

Child Development 101

Infancy-Physical & Motor Skills Birth-4 mo.

- Up to 1 month motor activity is reflexive
- Turns head side to side when laying down
- Unable to coordinate eye and hand movements
- Grasps with entire hand but can't hold objects
- Turns head, and trunk follows until can roll body at will
- On stomach raises head and upper body on arms
- Can sit with support (on lap or in infant seat)

Cognitive & Language Birth-1 mo.

- Begins to study own hands when lying on back
- Prefers mother's voice vs. a strangers
- Body movements in rhythm to adult speech patterns
- Certain music and voice will calm
- Communicates by crying and fussing
- Turns head to locate certain voices & sounds

Cognitive & Language 1– 4 months

- Recognizes some familiar objects
- Doesn't search for dropped objects or those that disappeared
- Watches hands intently
- Imitates gestures such bye-bye or patting head
- Attempts to keep toy in motion by repeating arm and leg movements
- Begins to mouth objects
- Reacts to familiar voice
- Babbles or coos when spoken too or smiled at
- Laughs out loud

Infancy Physical & Motor Skills 4-12 mo.

- Uses finger and thumb to pincer grip to pick up objects
- Moves from reaching with 2 arms to reaching with 1 arm
- Transfers objects from one hand to the other
- Puts everything in mouth
- Holds own bottle
- Can sit alone without support, leans forward
- Pulls into crawling position
- Stacks objects; puts objects into containers
- Drops or throws objects
- Cruises along objects
- Creeps on hands & knees
- Walk with help; may walk alone

Cognitive & Language 4-8 mo.

- Focuses on small objects
- Coordinates eyes, hand and mouth to explore body, toys and movements
- Imitates actions such as pat-a-cake, bye-bye, peek-a-boo
- Drops objects from high chair and watches with delight
- Will search for hidden objects
- Drops one toy when handed another
- Bangs objects happily
- Fully attached to mother or caregiver
- Responds to name and simple requests
- Makes different sounds to express emotions
- “talks” to toys
- Babbles by repeating syllables, such as ma,ma,ma

Cognitive & Language 8 - 12 mo.

- Points at distant objects
- Follows simple instructions
- Puts EVERYTHING in mouth
- Drops toys intentionally
- Shows appropriate use of every day items-pretends to drink from cup, hugs doll, etc
- Spatial relationships-puts block in cup when requested
- Demonstrate functional relationship-puts spoon in mouth, turns pages of books

Cognitive & Language 8 - 12 mo.

- Searches for partially hidden objects
- Shakes head “no”
- Babbles or jabbers to initiate social interactions
- Babbles in sentence-like structures
- Says “dada” & “mama”
- Enjoys rhymes and simple songs
- Will hand toy to adult if accompanied by appropriate gesture
- Waves “bye-bye” and claps when asked

Social Emotional Development in Infants

- The foundation for later success depends on the attachment with adults during the first 3 months
- Interaction is the basis for communication-routines
- Temperament is a major element of personality
- All primary emotions develop during infancy
- Relationships are the most important

Gross Motor Skills – 1 year old

- Crawls skillfully and quickly
- Stands alone
- Gets to feet without help
- Walks unassisted by age two, falls down frequently
- Enjoys pushing and pulling toys while walking
- Picks up objects and throws them
- Attempts to run
- Crawls up and down stairs
- Sits in a small chair
- Carries toys from place to place

Fine Motor Skills & Self Help

1 year old

- Scribbles with crayons using whole arm movement
- Helps turn pages in a book
- Stacks two to four objects
- Pounds wooden pegs with toy hammer
- Places 3 shapes in puzzle or form board
- Helps feed self, hold spoon often upside down
- Drinks from cup or glass
- Often misses mouth when feeding self, spills frequently
- May still use fingers to eat

Cognitive skills 1 yr old

- Enjoys playing object-hiding games
- Enjoys looking at picture books
- Recognizes objects that belong together
- Names many everyday objects
- Begins to discriminate space and form-simple puzzles
- Places objects in a container and dumps them out

Language Skills-1 yr old

- Words and sounds put together in speech like patterns
- Follows simple directions
- Points to familiar objects when asked
- Identifies three body parts when named
- May have names for some objects and/or actions
- Responds to simple questions with “yes” or “no” with appropriate head movement
- Speech is 25 to 50 percent understandable
- Uses 5 to 50 words
- Directs adult attention using gestures
- Enjoys songs and rhymes-joins in
- Seems to understand conversational exchange

1 year olds social skills

- Friendly towards others
- Helps pick up and put away toys
- Plays alone for **short** periods of time
- Enjoys being held and read to
- Imitates adult actions in play
- Enjoys adult attention-gives hugs and kisses
- Recognizes self in mirror
- Engages in parallel play
- Asserts independence
- May have tantrum when tired or frustrated
- VERY CURIOUS

Gross Motor Skills – 2 year old

- Walks with heel to toe pattern
- Maneuvers around objects
- Runs more confidently
- Squats while playing
- Climbs stairs unassisted but not with alternating feet
- Balances on one foot for a few seconds
- May move towards toilet training
- Throws large ball underhand without falling
- Climbs up on chair, turns around and sits down
- Uses feet to propel wheeled toys

Fine Motor Skills & Self Help

2 year old

- Fits large pegs in pegboard
- Opens doors by turning knobs
- Grasps large crayons with fist; scribbles on large paper
- Enjoys pouring and filling
- Stacks 4 to 6 objects
- Puts objects together & takes them apart
- Can hold cup or glass in 1 hand
- Unbuttons large buttons
- Unzips large zippers
- Can feed self with increasing skills
- Tries to wash in bath
- Tries to help dress
- May be willing to sit on potty

Cognitive skills 2 yr old

- May use objects as symbols of other objects (banana for phone)
- Completes simple classification tasks
- Attention span is increasing for self-selected tasks
- Discovers cause and effect
- Finds hidden objects by looking in last hiding place first
- Receptive language ahead of expressive
- Names objects in picture books

Language Skills-2 yr old

- Enjoys being read to if allowed to participate by pointing, making relevant noises, turning pages
- Realizes can use language to get attention
- Uses 50 to 300 words-vocabulary increasing
- Receptive language is still ahead of expressive
- Uses telegraphic speech; begins to use conventional sentences
- Constructs negative statements by adding “no” “not”
- Asks repeatedly “What’s that?”
- Uses some plurals
- Talks about people or objects not present
- Speech is 60-70 percent understandable

2 year olds social skills

- Shows signs of empathy & caring when child is upset
- Continues to use physical aggression if frustrated or angry
- Peak for temper tantrums
- Difficulty waiting or taking turns
- Enjoys “helping” with daily routines
- Bossy with adults
- Usually plays alone-observes others
- Possessive of toys-but takes other child’s toys
- Difficulty making choices
- Defiant-shouts-”NO!”
- May be ritualistic-wants same routine, same things

Toddler Social Emotional Skills

- Explore their environments and materials very actively
- Have well established social and personality characteristics
- Play well on their own
- Are beginning to learn to play nicely with peers in a **well supported environment**
- Pretend play is emerging
- Exploratory play is prominent
- Relations with peers are characterized by volatile, aggressive contacts with each other's bodies and material

How adults help in Toddler play

- Scaffold interactions
- Guided participation
- Responses of adults influence how toddlers behave
- Toddlers repeat positive and negative behaviors of adults
- Toddlers recognize their own emotions-imitate adults
- Toddlers show signs of empathy towards others
- Beginning to understand right from wrong
- Beginning to understand moral rules-not hurting others

3 yr old Gross Motor Skills

- Uses alternating feet to walk up and down stairs
- May jump from a bottom step using both feet
- Balances on one foot for two seconds
- Kicks a large ball
- Jumps in place
- Pedals a small tricycle or Big Wheel
- With both arms extended, catches a large ball
- Enjoys swinging on a swing
- Carries a cup or glass of liquid with minimal spilling
- Achieves complete bladder control

3 yr old Fine Motor Skills

- Feeds self with minimal assistance
- Increased control of crayons/markers make vertical, horizontal, & circular strokes
- Turn pages in a book one at a time
- Builds a tower of eight or more blocks
- Pounds, rolls, and squeezes clay
- Begins to show hand dominance
- Manipulates large buttons and zippers clothing
- Washes and dries hands
- Brushes own teeth, at least partially

3 yr old Oral Language

- Respond to “Put _____ in the box”
- Selects correct item upon request: big vs. little, long vs. short
- Identifies objects by use: “What do you wear on your fee?”
- Asks questions
- Tells about something with functional phrases that carry meaning: “Daddy go airplane.” and “Me hungry now.”

4 yr old Gross Motor Skills

- Walks a straight line on the floor (tape or chalk)
- Hops on one foot
- Pedals and steers a tricycle around obstacles
- Climbs ladders, trees, jungle gyms
- Jumps over objects 5 or 6 inches high and lands on both feet
- Runs, starts, stops, and moves easily around objects
- Throw a ball overhand

4 yr old Fine Motor Skills

- Builds towers with 10 or more blocks
- Forms shapes & objects out of clay
- Writes some shapes and letters
- Holds a crayon or marker using a tripod grip
- Paints and draws with a purpose in mind
- Can hit nails or pegs with a hammer
- Threads wooden beads on a string

4 yr old Oral Language

- Responds appropriately to “Put it beside” & “Put it under”
- Responds to 2 step directions
- Responds by selecting the correct object hard vs. soft, red vs. blue etc
- Answers “what”, “if” and “when” questions
- Answers questions about function: “What are books for?”

5 year old Gross Motor skills

- Walks backward heel to toe
- Walks upstairs alone with alternating feet
- Learns to do somersaults with instruction
- Can touch toes without bending knees
- Walks a balance beam
- Learns to skip using alternating feet
- Catches a ball thrown from 3ft away
- May move up to a bicycle with training wheels
- Jumps or hops forward 10 times in a row without falling
- Balances on either foot for 10 seconds

5 yr old Fine Motor Skills

- Builds 3 dimensional structures with small cubes by copying model
- Reproduces shapes, such as square, triangle, and circle
- Reproduces some letters, especially first name
- Fairly good control of pencil & marker
- May be able to color in the lines
- Cut on line with scissors
- Hand dominance is established

5 yr old Oral Language Skills

- Responds to simple 3 step directions
- Responds correctly when asked to select a penny, nickel, and dime
- Asks “how” questions
- Responds verbally to “Hi” and “How are you?”
- Tells about events using past and future tenses
- Uses conjunctions to string words and phrases together

Written Language 3-6 yr olds

- Writing grows out of and along with children's drawings
- Connections between letter sounds and written words support children's development of sound awareness
- Writing props are important in all the centers
- Children are aware of environmental print
- If surrounded by print and read to daily they soon connect oral & written language

Written Language 3-6 yr olds

- Enjoys listening to and discussing storybooks
- Understand that print carries a message
- Engages in reading and writing attempts
- Identifies labels and signs in the environment
- Participates in rhyming games
- Identifies some letters and makes some letter sound connections
- Uses know letters or approximations of letters to represent written language

Social Emotional Dev. 3-5 yr olds

- Early Childhood is a crucial period for emotional development
- Attachments that are made serve as the foundation to move forward
- Trust relationships are the basis for attachment
- Interested in new experiences
- Cooperates/plays with other children
- Plays “mom” or “dad”
- More independent
- Often cannot distinguish between fantasy and reality
- May have imaginary friends or see monsters

Social Emotional 3-5 yr old

- Begin to understand the views of others
- Begin to acquire moral values
- Learn to reason right from wrong
- Learn positive behaviors as “right” aggressive behaviors as “wrong”
- May verbalize “good” behaviors but actions maybe otherwise
- Values are situational specific
- Can state “how” they feel
- More inventive in fantasy play

The adult role:

- Constructs the environment to provided a balance between child-guided and adult-guided activities
- Provides a role model for scaffolding and supporting language development
- Models give and take conversations, and provides language experiences
- Provides an environment that promotes talking and provides initial conversations
- Provides and promotes a print rich environment with many opportunities to hear and speak oral and written language

The Adult Role

- Create a caring community of learners
- Teach to enhance learning and development
- Be a role model
- Show outward expressions of love and acceptance
- Provide positive responses
- Exhibit self-control
- Label emotions
- Teaching problem solving skills
- Read body and emotional cues
- RESPECT is a basic must


Did you know...

- Punishment may have an immediate effect on behavior but no long term positive benefits
- Harsh punishment serves as an aggressive model for children to imitate
- Time out may do more psychological harm to children than previously thought
- Bribing and tangible rewards creates children who state, “if I do that what are you going to GIVE me”




Click on link below to learn about Developmentally Appropriate
Early Childhood Education

<http://www.youtube.com/watch?v=a-h4IHlqkcc>



Click on link below to learn about how children learn through play.

<http://www.youtube.com/watch?v=75Kan48OftU>



Click on link below to learn about how children learn through play – part 2.

[Slide 40](#)



Click on link below to learn about the importance of play.

[Slide 41](#)

Child Development Quiz

- Please click on the link below to complete the Child Development Quiz. A passing score is 80% or above.

[Click Here to Take Quiz](#)