



ROBERTSON
EARLY ENRICHMENT PROGRAM INC.

Child Development: Milestones and Strategies

Introductions

- My Bio
- REEP program- School and SSCY Site

Overview

- Child Development- Birth to Age 6
- Strategies to achieve these milestones



Six areas of Development

- Cognition
- Language
- Gross Motor
- Fine Motor
- Social
- Self Help

Birth to 3 Months

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)

Birth to 3 Months : Cognition

- Responds to voices
- Inspects surroundings
- Listens to voices
- Reacts to disappearance of slowly moving objects
- Inspects own hands
- Begins to play with rattles

Birth to 3 Months: Language

- Cries when hungry or uncomfortable
- Makes sucking sounds
- Coos
- Cries varies in pitch, length, volume to indicate needs
- Maintains eye contact while feeding
- Smiles to caregivers face or voice
- Laughs at amusing activities
- Shows interest in people, not objects
- Cries to get attention
- Attempts to make facial expressions
- Discriminates between harsh and soothing voices
- Vocalizes to express pleasure
- Quiets to a familiar voice

Rossetti, Louis Ph.D, Infant-Toddler Language Scale (2004)

Birth to 3 Months: Gross and Fine Motor

<h4><u>Gross Motor</u></h4> <ul style="list-style-type: none">• Turns head side to side• Lifts head when held at shoulder• Lifts head in prone position• Extends both legs• Kicks reciprocally	<h4><u>Fine Motor</u></h4> <ul style="list-style-type: none">• Regards objects for few seconds• Follows with eyes a moving person• Stares and gazes• Brings hands to midline• Follows eyes downward• Uses entire hand to grasp objects• Releases objects when tired• Can move wrists to look at objects in different perspectives• Thumb sucking may start
--	--

Birth to 3 Months: Social and Self Help

Social	Self Help
<ul style="list-style-type: none">• Enjoys and needs a great deal of physical contact and tactile stimulation• Regards face• Smiles reflexively• Establishes eye contact• Moulds and relaxes body when held: cuddles	<ul style="list-style-type: none">• Opens and closes mouth in response to food stimulus• Coordinates sucking, swallowing and breathing• Naps frequently• Brings hand to mouth

3 to 6 Months

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)

3 to 6 Months: Cognition

- Enjoys repeating newly learned activity
- Uses hand and mouth for sensory exploration
- Plays with own hands, feet, fingers and toes
- Turns eyes and head to voices
- Awakens or quiets to parent's voice
- Finds partially hidden object
- Touches adults hand or toy to restart an activity
- Reaches for objects purposefully
- Brings feet to mouth

3 to 6 Months: Language

<ul style="list-style-type: none">• Smiles spontaneously• Smiles at faces of several family members• Stops crying when spoken to• Produces different cries for different reasons• Maintains eye contact• Vocalizes in response to vocalization• Imitates facial expressions• Smiles at self in mirror• Reaches for objects• Bangs objects together in play• Turns head toward a voice• Searches for speaker	<ul style="list-style-type: none">• Recognizes own name• Discriminates between friendly and angry voices• Anticipates feeding• Cries at angry tone of voice• Vocalizes in response to signing• Takes turns vocalizing• Laughs• Babbles• Vocalizes to express displeasure• Imitates "talking"• Attempts to interact with adult
--	---

Rossetti, Louis Ph.D., Infant-Toddler Language Scale (2004)

3 to 6 Months: Gross and Fine Motor

<h4><u>Gross Motor</u></h4> <ul style="list-style-type: none">• Holds head in line with sitting• Holds head steady in supported sitting• Bears some weight on legs• Rolls supine to side- Back to side• Bears weight on hands in prone• Rolls supine to prone- Back to front	<h4><u>Fine Motor</u></h4> <ul style="list-style-type: none">• Clasp hands• Follows with eyes without moving head• Keeps hands open most of the time• Reaches a grasp objects• Looks at distant objects
---	---

3 to 6 Months: Social and Self Help

<h4><u>Social</u></h4> <ul style="list-style-type: none">• Vocalizes in response to talk and smile• Discriminates strangers• Demands social attention• Enjoys social play• Recognizes parents visually• Repeats enjoyable activities• Displays stranger anxiety	<h4><u>Self Help</u></h4> <ul style="list-style-type: none">• Rooting reflex• Recognizes bottle• Brings hand to mouth with toy or object
---	--

6 to 9 Months

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)

6 to 9 Months: Cognition

- Plays peek a boo
- Plays 2-3 minutes with a single toy
- Slides toy/ object on surface
- Looks for family members when named
- Finds hidden objects- object permanence
- Retains two and reaches for 3 object

6 to 9 Months: Language

<ul style="list-style-type: none">• Responds to “ come here”• Shows desire to be with other people• Exchanges gestures with an adult• Shouts or vocalizes to gain attention• Smiles and laughs during games• Searches for hidden objects• Reaches for self in mirror• Interacts with objects	<ul style="list-style-type: none">• Demonstrates anticipation of play activities• Attends to music and singing• Stops when name is called• Attends to pictures• Waves in response to bye bye• Vocalizes four different syllables• Vocalizes during games
---	--

Rossetti, Louis Ph.D, Infant-Toddler Language Scale (2004)

6 to 9 Months: Gross and Fine Motor

<u>Gross Motor</u>	<u>Fine Motor</u>
<ul style="list-style-type: none">• Rolls from back to front• Lifts head in supine• Gets to sitting without assistance• Goes from sitting to prone-lying down• Stands, holding on• Pulls to standing at furniture• Bears weight on legs and bounces• Sits without support• Crawls forward	<ul style="list-style-type: none">• Rakes tiny objects• Uses pincer grasp• Bangs two cubes together• Bangs objects on table• Transfers objects

6 to 9 Months: Social and Self Help

<u>Social</u>	<u>Self Help</u>
<ul style="list-style-type: none">• Lifts arms to parent• Smiles at mirror image• Cooperates in games• Shows likes and dislikes for people, places, things• Distinguishes self from separate as parent	<ul style="list-style-type: none">• Drinks from cup held for him• Feeds self a cracker• Bites and chews• Holds own bottle

9 – 12 Months

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)

9 – 12 Months: Cognition

- Knows what no means and reacts
- Overcomes obstacles to obtain object
- Throws objects
- Imitates new gestures
- Takes ring stacker apart
- Enjoys looking at picture books

9 – 12 Months: Language

- Shows sensitivity to peoples moods
- Displays fear of strangers
- Request by reaching upwards to be picked up
- Waver Hi and bye
- Extends arms to show object
- Covers face to play peek a boo
- Understand simple questions
- Looks at familiar objects and people when named
- Pushes a toy car
- Identifies two body parts on self
- Says “mama” or “dada” meaningfully
- Vocalizes a desire to change activities

Rossetti, Louis Ph.D, Infant-Toddler Language Scale (2004)

9 – 12 Months: Gross and Fine Motor

<p>Gross Motor</p> <ul style="list-style-type: none">• Stands momentarily• Walks holding onto furniture• Walks with both hands held• Lowers to sitting from furniture	<p>Fine Motor</p> <ul style="list-style-type: none">• Pokes with index finger• Takes objects out of containers• Tries to scribble• Puts objects in containers
---	---

9 – 12 Months: Social and Self Help

Social	Self Help
<ul style="list-style-type: none">Engages in simple playExplores environment- safety precautions important!Lets only parents respond to needs	<ul style="list-style-type: none">Finger feeds selfHolds spoonSleeps 12- 4 hours a nightNaps once or twice- might give up am napCooperates with dressing- extends arms, legs

12 – 18 Months

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)

12 – 18 Months: Cognition

<ul style="list-style-type: none">Hands toys back to adultEnjoys messy activitiesShows understanding of colourNest two then 3 cansUnderstands pointingLooks to where balls has rolled out of sightStacks rings	<ul style="list-style-type: none">Pulls toys vertically and horizontallyPats pictures and helps turn pagesMatches objectsPlaces circle and squares in puzzleBrings objects from another room by requestsIdentifies one body pointIdentifies self in mirrorRecognizes and points to four animal pictures
--	--

12 – 18 Months: Language

<ul style="list-style-type: none">• Imitates other children• Feeds others• Hugs dolls and animals, people• Shakes head “ no”• Demonstrates functional use of objects• Explores toys• Follows one step commands	<ul style="list-style-type: none">• Enjoys rhymes and finger plays• Names one object frequently• Produces animal sounds• Sings independently• Names five –seven familiar objects• Asks for “more”• Understands 50 words
--	---

Russetti, Louis Ph.D, Infant-Toddler Language Scale (2004)

12 – 18 Months: Gross and Fine Motor

<p>Gross Motor</p> <ul style="list-style-type: none">• Walks without support• Walk backwards• Creeps upstairs• Runs• Walks into large ball while trying to kick it• Pulls toy behind while walking• Walks upstairs holding rail• Bends over and looks through legs	<p>Fine Motor</p> <ul style="list-style-type: none">• Builds tower using 2- 3 cubes• Places 1 -3 peg in pegboard• Points with index finger• Puts tiny objects into containers
--	---

12 – 18 Months: Social and Self Help

<p>Social</p> <ul style="list-style-type: none">• Needs and expects rituals and routines• Hugs and kisses parent• Displays frequent tantrum behaviours• Plays ball cooperatively• Imitates doing housework- uses props	<p>Self Help</p> <ul style="list-style-type: none">• Indicates discomfort needing to be changes• Holds handle of cup• Brings spoon to mouth• Removes clothing- socks, shoes, hat
---	--

○

18 – 24 Months

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)

18 – 24 Months: Cognition

○

- Uses play-doh and paints
- Explores cabinets and drawers
- Matches sounds to pictures of animals
- Matches objects to pictures
- Sorts objects
- Assembles 4 nesting blocks
- Recognizes self in photograph
- Remembers where objects belong
- Turns pages one at a time
- Identifies 4 body parts
- Matches sounds to pictures of animals

18 – 24 Months: Language

○

- Uses vocalizations and words in pretend play
- Takes turns talking during conversations
- Pretends to dance to music
- Uses single words frequently
- Imitates 2-3 words sentences
- Imitates environmental noises
- Puts away toys on request
- Follows two step commands
- Uses two words phrases frequently
- Has a vocabulary of approx 50 words
- Uses new words frequently
- Refers to self by name

Rossetti, Louis Ph.D, Infant-Toddler Language Scale (2004)

18 – 24 Months: Gross and Fine Motor

<p>Gross Motor</p> <ul style="list-style-type: none">• Runs fairly well• Kicks ball• Squats in play• Throws ball into box• Walks down stairs with hand held• Jumps in place both feet• Goes up and down slide• Walks on tip toes• Walks with legs closer together	<p>Fine Motor</p> <ul style="list-style-type: none">• Imitates circler scribble• Stings large beads• Builds tower using 6 cubes• Snips with scissors
--	--

18 – 24 Months: Social and Self Help

<p>Social</p> <ul style="list-style-type: none">• Engages in parallel play• Interacts with peers using gestures• Enjoys rough and tumble play• Expresses affection• Attempts to comfort others in distress	<p>Self Help</p> <ul style="list-style-type: none">• Gives up bottle• Removes shoes• Plays with food• Washes and dries hands partially• Holds small cup in hand• Opens doors turning knobs• Helps put on shoes• Distinguishes between edible and inedible objects
---	---

2 Years Old

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)

2 Years Old: Cognition

- Plays with water and sand
- Understands concept of one
- Identifies rooms in house
- Demonstrates use of objects
- Enjoys tactile books
- Finds detail in picture book
- Recognizes pictures of familiar adults
- Knows more body parts
- Identifies clothing for different occasions
- Gives one out of many
- Matches and sorts shapes-circles, squares triangles
- Listens to stories
- Matches colours black and white, sort colours
- Knows own sex and sex of others
- Plays house
- Completes 3-4 piece puzzle

2 Years Old: Language

- Pretends to write or type
- Pretends to talk on telephone
- Recognizes family members by name
- Uses 3 words phrases frequently
- Uses action words
- Responds to simple questions
- Identifies object by function
- responds to greetings consistently
- Answer yes and no questions correctly
- Answers questions with yes or no
- Uses plurals and prepositions
- States gender
- States first and last name
- Responds to "who--" questions
- Converses in sentences
- Counts to 3

Rossetti, Louis Ph.D, Infant-Toddler Language Scale (2004)

2 Years Old: Gross and Fine Motor

<h4>Gross Motor</h4> <ul style="list-style-type: none">• Catches a large ball• Rides tricycle• Jumps from bottom step• Stands on one foot• Walks down stairs• Jumps backwards• Jumps on trampoline holding adults hands• Walks upstairs alternating feet	<h4>Fine Motor</h4> <ul style="list-style-type: none">• Copies a circle• Places squares pegs in pegboard• Builds tower using 8 cubes• Snips on line with scissors• Imitates a 3 block bridges using cubes• String 1/2 inch beads
---	---

2 Year Olds: Social and Self Help

Social	Self Help
<ul style="list-style-type: none">• Enjoys a wide range of relationships• Values own property• Becoming aware of sex differences• Feels strongly about loved ones• Takes pride in clothing• May develop some fears- large dogs• Begins to obey and respect simple rules• Experience difficulty with some transitions• Participates in circle games- play interactive games• Takes pride in achievements	<ul style="list-style-type: none">• Helps puts things away• Washes hands• Brushes teeth with assistance• Undresses with assistance• Insists on doing things independently• Uses fork• Buttons and unbuttons – large• Verbalizes needs to use toilet

3 Years Old

Johnson-Martin, Nancy M, et al. The Carolina Curriculum for Preschoolers with Special Needs (2004)

3 Years Old: Cognition

<ul style="list-style-type: none">• Names several or more objects hidden• Completes 8-10 piece puzzle• Identifies silly or wrong pictures• Tells and answers “what do you do with this?” questions• Responds to “what do you do” and “tell me how” questions• Counts up to 6-10 objects in a row• Understands top, down, bottom, under, over, bedside, next to	<ul style="list-style-type: none">• Understand fast vs. slow and empty vs. full• Matches 8 geometric shapes• Matches uppercase letters• Uses dolls as puppets in participation games• Gives more• Compares quantities of two and tells which is more• Describes own feelings• Tells what eyes, ears, and nose is for
--	---

3 Years Old: Language

- Uses a variety of adjectives
- Sings complete nursery songs
- Describes events occurring in environment
- Answers “W” questions
- Answer questions relating to safety

Rossetti, Louis Ph.D, Infant-Toddler Language Scale (2004)

3 Years Old: Gross and Fine Motor

<p>Gross Motor</p> <ul style="list-style-type: none">• Gallops• Hops in one place• Jumps over hurdles• Throws and catches smaller size balls• Pedals tricycle	<p>Fine Motor</p> <ul style="list-style-type: none">• Uses rolling pin• Draws a person with a head and 1- 4 features• Makes simple foams with play-doh• Uses lacing cards• Ties simple knot
--	--

3 Years Old: Social and Self Help

<p>Social</p> <ul style="list-style-type: none">• Converse with peers• Answer questions related to safety• Learning to take turns• Cooperates with peers during imaginative play• Labels feelings of peers and responds to them• Plays groups games and simple board games• Understands that different people have different feelings	<p>Self Help</p> <ul style="list-style-type: none">• Pours liquid into small container• Independently puts on coat• Uses a napkin• Seldom has toilet accidents
--	--

○

4 Years Old

Johnson-Martin, Nancy M, et al. The Carolina Curriculum for Preschoolers with Special Needs (2004)

4 Years Old: Cognition

○

- Matches both colour and shape
- Describes events that happened in past
- Matches lower case letters
- Builds large structures with blocks
- Identifies missing parts in pictures
- Imagines and describes what will happen next in stories
- Counts to 20
- Recognizes most colours- pink, gray
- Understands forward and backwards

4 Years Old: Language

○

- Asks the meaning of words
- Makes rhythms to simple songs
- Uses new words in conversation
- Labels colours
- Recalls elements in a story just read
- Responds to “ what do you do” and “ why do we” questions
- Describes functions of objects
- Reads a story out loud to self or person

4 Years Old: Gross and Fine Motor

<h4><u>Gross Motor</u></h4> <ul style="list-style-type: none">• Walks downstairs• Skips 5-10 cycles• Does somersault• Pumps swing	<h4><u>Fine Motor</u></h4> <ul style="list-style-type: none">• Does simple sewing• Uses hammer to pound nails• Copies square• Draws simple representational pictures• Cuts out small circle
--	---

4 Years Old: Social and Self Help

<h4><u>Social</u></h4> <ul style="list-style-type: none">• Performs simple chores• Responds to instructions in small group• Shows awareness of people feelings• Uses terms such as please and thank you• Recognizes other needs for help and gives assistance• Plays cooperatively with peers for extended periods• Plays familiar games with rules• Shows interest in clothing and appearance	<h4><u>Self Help</u></h4> <ul style="list-style-type: none">• Independently drinks from water fountain• Buttons clothing• Brushes hair
---	--

5 Years Old

Johnson-Martin, Nancy M., et al. The Carolina Curriculum for Preschoolers with Special Needs (2004)

5 Years Old: Cognition

- Completes 15-25 piece puzzle
- Reproduces simple block designs
- Identifies object that does not belong in group
- Matches name and short words
- Engages in complex role playing
- Describes similarities between two different objects
- Reasons about future events
- Tells age and current year
- Identifies numbers 0-9
- Answers addition questions involving adding 2 up to 10.
- Recalls most essential elements in a story just read

5 Years Old: Language

- Defines 10 or more words
- Tells familiar stories without pictures
- Follows directions including before and after
- Uses comparatives

5 Years Old: Gross and Fine Motor

<p><u>Gross Motor</u></p> <ul style="list-style-type: none">• Jumps on floor while turning• Does 2 somersaults in a row• Rides two wheel bicycle	<p><u>Fine Motor</u></p> <ul style="list-style-type: none">• Uses clothespin to transfer objects• Uses fork and knife• Draws person with head and 8 features• Cuts out pictures• Folds paper in hand
---	---

5 Years Old: Social and Self Help

<p><u>Social</u></p> <ul style="list-style-type: none">• Answer phone correctly• Identifies special friends• Takes turns and shares• Creates plans and rules with friends	<p><u>Self Help</u></p> <ul style="list-style-type: none">• Zips clothing• Independent in toileting
---	---

Strategies

- Every Child is unique!
- Andrew and Patrick

Strategies

- Attachment and Relationships

Strategies: Attachment



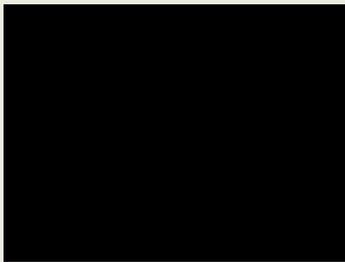
Kim Barthel on Child Development and Trauma

<https://youtu.be/vysRFz2SuN8>

Best Toy?

- You!
- The Importance of Parents or Primary Guardians can never be replaced.

“It takes a Village”



Dr. Gabor Mate on Attachment and Conscious Parenting

https://youtu.be/_tdj1W86e8

Building Connections

- Gordon Neufeld Story :
- Teens in Prison

Books and Reading

- Its never too young to start reading to your child/baby
- Experience & building early literacy skills
- Tips to reading books:
- Who is the Author and Illustrator?
- Children need to see themselves as the Author of their own stories!

Fight or Flight

- Story about Attachment:
 - Transition Time

Documentation

- **Time**
- **Behaviour observed**
- **Frequency**
- **Duration**
- **What happened before incident ?**
- **What happened during incident ?**
- **What happened afterwards ?**

Reggio Emilia Philosophy

- Four Characteristics of the Philosophy
- 1. Image of a Child
- 2. Role of Educators and families
- 3. Environment as the Third Teacher- loose parts offered
- 4. Co learners- Co constructors

Case Study

- Ideas and Intentions vs. Behaviour
- 90% of communication is non verbal- what is our bodies trying to say?
- “ Ideas with Blocks”

7 Senses!

- 1. Sight
- 2. Smell
- 3. Hearing
- 4. Taste
- 5. Touch
- 6. Proprioceptive
- 7. Vestibular

2 additional senses

- The Vestibular system is a complex system located in our inner ear. It allows us to know where our body is in relation to space.
- It causes us to keep our balance and helps to keep us safe in the environment.
- Proprioceptive system- Refers to the sensory input and feedback that tells us about movement and body positions. These "receptors" are located within our joints and muscles, and ligaments and other connective tissues. This helps us with motor planning and motor control.

Children's experiences

- Taste buds- 2 x as much as adults
- Paying attention
- Strong Image of a child

Question?

- Think about your favourite childhood memory or Childhood place?

Quote

"It's hard to imagine how this next generation is going to save the environment if they haven't actually spent time in it!"



- “ There is a growing body of research on how spending time outdoors benefits children’s development beyond the more obvious physical benefits. This research shows that children are more imaginative, creative and cooperative when they have opportunities to play outdoors”.

Burdette & Whitaker 2005

What we are noticing

- Decrease in Attention
- Decrease in overall physicality
- Decrease in posture and core strength
- Decrease in stamina
- Endless colds and illnesses
- Decrease in balance and coordination
- Increase in difficulty in reading
- Increase in emotional behaviour
- Increase in Anxiety
- Decrease in emotional control and self regulation

Balanced and Barefoot: Hanescom

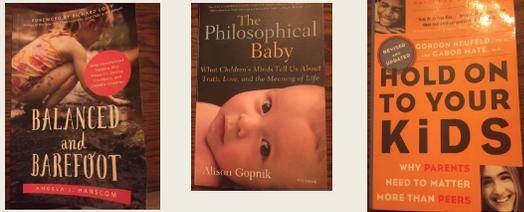
How much active play?

- Ideally all kids should get at least 3 hours active play per day- outdoors!
- Toddlers would benefit from at least five to eight hours of active play a day. At least 180 minutes of physical activity throughout the day as a minimum
- Preschoolers would also benefit having five to eight hours a day.
- School age children would benefit from four to five hours of physical activities and outdoor play a day.

A Teacher's Revelation

- I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

Resources



Quote

- “The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences”.

Loris Malaguzzi

Video Links and Resources

- <http://developingchild.harvard.edu/resources/experiences-build-brain-architecture/>
- <https://youtu.be/vysRPa2SuN8>
- https://youtu.be/_tdjIW86e8

Hawaii Early Learning Profile HELP Charts (Birth - 3 years) (1994)
Rossetti, Louis Ph.D, Infant-Toddler Language Scale (2004)
Johnson-Martin, Nancy M, et al. The Carolina Curriculum for Preschoolers with Special Needs (2004)

Contact Info

- Pat Furman
pfurman@robertsoneep.ca
Website: www.robertsoneep.ca
- Thank you!
