using Small Muscles and Experimenting
- Fishing: Using Eyes and Hands Together
- Grasping & Controlling Arm and Shoulder Movements
- Infant Massage: Getting In Touch and Calming
- Kick the Can: Seeing and Moving
- Learning to Cut: Snipping and Strengthening
- Let's Roll: Reaching and Pushing
- Obstacle Course: Crawling Over and Around
- Paper Pull: Using Small Muscles and Understanding Cause and Effect

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3	PAT Foundational Curriculum and Approach
<b>Physical Development and Health</b>	
<p><b>Gross Motor</b> Children demonstrate strength, coordination, and controlled use of large muscles.</p> <p><b>Fine Motor</b> Children demonstrate the ability to coordinate their small muscles in order to move and control objects.</p> <p><b>Perceptual</b> Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p><b>Self-Care</b> Children demonstrate the desire and ability to participate in and practice self-care routines.</p>	<ul style="list-style-type: none"><li>• Parachute Play: Controlling Large Muscles and Experimenting</li><li>• Playing Promoting Walking: Pushing and Cruising</li><li>• Push-Pull Toy: Walking Backwards, Pulling and Pushing</li><li>• Shake, Rattle, Roll &amp; Crawl: Building Small Muscles</li><li>• Snack Time: Using Small Muscles and Self-Help</li><li>• Sticky Paper Collage: Creating and Working on Eye-Hand Coordination</li><li>• Touch Textures: Using Senses and Fine Motor Skills</li><li>• Tummy Time Cloth: Exercising and Seeing</li><li>• Tummy Time: Watching and Building Muscles</li><li>• Yarn Ball Fun: Catching, Tossing and Rolling</li><li>• Yoga: Stretching, Relaxing and Connecting</li><li>• Zip and Open: Using Fingers and Controlling Small Muscles</li></ul>

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3	PAT Foundational Curriculum and Approach
<b>Physical Development and Health</b>	
<p><b>Gross Motor</b> Children demonstrate strength, coordination, and controlled use of large muscles.</p> <p><b>Fine Motor</b> Children demonstrate the ability to coordinate their small muscles in order to move and control objects.</p> <p><b>Perceptual</b> Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p> <p><b>Self-Care</b> Children demonstrate the desire and ability to participate in and practice self-care routines.</p>	<p><b><u>Additional Health Related Resources</u></b></p> <ul style="list-style-type: none"><li>• Baby Bytes: Computers and Your Toddler (PH)</li><li>• Baby Bytes: The Role of Computers in the Lives of Toddlers</li><li>• Baby Information to Your Cell Phone (PH)</li><li>• Childproofing Your Home Now That You Have a Toddler (PH)</li><li>• Creating a Safe Home for Your Child (PH)</li><li>• Dental Health</li><li>• Designing an Active Lifestyle for Your Toddler (PH)</li><li>• Eye and Vision Problems</li><li>• Eye-Opening Facts about Your Baby's Vision (PH)</li><li>• Health Care and Medical Homes</li><li>• Lifelong Goals for Nutrition and Fitness</li><li>• Safe and Healthy Home Environments</li><li>• Staying Safe on the Go (PH)</li></ul>

PH = Parent Handout  
PER = Parent Educator Resource

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

## Illinois Early Learning Guidelines Birth to Age 3

## PAT Foundational Curriculum and Approach

### Language Development, Communications & Literacy

#### **Social Communication**

Children demonstrate the ability to engage with and maintain communication with others.

#### **Receptive Communication**

Children demonstrate the ability to comprehend both verbal and nonverbal communication.

#### **Expressive Communication**

Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

#### **Early Literacy**

Children demonstrate interest in and comprehension of printed materials.

#### **General Development Information**

- Birth to 1½ Months: What Is Special About This Age? (PH)
- 1½ to 3½ Months: What Is Special About This Age? (PH)
- 3½ to 5½ Months: What Is Special About This Age? (PH)
- 5½ to 8 Months: What Is Special About This Age? (PH)
- 8 to 14 Months: What Is Special About This Age? (PH)
- 14 to 24 Months: What Is Special About This Age? (PH)
- 24 to 36 Months: What Is Special About This Age? (PH)
- 3 Years: What Is Special About This Age? (PH)
- Looking at Development: Birth to 1½ Months
- Looking at Development: 1½ to 3½ Months
- Looking at Development: 3½ to 5½ Months
- Looking at Development: 5½ to 8 Months
- Looking at Development: 8 to 14 Months
- Looking at Development: 14 to 24 Months
- Looking at Development: 24 to 36 Months
- Child Development Chart (PH)
- Critical Periods: Windows of Opportunity
- Developmental Topics
- Developmental Topics Chart
- Differences and Delays in Development (PER)
- Fine SMILE (PH)
- Looking at Development (7 PERs, one for every phase)
- Milestones by Age
- Milestones for School Readiness Domain
- The Amazing Brain of a Baby
- Understanding Differences in Development (PH)

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

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Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach



## Language Development, Communications & Literacy

### **Social Communication**

Children demonstrate the ability to engage with and maintain communication with others.

### **Receptive Communication**

Children demonstrate the ability to comprehend both verbal and nonverbal communication.

### **Expressive Communication**

Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

### **Early Literacy**

Children demonstrate interest in and comprehension of printed materials.

### **Domain-Specific Handouts & Resources**

- Babbling (PH)
- Baby Signs (1 PER, 1 PH)
- Bilingual Families: A Special Advantage (PER)
- Bilingual Toddlers (PH)
- Bilingualism (2 PERs, 5 PHs)
- Bilingualism Support in Early Care and Education Programs (PER)
- Books (2 PERs, 7 PHs)
- Developing Speech Sounds (PH)
- Different Approaches to Language Learning (PH)
- Early Identification of Speech-Language Disorders (PH)
- Hearing (2 PERs, 3 PHs)
- What Is Special About This Age? (8 PHs)
- Your Baby's/Child's Language Development (8 PHs)

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

## Illinois Early Learning Guidelines Birth to Age 3

## PAT Foundational Curriculum and Approach

### Language Development, Communications & Literacy

#### **Social Communication**

Children demonstrate the ability to engage with and maintain communication with others.

#### **Receptive Communication**

Children demonstrate the ability to comprehend both verbal and nonverbal communication.

#### **Expressive Communication**

Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

#### **Early Literacy**

Children demonstrate interest in and comprehension of printed materials.

- Language Development in Infants (PER)
- Language Development During the Middle of the First Year (PER)
- Language Development: 8 to 14 Months (PER)
- Language in the Second Year of Life (PER)
- Language in the Third Year of Life: 24 to 36 Months (PER)
- Music (1 PER, 2 PHs)
- Rhymes and Songs (2 PERs, 6 PHs)
- Speech Development and Common Problems (PER)
- What Is Special about This Age? All phases (8 PHs)
- What to Expect When Your Baby Talks to You (PH)
- Words Your Child Understands (PH)
- Your Baby is Learning to Communicate (PH)
- Your Child's First Words (PH)
- Your Toddler Knows Two Languages (PH)

#### **Relevant Parent-Child Activity Pages**

- Book Sharing on all Activity Pages
- Your Baby Can Hear: Listening to the Family
- Face-to-Face Talking: Communicating and Looking
- Talk About: Listening and Connecting
- Hush, Little Baby: Holding and Soothing
- In Sync With Massage: Communicating and Responding

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

## Illinois Early Learning Guidelines Birth to Age 3

## PAT Foundational Curriculum and Approach

### Language Development, Communications & Literacy

#### **Social Communication**

Children demonstrate the ability to engage with and maintain communication with others.

#### **Receptive Communication**

Children demonstrate the ability to comprehend both verbal and nonverbal communication.

#### **Expressive Communication**

Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

#### **Early Literacy**

Children demonstrate interest in and comprehension of printed materials.

- Accordion Book: Communicating and Responding
- Hearing Games: Listening and Speaking
- Nursery Rhymes: Listening and Feeling Rhythm
- Hi and Bye: Listening and Learning
- Baby Games: Anticipating, Interacting, and Taking Turns
- Care giving Routines: Talking and Playing
- Sing a Song: Learning Rhyme, Rhythm, and Movement
- Zip-Top Bag Book: Reading Together
- Roller Book: Learning Words and Moving
- Book of Sounds: Relating Sounds to Objects
- Notecard Book: Using Small Muscles and Telling Stories
- Parallel Talk and Self Talk: Listening and Learning New Words
- How Do I Sound? Talking and Taking Turns in Conversation
- Drawing and Writing: Making Marks and Learning about Language
- Learning Finger plays: Imitating and Listening
- Word Book: Learning Language and Enjoying Reading Together
- People Pictures: Talking about Feelings and Fears
- Play Sets: Talking, Creating and Imagining
- Rhyme and Rhythm: Bouncing, Clapping, and Marching
- Book Walk: Talking about Pictures, Words, and Meanings
- Motivating Learning: Praising Actions, Boosting Confidence, and Sharing Ideas



# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Cognitive Development

### Concept Development

Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

### Memory

Children demonstrate the ability to acquire, store, recall, and apply past experiences.

### Spatial Relationships

Children demonstrate an awareness of how objects and people move and fit in space.

### Symbolic Thought

Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

### Creative Expression

Children demonstrate the ability to convey ideas and emotions through creative expression.

### Logic & Reasoning

Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

### Quantity & Numbers

Children demonstrate awareness of quantity, counting, and numeric competencies.

### Science Concepts & Exploration

Children demonstrate a basic awareness of and use scientific concepts.

### Safety and Well-being

Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

### General Development Information

- Birth to 1½ Months: What Is Special About This Age? (PH)
- 1½ to 3½ Months: What Is Special About This Age? (PH)
- 3½ to 5½ Months: What Is Special About This Age? (PH)
- 5½ to 8 Months: What Is Special About This Age? (PH)
- 8 to 14 Months: What Is Special About This Age? (PH)
- 14 to 24 Months: What Is Special About This Age? (PH)
- 24 to 36 Months: What Is Special About This Age? (PH)
- 3 Years: What Is Special About This Age? (PH)
- Looking at Development: Birth to 1½ Months
- Looking at Development: 1½ to 3½ Months
- Looking at Development: 3½ to 5½ Months
- Looking at Development: 5½ to 8 Months
- Looking at Development: 8 to 14 Months
- Looking at Development: 14 to 24 Months
- Looking at Development: 24 to 36 Months
- Child Development Chart (PH)
- Critical Periods: Windows of Opportunity
- Developmental Topics
- Developmental Topics Chart
- Differences and Delays in Development (PER)
- Fine SMILE (PH)
- Looking at Development (7 PERs, one for every phase)
- Milestones by Age
- Milestones for School Readiness Domain
- The Amazing Brain of a Baby
- Understanding Differences in Development (PH)

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# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Cognitive Development

### Concept Development

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Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

### Quantity & Numbers

Children demonstrate awareness of quantity, counting, and numeric competencies.

### Science Concepts & Exploration

Children demonstrate a basic awareness of and use scientific concepts.

### Safety and Well-being

Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

### Domain-Specific Handouts & Resources

- 3 Years: Your Child's Intellectual Development (PH)
- Beginning to Count (PH)
- Beginning to Understand Number Concepts (PER)
- Bilingual Toddlers (PH)
- Bilingualism Support in Early Care and Education Programs (PER)
- Books (2 PERs, 7 PHs)
- Brain Development (2 PERs, 3 PHs)
- Are You Helping Your Child Too Much? (PH)
- Child Stress (2 PERs, 2 PHs)
- Games (1 PER, 5 PHs)
- Helping Your Child Learn to Solve Problems (PH)
- Intellectual Development: Birth to 8 Months (PH)
- Let's Learn Colors (PH)
- Creating a Safe Home for Your Child (PH)
- What Is Special About This Age? (8 PHs)
- Your Baby's/Child's Intellectual Development (8 PHs)

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# Parents as Teachers Alignment with Illinois Early Learning Guidelines

## Illinois Early Learning Guidelines Birth to Age 3

## PAT Foundational Curriculum and Approach

### Cognitive Development

#### Concept Development

Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

#### Memory

Children demonstrate the ability to acquire, store, recall, and apply past experiences.

#### Spatial Relationships

Children demonstrate an awareness of how objects and people move and fit in space.

#### Symbolic Thought

Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

#### Creative Expression

Children demonstrate the ability to convey ideas and emotions through creative expression.

#### Logic & Reasoning

Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

#### Quantity & Numbers

Children demonstrate awareness of quantity, counting, and numeric competencies.

#### Science Concepts & Exploration

Children demonstrate a basic awareness of and use scientific concepts.

#### Safety and Well-being

Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

- Media (2 PERs, 4 PHs)
- More Thinking Skills: Learning the Rules (PH)
- Music (1 PER, 2 PHs)
- Parent-Child Interaction (1 PER, 1 PH)
- Parenting Behaviors (1 PER, 1 PH)
- Play (2 PERs, 3 PHs)
- Protecting Your Child from Lead (PH)
- Rhymes and Songs (2 PERs, 6 PHs)
- Safe and Healthy Home Environments
- Sexuality Awareness (1 PER, 1 PH)
- Sleep (5 PERs, 7 PHs)
- Supporting Parents with Intellectual Disabilities (PER)
- Teaching Children to Solve Problems (PER)
- Thinking Skills: Dynamic Systems of Attention, Memory, and Strategies (PER)
- Thinking Skills: Matching, Sorting, and Classifying (PH)
- Toilet Learning (1 PER, 2 PHs)
- Toys (2 PERs, 6 PHs)
- Your Toddler Knows Two Languages (PH)
- Talking to Your Child about Your Disability (PH)

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# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Cognitive Development

### Concept Development

Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

### Memory

Children demonstrate the ability to acquire, store, recall, and apply past experiences.

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Children demonstrate an awareness of how objects and people move and fit in space.

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Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

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Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

### Quantity & Numbers

Children demonstrate awareness of quantity, counting, and numeric competencies.

### Science Concepts & Exploration

Children demonstrate a basic awareness of and use scientific concepts.

### Safety and Well-being

Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

### Relevant Parent-Child Activity Pages

- Face Pattern: Visual Tracking and Focusing
- Tracking Toy: Tracking and Learning
- Find the Toy: Seeking and Hiding
- Balls in a Bowl: Understanding Cause and Effect and Words
- Flip Flap: Looking and Remembering
- Where's the Block: Looking for Hidden Objects
- Unwrapping a Toy: Being Curious and Exploring
- Chase the Can: Being Curious and Crawling
- Rainmaker: Experimenting and Touching
- Nesting Cans: Planning, Experimenting, Learning
- Puzzle Box: Gaining Self-Confidence and Solving Problems
- Shape Sorter Box: Using Small Muscles and Trying Again
- Tennis Ball Puzzle: Dumping, Matching and Thinking
- Sorting: Noticing Differences and Pretending
- Counting: Learning Numbers and Understanding Small Quantities
- Finding Colors: Learning Words and Matching
- Two Halves Make a Whole: Matching and Solving Problems
- Make Your Own Snacks: Measuring, Stirring, Talking and Tasting

# Parents as Teachers Alignment with Illinois Early Learning Guidelines

Illinois Early Learning Guidelines Birth to Age 3

PAT Foundational Curriculum and Approach

## Approaches to Learning

### **Curiosity & Initiative**

Children demonstrate interest and eagerness in learning about their world.

### **Problem Solving**

Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.

### **Confidence and Risk-Taking**

Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.

### **Persistence, Effort, & Attentiveness**

Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

### **Creativity, Inventiveness, & Imagination**

Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.

### **General Development Information**

- Birth to 1½ Months: What Is Special About This Age? (PH)
- 1½ to 3½ Months: What Is Special About This Age? (PH)
- 3½ to 5½ Months: What Is Special About This Age? (PH)
- 5½ to 8 Months: What Is Special About This Age? (PH)
- 8 to 14 Months: What Is Special About This Age? (PH)
- 14 to 24 Months: What Is Special About This Age? (PH)
- 24 to 36 Months: What Is Special About This Age? (PH)
- 3 Years: What Is Special About This Age? (PH)
- Looking at Development: Birth to 1½ Months
- Looking at Development: 1½ to 3½ Months
- Looking at Development: 3½ to 5½ Months
- Looking at Development: 5½ to 8 Months
- Looking at Development: 8 to 14 Months
- Looking at Development: 14 to 24 Months
- Looking at Development: 24 to 36 Months
- Child Development Chart (PH)
- Critical Periods: Windows of Opportunity
- Developmental Topics
- Developmental Topics Chart
- Differences and Delays in Development (PER)
- Fine SMILE (PH)
- Looking at Development (7 PERs, one for every phase)
- Milestones by Age
- Milestones for School Readiness Domain
- The Amazing Brain of a Baby
- Understanding Differences in Development (PH)

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PER = Parent Educator Resource

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### **Domain-Specific Handouts & Resources**

- Baby Signs (1 PER, 1 PH)
- Child Stress (2 PERs, 2 PHs)
- Choosing Age-Appropriate Toys for Babies (PH)
- Choosing Age-Appropriate Toys for Toddlers (PH)
- Discovering, Understanding, Experimenting, Adjusting (PH)
- Drawing and Writing (PH)
- Dressing Games (PH)
- Fine Motor Skills from 8 to 14 Months (PH)
- Handling Frustration before a Tantrum Starts (PH)
- Helping Your Baby Learn to Feed Himself (PH)
- Helping Your Child Learn to Cut (PH)
- Helping Your Child Learn to Solve Problems (PH)
- Making the Most of Toys (PER)
- Motor Development (3 PERs)
- Nurturing Self-Esteem (PER)
- Outdoors (1 PER, 1 PH)
- Parenting Behaviors (1 PER, 1 PH)
- Parenting Behaviors (Toolkit)
- Play (2 PERs, 3 PHs)
- Playing With Blocks (PER)

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Illinois Early Learning Guidelines Birth to Age 3	PAT Foundational Curriculum and Approach
<b>Approaches to Learning</b>	
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