



**Making the Most of Early Learning Moments:
Using the Illinois Early Learning Guidelines**

IL B-3 Continuity Project – June 2018

Introductions

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IEL Project

- Funded by the Illinois State Board of Education
- Support teachers, caregivers, and families of young children



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Audience intro

- What are your roles within your organization? (e.g., trainer, coach, teacher, admin, . . .)
- What is ONE word that you think of when you hear "infants & toddlers"?
 - PollEv.com/jillt812

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Agenda

- I. Illinois Early Learning Project
- II. Weaving the standards together activity
- III. How can IEL best serve your needs?
- IV. Wrap up

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Objectives

- I. Become familiar with the IELG domains
- II. Connect the IELGs with daily routines
- III. Explain how intentional use of the IELGs can create learning opportunities for infants and toddlers



Tip Sheets

<https://illinoisearlylearning.org/tipsheets/>



Illinois Early Learning Guidelines

- Each section is broken down into:
 - Sub-domains/sub-sections** – detailed components of each developmental domain or section
 - Standards** - the general statement of what children should know and be expected to do by the time they reach 36 months of age
 - Age Descriptors** - the progression of development for each of four particular age groups across the birth-to-three age range
 - Indicators for children** - some of the observable skills, behaviors, and knowledge that children demonstrate to "indicate" progress toward achieving the standard
 - Strategies for interaction** - specific activities, practices, and interactions in which caregivers can engage with children to support healthy development

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Developmental domain 1: SOCIAL & EMOTIONAL DEVELOPMENT | Attachment Relationships

Standard: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

During this age period:

- 0 to 9 months:** Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregivers.
- 7 months to 18 months:** Children trust in, engage with, and seek reassurance from their primary caregivers. Children can confidently explore their environment when in close physical proximity to an attachment figure.

Separation anxiety begins to occur between nine and fourteen months and is expressed in tears, sadness, or anger when a child is physically separated from his/her primary caregiver(s).	Indicators for children include:	Indicators for children include:
<ul style="list-style-type: none"> Establishes, maintains, and disengages eye contact Responds to caregiver(s) by smiling and cooing Seeks comfort from a familiar caregiver Identifies familiar adults' gestures and sounds Demonstrates preference for familiar adults Exhibits proximity seeking (e.g., does not want to be held by another person when being held by primary caregiver) 	<ul style="list-style-type: none"> Distinguishes between primary caregivers and others Attempts to change the situation when separation anxiety occurs, e.g., follows caregivers when he or she leaves the room Shows social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation Uses key adults as a "secure base" when exploring the environment Exhibits proximity seeking and comfort in presence of an unknown person (or a new situation) Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal Initiates and maintains interactions with caregiver(s) 	<ul style="list-style-type: none"> Establishes, maintains, and disengages eye contact Responds to caregiver(s) by smiling and cooing Seeks comfort from a familiar caregiver Identifies familiar adults' gestures and sounds Demonstrates preference for familiar adults Exhibits proximity seeking (e.g., does not want to be held by another person when being held by primary caregiver)
Stranger anxiety is a normal part of development in which children may cling to a familiar adult, cry, or look frightened when an unfamiliar person appears (not seen or too close).	Strategies for interaction:	Strategies for interaction:
<ul style="list-style-type: none"> Provide prompt, responsive, and sensitive care to the child's needs Feed, cuddle, smile, and interact with the child Follow the child's cues; allow the child to socially disengage when ready Provide a loving and nurturing environment with trustworthy adults, and assign a primary caregiver to consistently take care of the child's needs 	<ul style="list-style-type: none"> Talk and sing to the child often; use opportunities such as diaper changes and feeding time Comfort and reassure the child as needed Follow the child's lead and read the child's cues when engaged in interactions When separating from a child, gesture and say good bye, reassuring the child that you will be returning, in childcare settings, comfort and reassure the child once the primary caregiver has left When reuniting with a child after separation has occurred, allow the child the necessary time to reconnect 	<ul style="list-style-type: none"> Talk and sing to the child often; use opportunities such as diaper changes and feeding time Comfort and reassure the child as needed Follow the child's lead and read the child's cues when engaged in interactions When separating from a child, gesture and say good bye, reassuring the child that you will be returning, in childcare settings, comfort and reassure the child once the primary caregiver has left When reuniting with a child after separation has occurred, allow the child the necessary time to reconnect

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Vertical Alignment

Set of Standards	Includes:	
Illinois Learning Standards including new Common Core Standards (Early Elementary through High School)	Fine Arts Foreign Language Language Arts (Common Core K-12) Mathematics (Common Core K-12)	Physical Development and Health Science Social Science Social Emotional Learning
Illinois Early Learning Standards for Kindergarten (Age 5 to 6)	Fine Arts Foreign Language Language Arts Mathematics	Physical Development and Health Science Social/Emotional Development Social Science
Illinois Early Learning Standards for 3- to 4-Year-Olds (Age 3 to 4)	Fine Arts Foreign Language Language Arts Mathematics	Physical Development and Health Science Social/Emotional Development Social Science
Illinois Early Learning Guidelines for Children Birth to Age 3 (Birth to age 3)	Approaches to Learning Cognitive Development Language Development, Communication, & Literacy	Physical Development & Health Self-Regulation Social & Emotional Development

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Activity

Weaving the thread throughout the standards:

- KDG
- IELDS
- IELGs

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How can YOU use IEL resources?

- Professional development
 - With paraprofessionals
- Use in newsletters
- Post on bulletin boards
- Welcome packets
- Screening events
- Parent meetings
- Home visits
- Other???

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What can IEL do for you?

1. What are your favorite resources you use to obtain information about young children's development, working with families, recommended practices?
2. How can IEL staff support your work with young children and families?
 - Topics
 - Media types
3. Other questions?

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