

Colorado Early Learning and Developmental Guidelines-PIPE crosswalk

The Partners In Parenting Education (PIPE) curriculum teaches the concepts and skills of emotional connectedness. The PIPE curriculum encourages parents to create and experience shared positive emotions with each of their children.

Format used for the column listing the PIPE Topics:

PIPE unit where the topic is found/ Topic title (developmental area addressed)

- A brief description of the content in the PIPE topic that is pertinent to that developmental area is under the heading.
- ✓ Checked topics provide nice overviews and are a good choice if time with a parent is limited.

Example:

- ✓ Listen Unit/Patterns and Expectations (all)
 - A baby's first developmental step is to develop a pattern or biorhythm

Developmental Area	PIPE Unit/PIPE Topic
<p>Organizing body functioning:</p> <ul style="list-style-type: none"> • Eating • Sleeping • Self-soothing & regulating emotion 	<ul style="list-style-type: none"> ✓ Listen Unit/Patterns and Expectations (all) <ul style="list-style-type: none"> ○ A baby's first developmental step is to develop a pattern or biorhythm ✓ Listen Unit/Cribside Communication (all) <ul style="list-style-type: none"> ○ Babies are able to help direct their care. Babies communicate needs through their states of awareness. Responding appropriately to baby's needs in each state makes caring for a baby easier. • Listen Unit/Baby Cues (all) <ul style="list-style-type: none"> ○ Emotion is the language of infancy. Recognizing a baby's cues helps a parent know what their baby needs. • Listen Unit/Music and Rhythm (sleeping & regulating emotion) <ul style="list-style-type: none"> ○ Music and rhythm can be used to help soothe and regulate a baby • Love Unit/Touch Tones (regulating emotion) <ul style="list-style-type: none"> ○ Touch is one way love is communicated to babies. It can be used to help sooth and regulate babies.

<p>Physical Development and Health</p> <ol style="list-style-type: none"> 1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses 2. Gross Motor: The developing ability to move the large muscles. 3. Fine Motor: The developing ability to move small muscles. 4. Health: Maintenance of healthy growth and participation in physical activity. 	<ul style="list-style-type: none"> ✓ Play Unit/Playing is Learning About Differences (1-4) <ul style="list-style-type: none"> ○ Understanding a child’s development helps parents facilitate learning parents can change their expectations and behavior to be “in tune” with their child’s learning level. ✓ Play Unit/Playing Stimulates the Senses (1-4) <ul style="list-style-type: none"> ○ All learning happens through sensory experiences. Babies are learning about themselves and others through their senses. • Love Unit/Touch Tones (1-4) <ul style="list-style-type: none"> ○ Touch stimulates growth and development • Love Unit/Joy and Laughter (1) <ul style="list-style-type: none"> ○ Babies and toddlers learn how to relate socially to others by sharing emotional experiences with their parents. • Listen Unit/Music and Rhythm (1-4) <ul style="list-style-type: none"> ○ Babies and toddlers are naturally attracted to music and rhythms. Rhythm games, music and movement activities can be used to sooth or excite a baby or toddler.
<p>Social Development</p> <ol style="list-style-type: none"> 1. Interaction with adults: The developing ability to respond to and engage with adults. 2. Interaction with peers: The developing ability to respond to and engage with other children. 3. Relationships with peers: The development of relationships with certain peers through interactions over time. 4. Empathy: The developing ability to share in the emotional experience of others. 5. Social Understanding: The developing understanding of the responses, communication, 	<p><i>The PIPE curriculum’s primary focus is the social & emotional development of the infant and toddler. The topics listed in this section explore aspects of social development.</i></p> <ul style="list-style-type: none"> ✓ Love Unit/Love is in the Palm of Your Hand (1 – 5) <ul style="list-style-type: none"> ○ A baby’s social and emotional development is determined through relationships. The first relationship sets the pattern for all future relationships. ✓ Play Unit/What are Children Really Learning (1 – 5) <ul style="list-style-type: none"> ○ In the second and third year of life parents show children how to behave, how to belong and how to value others ✓ Love Unit/Each Child is Different (1 – 5) <ul style="list-style-type: none"> ○ Understanding and accepting differences in temperament is important in building a love relationship • Listen Unit/Cribside Communicaton (1,4,5) <ul style="list-style-type: none"> ○ When parents learn to listen to their baby’s feelings, empathy increases. When baby’s signals

emotional expressions, and actions of other people.

are understood and their needs are met they feel competent.

- Listen Unit/Baby Cues (1 – 5)
 - Babies are able to read the emotional expressions of their parents and others.
- Listen Unit/Floor Time (1, 4 & 5)
 - Floortime allows parents to engage a baby or toddler and model respect.
- Listen Unit/Music and Rhythm (1 – 5)
 - Parent and Baby can engage during music and rhythm activities and share positive experiences. Rhythm activities can teach turn taking.
- Play Unit/Playing is Learning About Differences (1 – 5)
 - Through play parents can see the constantly changing needs of their baby or toddler due to their child’ development, temperament and emotional experiences. Learning about developmental milestones helps parental expectations.
- Play Unit/Learning the “Do’s” (1-5)
 - Shared Positive Emotions (SPEs) are powerful tools for teaching collaboration and cooperation
- Play Unit/Roadblocks to Learning (1-5)
 - Negative emotions are powerful and too many negative emotions are detrimental to a child. Children learn how to manage negative emotions from watching others.
- Play Unit/Playing is Problem Solving (4 & 5)
 - Pretend play is a way to try out different roles and explore relationships.
- Play Unit/Playing is Imitation and Turn Taking (1-5)
 - Babies and toddlers imitate parent’s behavior and emotional reactions. Turn taking teaches rules and helps socialize babies and toddlers

Emotional Development

1. Relationships with adults:

The development of close relationships with certain adults who provide consistent nurturance.

The PIPE curriculum’s primary focus is the social & emotional development of the infant and toddler. The topics listed in this section explore aspects of emotional development and the child’s early relationships with their parents.

2. Identity of Self in Relation to Others:

The developing concept that the child is an individual operating within social relationships.

3. Recognition of their Ability: The developing understanding that the child can take action to influence the environment.

4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.

5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others, independently.

6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and act according to social expectations, including safety rules.

✓ **Love Unit/Love Needs a Safe Base (1-6)**

- Trust is developed when a baby's needs are met by the same person again and again.

✓ **Love Unit/Love is in the Palm of Your Hand (1-6)**

- A baby's emotional development is determined through relationships. The first relationship sets the pattern for all future relationships.

✓ **Love Unit/Attachment (1,2,3)**

- Consistently available parents provide feelings of safety, which lead to self-confident children.

• **Love Unit/Love and Limits (1-6)**

- Regulating emotional and behavioral extremes is discipline. Rules help children understand how to operate in their world and what behaviors are acceptable to others.

• **Listen Unit/Tune In Tune Out (2,3,4,5)**

- Babies are able to tune in and tune out of their surroundings thus self regulating.
- No response to a child's engagement cues can be devastating in infancy and at times useful in toddlerhood.

• **Love Unit/Joy and Laughter (1-6)**

- Sharing positive emotions is a powerful element in connecting with others and in building self-esteem and self-regulating behaviors.

• **Love Unit/Love is Letting Go (2,3,5,6)**

- Honoring another's need to be separate and independent is showing respect. Autonomy contributes to one's feelings of esteem, pride, and accomplishment.

• **Play Unit/Playing is Learning about Differences (1,2,3,5,6)**

- Constantly changing development creates an emotional seesaw for both child and parent. Understanding when a child needs to be close and when he needs autonomy helps avoid a mismatch in relationship.

• **Love Unit/Love is Sometimes a Rocky Road (1,2,5,6)**

- The process of building a love relationship is not always smooth. It is normal for parents to have ambivalent feelings about their children and

	<p>themselves. Tolerance is needed during certain developmental stages and problem periods for parent and child.</p> <ul style="list-style-type: none"> • Love Unit/Emotional Refueling (1,5,6) <ul style="list-style-type: none"> ○ Relationships consume emotional energy that must be replaced. Parents who take care of their own needs are better able to take care of their children’s needs. • Play Unit/Roadblocks to Learning (4,5,6) <ul style="list-style-type: none"> ○ Strong negative emotions inhibit learning. Parents learn skills to control anger and to teach the behaviors they want their children to do without anger.
<p>Language & Literacy Development</p> <ol style="list-style-type: none"> 1. Receptive Language: The developing ability to understand words and increasingly complex utterances. 2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances 3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally. 4. Interest in Print: The developing interest in engaging with print in books and the environment 	<ul style="list-style-type: none"> ✓ Listen Unit/Learning Language (1-3) <ul style="list-style-type: none"> ○ Babies learn language by listening and imitating. Parents are the model and the mentor for babies and toddlers to learn language. ✓ Play Unit/Playing is Communicating (1-4) <ul style="list-style-type: none"> ○ Play encourages communication. Books teach language and convey ideas and emotions. ✓ Listen Unit/Reading to Baby (1-4) <ul style="list-style-type: none"> ○ Interest in books and pictures begin in the first six month. Reading helps babies learn language. • Listen Unit/Baby Cues (3) <ul style="list-style-type: none"> ○ Emotion is the language of infancy. Babies communicate by using facial expression, body language and voice sounds. • Play Unit/Playing is Imitation and Turn Taking (1-3) <ul style="list-style-type: none"> ○ Imitation and turn taking help babies and toddlers learn language. Babies first listen to the sounds their parents make and then imitate them. Turn-taking games set a pattern of listen and answer which is a part of learning language.

Cognitive Development

1. Cause-and-Effect:

The developing understanding that one event brings about another.

2. Spatial Relationships:

The developing understanding of how things move and fit into space.

3. Imitation:

The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.

4. Number Sense:

The developing understanding of number and quantity.

5. Classification:

The developing ability to group, sort, categorize, connects, and have expectations of objects and people according to their attributes.

6. Symbolic Play:

The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.

7. Routines:

The developing ability to understand and participate in personal care and sleep routines

The PIPE Activity Cards used during the parent-child interaction support different areas of cognitive development.

✓ Listen Unit/Music and Rhythm (1-7)

- Music and rhythm games help a baby/toddler learn cause and effect, spatial relationships, number sense, classification, routines and they are a form of symbolic play.

✓ Play Unit/Baby's First Teacher (1-7)

- Daily routines encourage and allow children to participate in their care and sleep routines. Every moment with a child is a teachable moment.

• Play Unit/Learning the "Do's" (3 & 7)

- Teaching the "Do's" helps children learn what we want them to do, i.e. routines such as eating, brushing teeth, bathing, etc.

• Play Unit/Playing is Imitation and Turn Taking (3 & 6)

- Children learn from imitation. Pretend is a form of imitation.

• Play Unit/Playing is Communicating (1-7)

- Play sets communication patterns; finger plays can teach cause and effect, spatial relationships and classification.

• Listen Unit/Patterns and Expectations (7)

- Following a set pattern for daily care activities helps a baby know what to expect.

• Listen Unit/Reading to Baby (1-7)

- Books can open the door to cause and effect thinking, spatial relationships, imitation, number sense, classification and understanding patterns and routines

• Play Unit/Playing is Problem Solving (1-6)

- Play is a way babies learn to solve problems both with objects and with people.

Approaches to Learning

1. Problem Solving:

The developing ability to engage in a purposeful effort to reach a goal or figure out how something

✓ Play Unit/Playing is Learning (1-3)

- Curiosity leads to exploration which leads to practice which leads to mastery. It is this approach to learning that leads to problem

works.

2. **Memory:** The developing ability to store and later retrieve information about past experiences.
3. **Attention Maintenance:** The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.

solving skills, the development of memory and increases in infants and toddlers' ability to attend.

- ✓ Listen Unit/Floor Time (1-3)
 - Playing with a child helps them learn. Children will engage in play and attend for a longer time when parents scaffold their child's play.
- Listen Unit/Music and Rhythm (1-3)
 - Sharing music and rhythm strengthens brain pathways, helping children maintain attention, store information in memory and explore problems and solutions
- Listen Unit/Reading to Baby (1-3)
 - Babies and toddlers are often fascinated with pictures and ideas that are not found in their everyday environment. Recognizing pictures that they have seen before enhances their memory. Little ones love to hear the same story over and over again and will be able to attend for longer periods of time as they mature.
- Listen Unit/Tune In/Tune Out (1-3)
 - We all tune in to our surroundings when we are interested and stimulated and tune out when we need a break. Tuning out allows our brain time to process information and our neurological systems to stabilize.
- Play Unit/Babies First Teacher (1-3)
 - Becoming a good teacher requires learning effective teaching skills.
 - Every moment with a baby or toddler is a "Teachable Moment"
- Love Unit/Touch Tones (1-3)
 - Touch is a teacher, babies learn about both their physical and social environments through touch. Touch can regulate a baby's mood and states so they can attend for longer periods of time.
- Play Unit/Playing Stimulates the Senses (1-3)
 - All learning happens through sensory experiences. A parent can share sensory experiences to regulate sensory overload and help their child maintain attention.

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| | <ul style="list-style-type: none">• Play Unit/Playing is Problem Solving (1&2)<ul style="list-style-type: none">○ For babies problem solving is developmental. Maturation allows a child to remember solutions or consequences and think ahead to goals. |
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