Credential AREA: Infant-Toddler Credential (Levels 3-5)
TOPIC: CPD-IRE-PPD Stacked Custom Assessment Example
Learning Experience and Implementation

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
ITC CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care	-------
ITC CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being	C-1a, L&L-3f
ITC CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being	SE-3c, C-2a, C-2b, C-2c, C-2d, C-2e, C-2f, C-3g, C-3i, C-3j, C-4b, C-4c, C-4e, C-4g, L&L-3a, L&L-3b, L&L-3d, L&L-3e, L&L-3g, L&L-3h
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3	SE-6e
ITC IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being	SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g, SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e
ITC CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers	C-4d, C-4f, L&L-3c
ITC IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being	-------
ITC CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning	L&L-3i
ITC PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served	-------

II. Assessment Task Description/ Directions

In this assessment, you will be developing and implementing a week-long learning experience plan for a group of infants and/or toddlers. Your planning will encompass five days and the implementation of two of the outlined learning experiences that are required. The purpose of this assessment is to determine your competencies in the areas of 1) identifying foundational components of high-quality care; 2) culturally, linguistically, and developmentally responsive curricular strategies; 3) planning, implementing, and assessing appropriate learning experiences; 4) describing and selecting appropriate content; and 5) justifying or advocating for effective curricula and learning experiences that nurture infant/toddler development, learning, mental health, and well-being.

Successful completion of this assessment requires that it be conducted during a clinical experience or with a group of infants/ toddlers with whom you have access. If you do not have an infant/ toddler classroom where you have ongoing contact, please make arrangements to meet with the teacher to both plan for your assessment and learn more about the children you will be working before you begin planning. When you meet with your cooperating teacher, be sure to ask about relevant assessment data and information about the learners in the classroom, which would be beneficial in terms of your lesson planning and implementation. It is critical that you maintain confidentiality while collecting, implementing, and recording information for this assessment.

To address Level 3 competencies:

Part I: Initial Reflection

Prior to planning your lesson, it is important to highlight foundational components of quality care that will inform your planning. As well, you need to consider the unique learners you will be working with and cultural, linguistic, and developmentally responsive strategies for those learners. You will include evidence that supports effective curricular practices. Finally, it is essential to consider mandates and requirements, including building, center, and curricular factors, that must be adhered to in your planning. Consider each of these and develop a reflection that addresses:

Technology Option:
- Video/audio record options
- Interactive options
- Presentation options

- Foundational components of high-quality, responsive infant and toddler care you need to take into account when you develop your learning experiences
- Relevant child assessment and family data that will help in planning your learning experience, including how you will connect with families. Consider cognitive, physical, emotional and social domains.
- Building/ center/ classroom/ curricular mandates, expectations or other factors that influence your planning

Part II: Learning Experience Development

Develop a learning experience plan based on the developmental, cultural, and linguistic needs of the children observed between the ages of 6 weeks and 3 years. Your first step in developing your Learning Experience Plan is for you to observe the children you have selected. Use the Developmental Profile to summarize your observation. Collect data for each of the developmental domains for which you are planning experiences. Based on the Developmental Profile and the Early Learning Guidelines, complete the Observation and Curriculum Planning Form discussing the child's development and learning profile. Your Learning Experience Plan should include the following components:

Technology Option:
- Collaboration options
- Interactive options

- Targeted developmental domains
- Observation data
- Description of how the learning experience will nurture infant/ toddler development, learning, mental health, and well-being
- Knowledge about this group of learners that justifies presenting this learning experience in the proposed manner
- Identification of how the learning experiences support the young child's emerging understanding of literacy, math, science, and creative expression

Part III: Learning Experience Plan
Complete the Learning Experience Plan below.

Part IV: Learning Experience Implementation
Work with your cooperating teacher to implement two of the learning experiences identified and either
have a peer record a portion of your teaching using your cell phone or other device or utilize feedback from
your supervisor or your cooperating teacher.
- If you choose to record your teaching, know that your video will not be submitted.
- Instead, you will use this video as a reflection tool to guide you in reflecting upon your teaching.

Technology Option:
- Video/audio record options

Part V: Post-Reflection
After you have developed, implemented, and reviewed the lesson, respond to the following:
- Identify how effective your implemented strategies were in supporting young children's development and learning
- Determine modifications or adaptations you would suggest for future learning experiences

To address Level 4 competencies, also add content to:

Part II: Learning Experience Development
- Evidence-based practices, theory, research, and standards that are relevant to your planning; cite your sources of this information
- Specific outcome(s) learners will be expected to achieve at the end of the implementation of the learning experiences, aligned with appropriate standards
- An overview of experiences and strategies that will support child construction of knowledge through plan, exploration, and experimentation

Part V: Post-Reflection
- Identify adaptive equipment that would be beneficial for use in the future
- Share your learning experiences with others, including how the experiences supported infant/toddler communication, well-being, and positive interactions with their physical and social world
- Identify positive guidance techniques that could/ should be applied to the group or individual child
- Determine strategies that you will use to share progress with families based on the learning experiences

To address Level 5 competencies, also add content to:

Part V: Post-Reflection

- Identify what was learned through the development and implementation of the lessons that suggests consideration may need to be given regarding system-wide collaboration in order to better serve the child and/or family
- Imagine that you are a director who is working to both support and extend knowledge of the effectiveness of high-quality curriculum. With that role in mind, respond to the following:
  - Strategies that could be used to share information about curriculum with others in your community
  - How to effectively collaborate with other programs to learn more about curriculum
  - Agencies that would be most effective for you to partner with to ensure healthy infant toddler and family development is supported

Technology Option:
- Video/audio record options

III. Assessment Rubric

ITC Levels 3-5 Learning Experience and Implementation Custom Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care **Zero to Three**: N/A	Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and	Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and	Provides examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families Provides examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science Names sources of evidence-based	Provides incomplete or inaccurate examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families Provides incomplete or inaccurate examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
	science Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards) Identifies strategies supportive of family knowledge of the foundational components of high-quality, responsive, infant and toddler care	science Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)	practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)	Names inaccurate sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)	
CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being **Zero to Three**: C-1a, L&L-3f	Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers	Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers	Provides examples of how curriculum for infants and toddlers fosters and is based on unique skills and abilities Identifies curriculum strategies supportive of infant/toddler development and learning. Strategies identified appropriate and lacking holistic support for development and learning	Relationship between curriculum, development and learning not synthesized Curriculum strategies identified not supportive of infant/toddler development and learning	

	List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation Identifies standards, evidenced-based practices, and young children's experiences, abilities and interests that inform curriculum choices	List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation			

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being **Zero to Three**: SE-3c, C-2a, C-	Develops daily curriculum, in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research Develops daily curriculum for infants and toddlers that	Develops daily curriculum, in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research Develops daily curriculum for infants and toddlers that	Develops daily curriculum that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers Develops daily curriculum for infants and toddlers that incorporates relationships and play	Develops daily curriculum	

2b, C-2c, C-2d, C-2e, C-2f, C-3g, C-3i, C-3j, C-4b, C-4c, C-4e, C-4g, L&L-3a, L&L-3b, L&L-3d, L&L-3e, L&L-3g, L&L-3h	incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings Develops daily curriculum supportive of young children's emerging understanding of literacy, math, and science Identifies strategies supportive of family knowledge of the importance of high-quality curriculum in infant/toddler settings	incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings Develops daily curriculum supportive of young children's emerging understanding of literacy, math, and science	Develops daily curriculum supportive of young children's emerging understanding of literacy, math, and science		
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3 **Zero to Three**: C-1a	Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3. Supports families in their abilities to establish positive practitioner-parent interactions and relationships with their child in the future	Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3	Establishes practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3	Establishes challenging practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Competency**
IRE6: Creates culturally	Provides examples of	Provides examples of	Provides limited	Provides incorrect	

and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being **Zero to Three**: SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g, SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e	positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies strategizes and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn Appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging	positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn Appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging	examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Partially explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies limited strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that provided limited support for early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn Partially appraises safe indoor and outdoor	examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Provides incorrect explanation of how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies incorrect strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that provided limited support for early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn	

	understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly) Uses research and evidence-based to support and advocate for culturally and linguistically responsive environments, interactions, and experiences for infants and toddlers	understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly)	physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly)	Inaccurately appraises indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly)	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being	Names sources of research-based, practical information on environments and interactions that support infant-toddler development and learning, including sources of information on cultures, life circumstances, varying abilities, and other	Names sources of research-based, practical information on environments and interactions that support infant-toddler development and learning, including sources of information on cultures, life circumstances, varying abilities, and other	Names sources of practical information on environments and interactions that support infant-toddler development and learning Uses principles and related practices infant/toddler development and	Names inaccurate or irrelevant sources of practical information on environments and interactions that support infant-toddler development and learning Uses developmentally inappropriate principles and related	

Zero to Three: N/A	factors that impact development	factors that impact development	learning	practices infant/toddler development and learning
	Uses principles and related practices of prominent current theories of infant/toddler development and learning (e.g., children's attachment with primary caregivers; importance of play and development)	Uses principles and related practices of prominent current theories of infant/toddler development and learning (e.g., children's attachment with primary caregivers; importance of play and development)	Compares interaction and support techniques appropriate to infants and toddlers	Compares interaction and support techniques that are not appropriate to infants and toddlers
	Compares and contrasts interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, and providing positive guidance). Illustrates how positive guidance techniques apply at different ages between birth and 3	Compares and contrasts interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, and providing positive guidance). Illustrates how positive guidance techniques apply at different ages between birth and 3	Illustrates positive guidance techniques	Illustrates behavioral techniques that do not nurture and support healthy infant/toddler development and learning
	Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers	Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers	Demonstrates approaches for maintaining and strengthening relationships	Demonstrates approaches that inhibit positive relationships
	Supports families and colleagues in facilitating			

| | and advocating for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being | | | | | |

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers **Zero to Three**: C-4d, C-4f, L&L-3c	Utilizes common types of adaptive equipment and accommodations to support the development, learning, mental health, and well-being of infants and toddlers Provides evidence-base for adaptations	Utilizes common types of adaptive equipment, adaptations, accommodations, and modifications to support the development, learning, mental health, and well-being of infants and toddlers	Adapts instructional practices to support infant/toddler development and learning	Adaptations to instructional practices supportive of the unique developmental needs of infants and toddlers not incorporated	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning **Zero to Three**: L&L-3i	Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world Advocates for interactions and care environments that support and enhance the healthy development and learning of young	Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world Advocates for interactions and care environments that support and enhance the healthy development and learning of young	Identifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world Identifies interactions and care environments that support and enhance the healthy development and learning of young	Identifies inappropriate strategies related to infant/toddler communication, well-being, and positive interactions with the physical and social world	

	children	children	children		
	Supports families as partners in advocating for nurturing, responsive infant/toddler care environments				
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served **Zero to Three**: N/A	Identifies and engages in system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources Supports families as advocates in system-wide collaboration among agencies and others serving infants/toddlers and their families	Identifies and engages in system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources	Identifies system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources	Inaccurate or incomplete identification of system-wide collaboration opportunities among agencies and others serving infants/toddlers and their families. Incomplete identification of procedures for referring children and for obtaining resources	

Green = Level 3   Orange = Level 4   Blue = Level 5

IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	**Zero to Three (2016)**	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
ITC CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care	-------					
ITC CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being	C-1a, L&L-3f					

ITC CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being	SE-3c, C-2a, C-2b, C-2c, C-2d, C-2e, C-2f, C-3g, C-3i, C-3j, C-4b, C-4c, C-4e, C-4g, L&L-3a, L&L-3b, L&L-3d, L&L-3e, L&L-3g, L&L-3h					
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3	SE-6e					
ITC IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being	SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g, SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e					
ITC CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers	C-4d, C-4f, L&L-3c					
ITC IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being	-------					
ITC CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning	L&L-3i					
ITC PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served	-------					

Observation and Curriculum Development Planning Form

Child's Name:	Date:
Child's Age:	Time:

Utilized Observation Strategy:
Domain(s):

<u>Developmental Profile</u>

<u>Observation</u>

Guiding questions:
- How does the child seem to prefer to interact with the world?
- What skills or activities appear to lead to frustration or challenge?
- What developmental skill does s/he appear to be working on?
- What holds the child's interests in the environment?
- What else do I need to know?
- What questions do I have for the child's family?

Reflection on interaction between child and environment, including:
- The child's preferences regarding relationships
- Daily routines
- Needs for of adaptive equipment, adaptations, accommodations, and modifications
- The child's strategies for interacting with the environment:

Reflection on unique learning needs
- Creative expression
- Family context (culture, language)

Learning Experience Plan

Goals and Objectives

Goal:

Objectives:

Learning Experience Plan

Day of Week	M	T	W	R	F
Objective:					
Objective:					
Objective:					

Extending Learning Opportunities and Interactions with Family(ies):

Materials/Changes to Environment Needed:

How will music, movement and other methods of creative expression be included?

How will emergent literacy be supported?

How will mathematical thinking be supported?

How will scientific thinking be supported?

How will you ensure the indoor and outdoor play environment is responsive to the group and individual children?

Describe experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation: