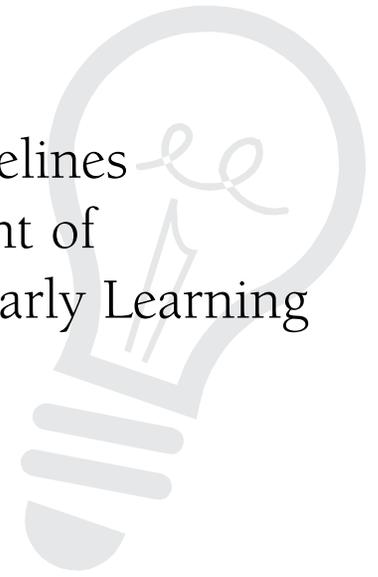


Glossary for  
Connecticut's Guidelines  
for the Development of  
Infant & Toddler Early Learning



**Ability** – Skill or talent to do.

**Abuse** – Mistreat, cause harm.

**Accomplish(ment)/Achieve(ment)**

– Something completed, to gain a skill.

**Activity** – A planned play experience.

**Adapt** – To change in response to the environment (or environmental conditions).

**Affect** – Emotion, feeling or mood.

**Affection** – To show love, tender care.

**Aggression** – To act out in a way that brings harm to another, hostile behavior.

**Allergies** – An abnormal reaction of the body to a previously encountered allergen introduced by inhalation, ingestion, injection, or skin contact, often manifested by itchy eyes, runny nose, wheezing, skin rash, or diarrhea.

**Antibodies** – Proteins made by the body, which stop the growth or kill diseases within the body.

**Anxiety** – A painful uneasiness of the mind, usually due to an anticipated (upcoming) problem.

**Articulation** – Ability to speak clearly, express oneself clearly.

**Assert** – To act in a way that makes one's needs and desires known.

**Attachment** – A strong bond (relationship) between an infant (baby) and their caregiver which makes the child want to be near that person for comfort.

**Auditory** – The ability to hear.

**Avoid, Avoidance** – To keep away from, to prevent – to not allow to happen.

**Babble** – The use of the same syllables (such as “ba ba ba”) repeated over and over.

**Babinski Reflex** – A response in which the toes extend and fan out when the bottom of the foot is gently stroked. This reflex is a sign of an immature nervous system. Eventually, the stroke on the bottom of the foot makes one's toes curl down.

**Behavior** – Anything a person does that uses one of the five senses (seeing, hearing, smelling, touching, tasting).

**Bilingualism** – The ability to speak two languages.

**Bond** – To become strongly (deeply) connected to another person. To create a strong emotional attachment to another person.

**Calm** – To free from sadness or anger, to soothe, peacefulness.

**Caregiver** – A person who takes care of another (a child, for example).

**Challenge** – An obstacle to overcome.

**Characteristics** – A person's traits or qualities; the way in which you might describe a person.

**Cognitive (Cognition)** – A person's thinking process. The use of the mind for thinking, knowing, learning, organizing perceptions, and problem solving.

**Communication** – The ways in which you let others know what you want, what you are thinking and what you are feeling.

**Community** – A group of people living in the same place with the same rules (laws & norms).

**Competence** – Ability, to be able to do.

**Conception** – The beginning of life.

**Confidence** – Being or showing self assurance, believing in oneself.

**Consequences** – Something that happens or is caused by an act.

**Consultant** – Someone, often a professional, that gives advice or shares knowledge.

**Context** – A word that combines setting and situation to include all aspects of an environment – time, space, circumstance, other people, and physical and psychological conditions.

**Continuity** – Something that continues without a break.

**Coo** – A soft low sound – “oooo”.

**Cope (to cope)** – How one deals with (manages) stress. How one soothes/comforts themselves.

**Cuddle (cuddling)** – Holding and hugging a baby.

**Crawling (Crawlers)** – Moving on all fours with the baby's belly touching the floor.

**Critical Period** – A time of maximum sensitivity to or readiness for the development of a particular skill or behavior.

**Cruising** – Walking sideways while holding onto furniture or other objects to keep balance (steady).

**Cues** – A signal given by the baby – facial expression, body movement, tic.

**Culture** – The concepts, habits, skills, arts, technology, religion and government of a group of people during a specific time. The behavior patterns, beliefs, values, and any other products of humans that are learned and shared by a group of people and passed from one generation to the next.

**Development** – Changes in a child over time due to physical growth, mental growth, and interaction of the child with their environment.

**Disability** – Lack of physical or mental ability.

**Discoveries** – To figure out something for the first time.

**Distract** – To draw attention to something else.

**Distress** – Upset, unhappy, uncomfortable with a situation.

**Diversity** – Differences, variety.

**Domain** – An area of development such as physical growth, language, etc.

**Dramatic Play** – Pretend play.

**Emotional** – The ways in which one shows how they feel. Development that relates to your feelings as well as the feelings of others.

**Enable/Enabling** – To allow to happen, to make happen.

**Encourage** – Foster, to give support.

**Engage** – To bring one (a child) into an activity or interaction.

**Environment** – Any aspects of the world that the child experiences in any way, or that can affect the child in any way, are part of that child's environment.

**Exhibiting** – To show or display.

**Expand** – To restate what the child has said with more difficult words.

**Expectations** – Views held by oneself or by others about what would be appropriate (desired) behavior in a given situation or at a given stage of development.

**Exploration** – To look at carefully, to examine carefully, to use one's senses (hearing, sight, touch, taste, smell) to look at very carefully.

**Expression** – To show with one's face, sounds, words or body movements what one is feeling.

**Facilitate** – To help make easier.

**Feedback** – Information about how a particular activity is being carried out that returns to a central control mechanism. Feedback may be automatic information from muscles about a physical activity or evaluative information from a teacher about academic performance.

**Focus** – To attend to something, to look intently at something.

**Foster** – To support another person's growth or development, to nurture.

**Frustration** – Dissatisfaction from unmet needs.

**Fussy (Fussing)** – The baby whimpers and there are unhappy movements of the face and body. This often happens before crying.

**Gazes** – To look at, to fix eyes on an object or person.

**Gesture** – To use motions of the body to communicate (or help others know) what one wants.

**Grasp Reflex** – When a narrow object (such as an adult finger) is placed in the baby's hand, her fingers close around it.

**Guidance** – To give direction, to gently give or show what to do.

**Hesitate** – To hold back, to pause, to stop for a moment.

**Holistic** – Natural.

**Identification** – To make known, to name, to identify.

**Imagination** – To make a mental image, to think of something that is not present, to create a picture of something in one's mind.

**Imitate** – To repeat (to copy) another person's words, gestures, or behaviors.

**Immunization (Vaccination)** – The process by which a person becomes protected from a disease by giving him/her vaccines (**shots**).

**Independent** – To do alone or by yourself.

**Infancy** – The stage of a baby from birth to age one.

**Initiate** – To cause to happen, to begin, to start.

**Intelligence** – Being able to learn, understand and make sense of knowledge and the world around you.

**Investigate** – To study closely, to explore with one's senses.

**Jargon** – A sentence or phrase or a combination of "made-up" and sometimes real words – a specialized vocabulary.

**Maneuver** – To move around, action made by the body.

**Manipulate** – To use one's hands when working with toys or small objects.

**Manipulatives** – Toys that can be used or explored with one's hands.

**Mastery** – Gaining control over a skill or performing a skill with competence.

**Literacy** – The ability to read and write.

**Milestones** – Important stages or points in one's development.

**Mobility** – The ability to move the body.

**Motivation** – A person's desire (want) to do something.

**Nonverbal** – Without language or sound to communicate.

**Nurturing (To Nurture)** – To care for and further the growth and development of a child.

**Objective** – A goal.

**Object Permanence** – When a child learns that an object (or toy) exists even when it is hidden or moved from place to place.

**Observation** – Watching another person or persons to gain information. Looking for something in a certain way.

**Optimal** – The best or most desired.

**Outcome** – The result of an action.

**Parallel Play** – A type of play in which the child plays separately from other children, but with the same type of toys and often right next to the other children (side by side play).

**Participate** – To join in, to take part in something.

**Pediatrician** – A doctor who cares for or treats young children.

**Phonological** – The sound system of language.

**Physical** – Development that relates to the body.

**Predictable** – To know before something happens that it is going to happen.

**Preference** – To like one thing over another.

**Prenatal** – The period that begins at conception and ends at birth. In humans this period lasts 38 weeks.

**Progress** – To move forward, to become better at something.

**Provider** – A person who gives care to a child, someone who supports a child's growth and development.

**Reassurance** – To be free from fear, to support with love and care.

**Recall** – The memory of an object (toy), person or event that happened previously such as remembering another child's name or name of a toy.

**Receptive** – The ability to know or understand.

**Reciprocal** – The actions of one person causing another person to act. The back and forth actions of two people (or adult/child).

**Recognition** – To know or understand if something has been seen or heard before.

**Reflex** – The body's response to touch or movement that is not controlled by the baby.

**Refuel** – To re-supply with nourishment to renew energy.

**Reinforce** – To give positive **feedback** (reward) to a child when the child acts in a way you want them to. This increases the chance the child will do what you want them to again.

**Relationship** – A positive connection to another person.

**Repertoire** – List of skills.

**Repetition** – To do something over and over.

**Resist** – To push away, to oppose, to fight against.

**Respect** – To consider deserving of high regard, to show concern for.

**Respond (Response)** – An action that happens after an event (or another happening).

**Rhythm** – A movement or activity in a child that happens regularly.

**Rituals/Routine** – A regular course of action, a schedule that is followed regularly.

**Satisfaction** – Being content, being happy, gaining happiness from something.

**Secure** – Free from fear, free from danger, to feel safe.

**Self-worth** – A good feeling about yourself. A feeling of pride in oneself.

**Sensory** – To learn through the senses (taste, touch, smell, feel, hear).

**Separation Anxiety** – The unhappiness a child shows when a person that they love (or are attached to) goes away.

**Sequence (Sequencing)** – To follow in order, order of events.

**Settings** – Another word for environment or one's surroundings such as a child's home, day care center.

**Siblings** – A brother or sister.

**SIDS** – Sudden Infant Death Syndrome. Also known as "crib death". It refers to sudden, unexplained death before the age of one year.

**Skill** – To use one's knowledge to do something.

**Socialization** – Teaching others how to act and behave (acceptable behaviors) within their family and community.

**Solitary Play** – Play by oneself. Play alone.

**Soothe** – To comfort.

**Stimulate (Stimulus)** – Anything that can be seen, heard or perceived. This word is usually used to describe something presented to the child (such as a picture or a sound) to cause a reaction in the child.

**Stranger Anxiety** – Feelings of fear a baby has around people that they do not know.

**Strategies** – A plan to reach a goal.

**Stress** – Something that causes the body or mind tension (or causes the body or mind to become uncomfortable).

**Supervision** – To watch over.

**Swaddling** – Wrapping a baby tightly in a blanket.

**Texture** – The feel of an object.

**Toddler** – The stage between the ages of 18 months to three years.

**Tolerance** – The acceptance of others.

**Transition** – To change, to move from one activity to another.

**Unattended** – Without an adult's supervision or oversight.

**Uncooperative** – Not following rules or orders.

**Unfamiliar** – Something one is not familiar with, something one does not know about.

**Universal** – To include everyone and everything, for use among all.

**Unrestricted** – Without holding back.

**Variations** – Differences.

**Verbal** – Using words or sounds.

**Vocabulary** – Words a child uses and understands.

**Vocalization** – To say a word or to make speech-like sounds. A baby's coos and babbles are vocalizations.

**Voluntary** – To choose freely, to do by one's own will (desire).

**Warnings** – Signal, to tell ahead of time.