Children have positive social relationships. (Look at Attention and Interaction subsystem)
   The infant responds to the caregiver, i.e., quiets, molds, looks at.
   The infant quiets when being held after a long crying spell.
   The infant studies the parent’s face.
   The infant begins to show anticipatory skills.

Children acquire and use knowledge and skills. (Look at self-regulation and Organization skills)
   The infant surveys his environment.
   The infant studies parent’s face.
   The infant use self-regulatory skills successfully.
   The infant maintains/or strives to maintain balanced and well regulated behavior
       when the level and/or intensity of the environmental input is not appropriate or
       poorly timed.

Children take appropriate action to meet their needs. (Look at self regulatory skills and
   Attention and Interaction)
   The infant indicates when he/she is hungry or tired.
   Infant is able to use self-regulation to remain organized.
   Infant is able to organize suck, swallow, breathe.