

# Physical Development

**BKC-EC-8**

**Participants Workbook**

**BASIC KNOWLEDGE**

**CURRICULUM**

**EARLY CHILDHOOD**



2020

# Preface

## Basic Knowledge Curriculum – Early Childhood

This curriculum has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for children. The information presented in the curriculum is for all professionals working in family or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.” The entire Basic Knowledge Curriculum – Early Childhood curriculum is 36 clock hours and consists of 18 sessions trainings meeting *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* (Levels 1 and 2) and Child Development Associate Credential content areas. Participants can complete these trainings in any order. All sessions are offered by Child Care Aware® of Missouri through a local child care resource and referral agency.

For additional information about this curriculum series contact:

Child Care Aware® of Missouri 1-800-200-9017

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# ***Basic Knowledge Curriculum – Early Childhood***

## **Session Success**

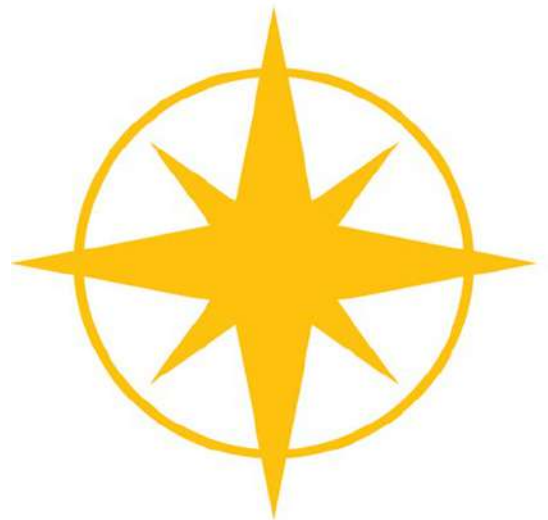
### **Foundational:**

- Positive Interactions with Children (*BKC-EC 1*)
- Child Safety & Routine Care (*BKC-EC 2*)
- Child Abuse & Neglect-Mandated Reporter (*BKC-EC 3*)
- Safe Environments (*BKC-EC 4*)
- Guiding Children’s Behavior (*BKC-EC 5*)
- Playing with a Purpose (*BKC-EC 6*)
- Routines, Rituals & Schedules (*BKC-EC 7*)

### **Supporting:**

#### **Physical Development (*BKC-EC 8*)**

- Language & Communication Development (*BKC-EC 9*)
- Social & Emotional Development (*BKC-EC 10*)
- Creative Development in Children (*BKC-EC 11*)
- Cognitive Development (*BKC-EC 12*)
- Promoting Physical & Mental Health (*BKC-EC 13*)
- Healthy Eating (*BKC-EC 14*)
- Group Interactions in Child Care (*BKC-EC 15*)
- Family & Community Engagement (*BKC-EC 16*)
- Promoting Cultural Awareness (*BKC-EC 17*)
- Professionalism & Leadership (*BKC-EC 18*)
- Emergency Planning (*BKC-EC 19*)



# Learning Objectives

## Physical Development

**At the end of the training, participants will be able to:**

1. Name three milestones for fine and gross motor development in children two years old through five years old.
2. Describe an environment that will enhance fine and gross motor development.
3. Identify adaptations to physical motor activities and interactions to support diverse needs and abilities.

**\*These objectives relate directly to the pre and post assessment.**

The training will meet the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals* (Kansas and Missouri) and the Child Development Associate Credential (CDA) in the following content areas:

CDA	8. Understanding principles of child development and learning	
Core Competencies for Early Childhood and Youth Development Educators (Kansas and Missouri)	I. Child and Youth Growth and Development	
	1. Promoting Growth and Development	
	Level 1	a. Is aware of basic benchmarks for growth and development. b. Recognizes that children and youth have individual needs, characteristics, abilities, and develop at their own rate.
	Level 2	a. Identifies benchmarks related to physical, language and communication, social and emotional, creative, and cognitive development.

# Agenda

## Physical Development

Welcome.....	10 minutes
Shared Agreements	
Review Objectives	
Child Development.....	35 minutes
Child Development Domains	
Principles of Child Development	
Defining Gross and Fine Motor Development	
Developmental Milestones for Physical Development	
Gross Motor	
Fine Motor	
Break.....	10 minutes
Activities & Strategies.....	45 minutes
Centers	
Adaptations	
Observing Development.....	20 minutes
Communicating with Families	
Wrap Up .....	10 minutes
Action Steps	
Review Objectives	
Exit Assessment	
Session Satisfaction Surveys	
MOPD Systems Key Functions	
T.E.A.C.H. MISSOURI Scholarship	
Online On Demand Training—MO Workshop Calendar	
<i>Show Me Child Care Resources</i>	

# Action Items

Use this page to record things you plan to do, Topics for further clarification and new ideas from this training.

I WANT TO REMEMBER...

ACTION STEPS:

1.

2.

# Developmental Domains

## Physical/Motor:

- Development of physical changes
- Growing in size and strength
- Development of both gross and fine motor skills
- Development and use of the senses



## Language/Communication

- Language development depends on the other developmental domains
- Aspects of language include:
  - Creating the sounds of speech — phonology
  - Grammar - how sentences are put together — syntax
  - What words mean — semantics
  - Communicating in social situations both verbally and non-verbally — pragmatics

## Social & Emotional

- Growth in understanding and controlling emotions
- Identify what others are feeling
- Develop attachments to others
- Learn how to interact with others
- Develop the ability to:
  - cooperate
  - empathize
  - use moral reasoning

## Cognitive/Intellectual

- Intellectual development and creativity
- Children develop the ability to:
  - process thoughts
  - understand their surroundings
  - pay attention
  - make and implement plans and accomplish them
  - develop memories
  - express creativity

Fraser-Thill, Rebecca, and Steven Gans. "The Major Domains in Human Growth and Change." *Verywell Family*, Verywellfamily, 13 Apr. 2018, [www.verywellfamily.com/definition-of-domain-3288323](http://www.verywellfamily.com/definition-of-domain-3288323).

# Basics of Child Development



**Development is a combination of maturation and learning.**

**A child's development:**

**Progresses from head to toe**

A baby first moves their head, gains strength in their shoulders, discovers their hands, rolls over, crawls and then walks.

**Progresses from inside to out and simple to complex**

First babies roll over with their torsos, crawl with their arms and legs, and slowly gain control of their small motor muscles in their fingers and toes.

**Follows predictable stages**

Typically, a child rolls over and then sits with support, crawls, pulls to stand, cruises and then walks.

**Occurs at varying rates**

Children move through different stages at different rates. Not all children learn to walk or talk at the same time. It varies by child.

**Occurs in a number of different areas at the same time.**

A child learning to catch a ball needs development: physically (eye-hand coordination), cognitively (to understand cause and effect) and emotionally (building confidence). A simple activity can support development in several areas.



# Factors That Influence Child Development

## Temperament



- Temperament is important because it helps us better understand children's individual differences.
- A child's temperament describes the way in which they approach and react to the world.
- Temperament influences behavior and the way a child interacts with others. For example, a child that is slow to warm up or resistant to change may take longer to develop some social and emotional skills.

## Environment

- A child's environment is made of the materials, space and people.
- A quality child care program has an environment that is
  - safe, clean and inviting
  - filled with a wide variety of safe and interesting learning materials
  - Where educators are kind, warm and nurturing.
- Provide a level of stimulation with a variety of activities that engage children while challenging them. Too much or too little stimulation can hinder development.



## Genetics



- Characteristics with which we are born
- These include hair and eye color, height and some health conditions such as spina bifida and Down's Syndrome.

## Culture

- A way of life for specific groups of people.
- Includes everything that a group of people thinks, says, does, and makes including systems, attitudes and feelings.
- Learned and transmitted from generation to generation.
- Has great influence on the development of children.





## Supporting Motor Skills

### Group Time

- Simon Says
- Follow the Leader
- Music & Movement—playing music and dancing with scarves
- Fingerplays
- Movement to vote—stand up if you think it will rain today
- Stretching exercises

Other Activities:

### Story Time

- Imitate movements from the story
- Pretend to be a character in the book and role play the story
- Imitate sounds with clapping, stomping, and snapping

Other Activities:





## Supporting Motor Skills

### Snack or Meal time

- Pass food around the table
- Serve food
- Pour liquid from small pitcher
- Open containers
- Use utensils
- Clean up after themselves

Other Activities:



### Transition Time

- Walk, hop or other movement to where they need to be
- Clapping hands while moving
- Movement rhyme
- Fingerplays
- Play follow the leader during transition

Other Activities:



# Supporting Motor Skill Development



## Motor skills are important because:

- Helps children explore the world around them
- Supports cognitive development

**Gross Motor Skills** involve large-muscle movement of the legs, arms and trunk.

Supporting gross motor skills:

- Helps a child gain strength and confidence in their body.
- Provides the opportunity for a child to explore the world around them, which also promotes cognitive, speech, and sensory development.
- Builds a healthy mind and body.



## Key thoughts from the video:



**Fine motor skills** involve the use of the small muscles that control the hand, fingers, and thumb.

- They help children perform important tasks like feeding themselves, turning on the faucet, grasping toys, buttoning and zipping clothes, writing and drawing.
- The ability to complete self-care and every day tasks helps build a child's self esteem and confidence.

***What skills do you see in the children within your classroom or program?***



## Key thoughts from the video:

# Centers for Disease Control and Prevention

## Milestones Matter

[www.cdc.gov/ncbddd/actearly/milestones/index.html](http://www.cdc.gov/ncbddd/actearly/milestones/index.html)



- Milestones reflect skills that typically developing children within specific age groups master.
- Developmental milestones happen in sequence with skills built upon one another.
- Although there are ages associated with each milestone, these vary greatly depending on the child, their environment and genetics.
- While the timing of skill development varies between children, the sequence remains the same.

### Notes/Thoughts:



# Motor Development

Age	Fine Motor	Gross Motor	Consult Professional
2 years old	<ul style="list-style-type: none"> <li>• Makes or copies straight lines</li> <li>• Builds towers of 4 or more block</li> </ul>	<ul style="list-style-type: none"> <li>• Stands on tiptoe</li> <li>• Kicks a ball</li> <li>• Pulls toys behind when walking</li> <li>• Begins to run</li> <li>• Climbs onto and down from furniture without help</li> <li>• Walks up and down stairs holding on</li> <li>• Throws ball overhand</li> </ul>	<ul style="list-style-type: none"> <li>* Doesn't walk steadily</li> </ul>
3 years old	<ul style="list-style-type: none"> <li>• Copies a circle with pencil or crayon</li> <li>• Turns book pages one at a time</li> <li>• Builds towers of more than 6 blocks</li> <li>• Screws and unscrews jar lids or turns door handle</li> <li>• Dresses and undresses self</li> </ul>	<ul style="list-style-type: none"> <li>• Climbs well</li> <li>• Runs easily</li> <li>• Pedals a tricycle (3-wheel bike)</li> <li>• Walks up and down stairs, one foot on each step</li> </ul>	<ul style="list-style-type: none"> <li>* Can't work simple toys (such as peg boards, simple puzzles, turning handle)</li> <li>* Falls down a lot or has trouble with stairs</li> </ul>
4 years old	<ul style="list-style-type: none"> <li>• Draws a person with 2 to 4 body parts</li> <li>• Uses scissors</li> <li>• Starts to copy some capital letters</li> <li>• Copies square shapes</li> <li>• Pours, cuts with supervision, and mashes own food</li> </ul>	<ul style="list-style-type: none"> <li>• Hops and stands on one foot up to 5 seconds</li> <li>• Goes upstairs and downstairs without support</li> <li>• Catches a bounced ball most of the time</li> <li>• Kicks ball forward</li> <li>• Throws ball overhand</li> </ul>	<ul style="list-style-type: none"> <li>* Cannot throw a ball overhand</li> <li>* Cannot ride a tricycle</li> <li>* Cannot grasp a crayon between thumb and fingers</li> <li>* Cannot stack four blocks</li> <li>* Can't jump in place</li> <li>* Has trouble scribbling</li> </ul>
5 years old	<ul style="list-style-type: none"> <li>• Can draw a person with at least 6 body parts</li> <li>• Can print some letters or numbers</li> <li>• Copies a triangle and other geometric shapes</li> <li>• Uses a fork and spoon and sometimes a table knife</li> </ul>	<ul style="list-style-type: none"> <li>• Stands on one foot for 10 seconds or longer</li> <li>• Hops</li> <li>• May be able to skip</li> <li>• Can do a somersault</li> <li>• Can use the toilet on her own</li> <li>• Swings and climbs</li> </ul>	<ul style="list-style-type: none"> <li>* Cannot build a tower of six to eight blocks</li> <li>* Doesn't draw pictures</li> <li>* Can't brush teeth, wash and dry hands, or get undressed without help</li> </ul>

Resources: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

"Learn the Signs. Act Early." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 16 Oct. 2017, [www.cdc.gov/ncbddd/actearly/milestones/index.html](http://www.cdc.gov/ncbddd/actearly/milestones/index.html).

# SHOW ME CHILD CARE RESOURCES



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Engaging Families In the Classroom Saving Money Successful Program Management



## Featured Tools & Resources



Becoming an HR Expert



Compliance & Quality



Coronavirus Resources

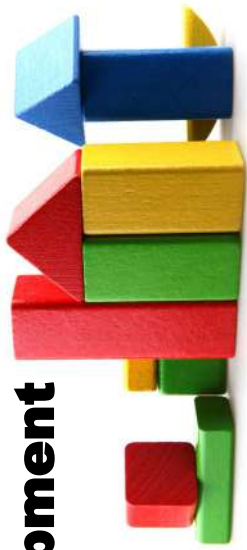


Family Child Care Toolkit

## Questions?

Dori Martin, Resource Specialist  
Child Care Aware® of Missouri  
[dori@mo.childcareaware.org](mailto:dori@mo.childcareaware.org)  
or 314-535-1458 x611

# Using Learning Centers for Motor Development



## Block Area

*How do items enhance physical development?*

**Gross-motor** coordination develop from children:

- bending
- pushing
- lifting
- pulling
- stacking
- reaching
- balancing

**Fine Motor** develops through:

- increased manual dexterity
- eye-hand coordination
- balance

## Learning Materials

- Unit blocks
- Large hollow blocks
- Variety of blocks of color and size
- Clip boards & writing utensils
- Animal and human figures
- Vehicles
- Sheets /clothes pins
- Tape

**Other items:**

**ACTIVITY:**

**How will this enhance physical development?**

**Adaptations for Children with differing abilities:**



# Using Learning Centers for Motor Development

## Dramatic Play Area



**How do items enhance physical development?**

- Children use motor skills to dress and manipulate props.
- Children will use large motor skills when reenacting situations.



### Learning Materials

- Pads of paper and pen
- Clothing that they can button, zip and snap
- Purses to unsnap
- Serving and cooking tools
- Cash register with play money
- Puppets

### Other items:

### ACTIVITY:

**How will this enhance physical development?**

**Adaptations for Children with differing abilities:**

# Using Learning Centers for Motor Development

## Science and Collections Area



**How do items enhance physical development?**

- Use fine motor skills to manipulate a variety of constructed and natural objects.
- Large motor skills used to position materials for investigations.



### Learning Materials

- Writing or drawing paper
- Chart paper
- Pencils
- Eye Droppers
- Investigative materials in containers with screw lids
- Tweezers to pick up things
- Magnifying glass

### Other items:

**ACTIVITY:**

**How will this enhance physical development?**

**Adaptations for Children with differing abilities:**

# Using Learning Centers for Motor Development

## Creative Arts Area

*How do items enhance physical development?*

- Fine motor skills to manipulate tools for creating
- Gross motor skills for painting and expression



### Learning Materials

- Variety of paint brushes
- Markers/crayons/colored pencils
- Scissors
- Easels
- Different textures and thickness of medium for painting
- Eye droppers
- Sponges
- Tape

### Other items:



**ACTIVITY:**

**How will this enhance physical development?**

**Adaptations for Children with differing abilities:**

# Using Learning Centers for Motor Development

## Language Arts



*How do items enhance physical development?*

- Story reenactment uses a variety of motor skills



### Learning Materials

- Books
- Props
- Writing materials
- Different writing utensils
- Puppets
- Flannel Boards

Other items:

**ACTIVITY:**

How will this enhance physical development?

Adaptations for Children with differing abilities:

# Using Learning Centers for Motor Development

## Sand and Water Area



*How do items enhance physical development?*

Children develop eye-hand coordination during activities focused on:

- pouring
- grasping
- scrubbing
- squeezing

Children strengthen small muscles when they are:

- digging
- carrying
- ladling
- controlling

### Learning Materials

- Playdough
- Sand/Water Table
- Different scoops and funnels
- Eye droppers
- Spoons
- Sponges
- Tongs
- Brooms/dust pans

Other items:

**ACTIVITY:**

**How will this enhance physical development?**

**Adaptations for Children with differing abilities:**

# Using Learning Centers for Motor Development

## Manipulatives Area



*How do items enhance physical development?*

Use of manipulatives further support development of:

- fine motor skills
- eye-hand coordination
- visual discrimination



### Learning Materials

- Pegs
- Legos
- Sewing cards
- Beads
- Puzzles
- Nesting boxes
- Collectibles in containers with screw lids

Other items:

**ACTIVITY:**

**How will this enhance physical development?**

**Adaptations for Children with differing abilities:**

# Adapting Learning Materials

Making small changes to learning materials provides a chance to those children with differing abilities to find success with new skills.

CHANGE

## Fine Motor:

- Choose puzzles with knobs or add your own knobs to existing puzzles.
  - Clip points from push pins and super glue a push pin to each puzzle piece
  - Larger knobs purchased from the hardware store and glued to each puzzle piece
- Increase the width of handles of art materials—to help children hold and use them
- Use velcro, tape, clamping, fastening and pinning to stabilize materials
- Use sponges or knob objects to help children to paint
- Adaptive utensils and plates/bowls for snack/meal time
- Adaptive scissor and other preschool tools
- Provide a slanted work surface (3' binders)
- Glue small squares of foam board to pages of a board book to aid in turning pages
- Glue craft sticks to pages of a book to make turning pages easier

## Gross Motor:

- Ensure that work surface heights are comfortable for all children.
- When sitting on the floor provide cushions and pillows for support
- Special chairs or large balls to sit on
- Wheelchair—enough space to maneuver the wheelchair
- Place materials at optimal position for all children to reach them
- Deflate a ball for catching and kicking



## Ideas/Thoughts:



## Resources & Links

# Developmental Resources for Educators and Families



**Centers for Disease Control and  
Prevention (CDC)-Learn the Signs**

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

[healthychildren.org](https://www.healthychildren.org)

<https://www.healthychildren.org/English/ages-stages/Pages/default.aspx>

## Adaptive Art Supplies

### Blick Art Supplies

- <https://www.dickblick.com/categories/studio/adaptive-art-supplies/>

### Therapro

- <https://www.therapro.com/Browse-Category/Gross-Motor/>
- [https://www.therapro.com/Browse-Category/Fine\\_Motor/](https://www.therapro.com/Browse-Category/Fine_Motor/)



# Observing Development

- Is key to learning about the child
  - What are they able to do well?
  - Where do they need more support?
- Use milestone checklist with families
- Encourage families to use them at home



Notes/Thoughts:



## Observation Challenge

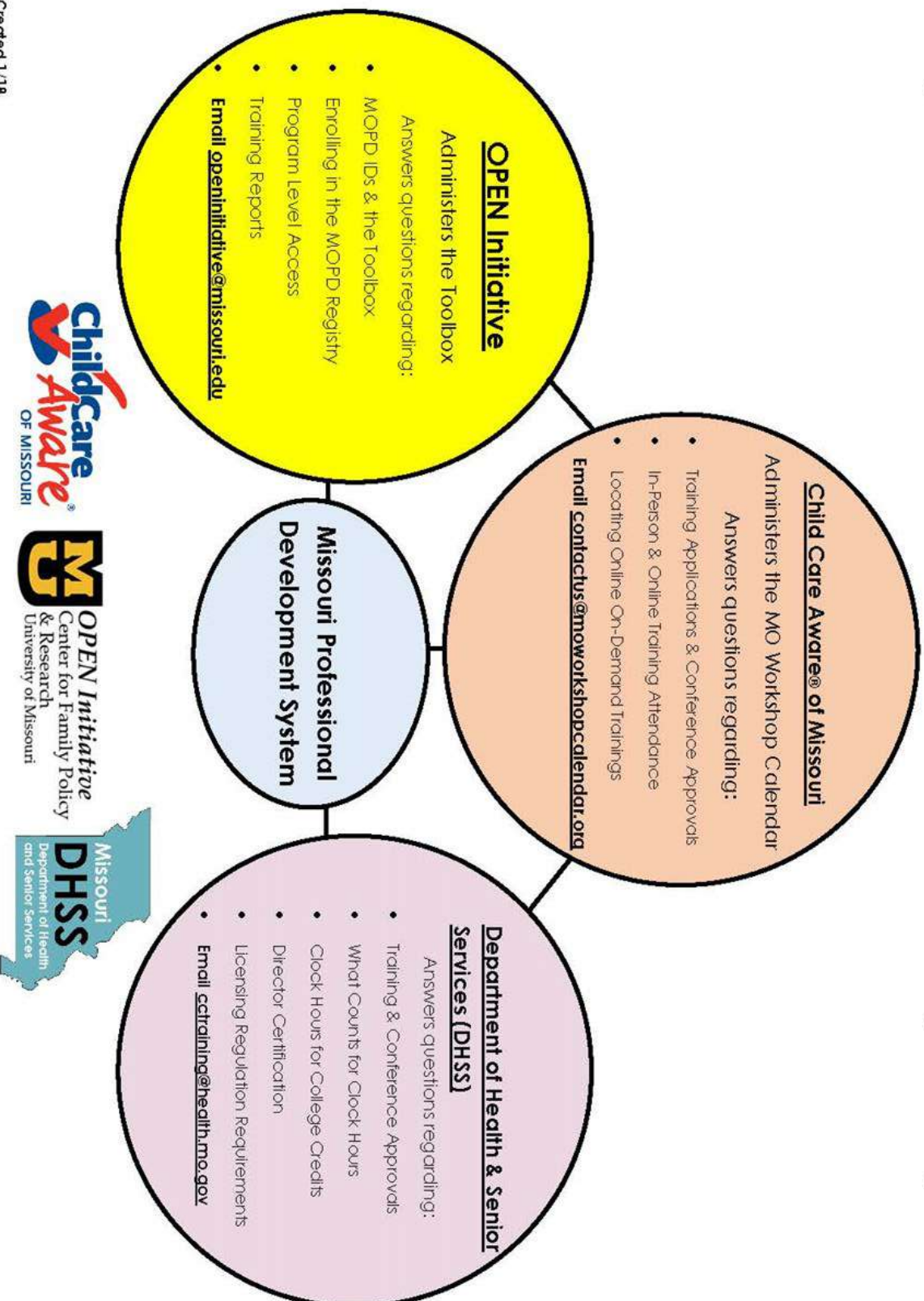
*Who will be your five children to observed for one minute when you return to your classroom/program?*

- 1.
- 2.
- 3.
- 4.
- 5.



# Resources

## Key Functions of the Missouri Professional Development System



Credited 1/18



*Questions?*

Dori Martin, Resource Specialist  
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 or 314-535-1458 x611

Featured Tools & Resources

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- 

Nutrition, Health & Safety
- 

Training & PD

# Resources

## T.E.A.C.H. MISSOURI Scholarship

**Want to continue your education?**



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in *licensed* child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website [www.teach-missouri.org](http://www.teach-missouri.org) to learn more and access an application



Missouri's most trusted child care resource.

1-866-892-3228

[mo.childcareaware.org](http://mo.childcareaware.org)

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a program that best suits the needs of their children.
- Update your Program Information Form (PIF) at least annually or when changes occur.



CDA SCHOLARSHIP PROJECT

# GET YOUR CDA CREDENTIAL!

Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or license-exempt child care program?



Do you work in a child care program that accepts DSS subsidy?



Do you work a minimum of 20 hours per week?



Have you worked in the same child care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at [www.cdасcholarshipmo.org](http://www.cdасcholarshipmo.org). Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division

# Appendix

# Motor Materials

Blocks	Art	Sand & Water
Unit blocks Large hollow blocks Family figures (multi-ethnic) Community workers or career people (multi-ethnic) People with physical impairments Trucks	12" paint brushes Blunt point scissors Paper punches Alternative painting utensils Stampers & stamp pads Staplers & staples	Large spoons, scoops, and/or shovels Sieves or strainers Boats Sand/water wheels Water pump Basters Funnels Molds Vehicles for sand play Bubble wands
<b>Manipulatives</b>		<b>Large Motor</b>
Assorted math manipulatives (bears, dinosaurs, vehicles, etc.) 25 hole peg boards Large round pegs Beads (various shapes/colors) and laces (larger size for younger children) Plastic/wood nuts & bolts Sewing cards w/strings Soft counters Small peg boards and pegs Lacing shapes Locks & latches Nesting toys Shape puzzle Wooden puzzles Knob puzzles Number puzzles	Lego or Duplo blocks Counting cubes Unifix cubes Tower building set Snap blocks Magna-tiles Thistle blocks Ring construction set Tall stacker pegs Jumbo connecting disks Pipes to connect Gears Tinkertoys	Wagon Tricycles, or riding toys without pedals Balls Plastic hand shovels Sand sifters Large trucks Parachute Jump ropes Hoops Balance beam Gigantic building materials Rocking boat Buckets and wide paint brushes (at least 2") [for "painting" w/ water]

PW page 6

# Your Child at 2 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 2nd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Copies others, especially adults and older children
- Gets excited when with other children
- Shows more and more independence
- Shows defiant behavior (doing what he has been told not to)
- Plays mainly beside other children, but is beginning to include other children, such as in chase games

### Language/Communication

- Points to things or pictures when they are named
- Knows names of familiar people and body parts
- Says sentences with 2 to 4 words
- Follows simple instructions
- Repeats words overheard in conversation
- Points to things in a book

### Cognitive (learning, thinking, problem-solving)

- Finds things even when hidden under two or three covers
- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Builds towers of 4 or more blocks
- Might use one hand more than the other
- Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- Names items in a picture book such as a cat, bird, or dog

### Movement/Physical Development

- Stands on tiptoe
- Kicks a ball
- Begins to run

- Climbs onto and down from furniture without help
- Walks up and down stairs holding on
- Throws ball overhand
- Makes or copies straight lines and circles

## Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't use 2-word phrases (for example, "drink milk")
- Doesn't know what to do with common things, like a brush, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from Caring for Your Baby and Young Child: Birth to Age 5, Fifth Edition, edited by Steven Shelov and Tanya Renner Altmann © 1991, 1993, 1995, 2004, 2010 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2006, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.



# Your Child at 3 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

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## What Most Children Do at this Age:

### Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

### Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

### Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

### Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

## Act Early by Talking to Your Child's Doctor if Your Child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).

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Learn the Signs. Act Early.

# Your Child at 4 Years



Child's Name \_\_\_\_\_ Child's Age \_\_\_\_\_ Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

### Language/Communication

- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

### Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

### Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

## Act Early by Talking to Your Child's Doctor if Your Child:

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).

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# Your Child at 5 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

### Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

### Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

### Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

## Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't use plurals or past tense properly
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills he once had

**Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).**

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# Tips for Talking with Parents about Developmental Concerns



TIPS	EXAMPLES
<b>Always:</b>	
<p><b>Talk about development regularly</b> Talk with parents regularly about their child's development – not only at times of concern – and provide them with resources so they can track milestones at home.</p>	<p>I am so happy to be Taylor's new teacher! I care a lot about making sure all my children are on track in terms of how they play, learn, speak, act, and move for their age, so I will be looking for and tracking Taylor's developmental milestones and sharing his progress with you regularly. It would be great if you would look for milestones at home, too, and let me know what you're seeing as well. I have some free milestone checklists that can help.</p>
<p><b>Share resources</b> Encourage families to use <a href="#">milestone checklists</a> or the <a href="#">Milestone Moments booklet</a> to monitor their child's development at home. Find these free resources here: <a href="http://www.cdc.gov/Milestones">www.cdc.gov/Milestones</a></p>	<p>A great way to monitor Taylor's developmental milestones is with these checklists. They can help you understand typical milestones he should be reaching for his age and those to look for as he gets older. You can place them on the refrigerator for quick and easy reference throughout the day.</p>
<p><b>Use good listening skills</b></p> <ul style="list-style-type: none"> <li>■ Listen closely, make eye contact, nod when appropriate, and be silent when the parent is speaking</li> <li>■ Repeat the parent's main points when you respond so he or she will know you heard and understood</li> <li>■ Consider how the parent feels about what he or she is saying</li> <li>■ Watch and listen closely for clues to those feelings and acknowledge them when you respond</li> <li>■ Probe for more information when necessary</li> </ul>	<p>It sounds like you are pretty worried and I hear you saying that you do not hear Taylor speak clearly at home. Is that correct?</p> <p>Let's talk about what you have noticed at home. Can you describe specific situations?</p> <p>Is there anything else about Taylor's development you'd like to talk about?</p>
<b>When you have concerns to share:</b>	
<p><b>Highlight the child's strengths</b></p> <ul style="list-style-type: none"> <li>■ Let the parent know what the child does well and the milestones he or she is meeting</li> <li>■ Keep the conversation positive</li> </ul>	<p>We love having Taylor in class. He follows the classroom rules and really loves to sing, dance, and act during our circle time.</p>
<p><b>Make sure you are well prepared</b></p> <ul style="list-style-type: none"> <li>■ Invest time in building meaningful relationships with the parents and discuss developmental progress regularly</li> <li>■ Complete a <a href="#">milestone checklist</a> for the child's age to help the parent know that you are basing your comments on facts and not just feelings</li> </ul>	<p>Since our last meeting, I have noticed a few things about Taylor that I would like to discuss with you. I've been completing a milestone checklist for him, like I do for all the children, and I see he is meeting his cognitive milestones very well. However, he is not meeting a few of his language/communication milestones. For one, I have noticed that Taylor doesn't speak clearly enough for most people to understand. As you can see on the checklist, a five-year-old typically speaks clearly.</p>
<p><b>Encourage the parent to share any concerns with the child's doctor</b></p> <ul style="list-style-type: none"> <li>■ Remember it's not your role to make or even suggest a diagnosis</li> <li>■ Remind parents of the importance of acting early on concerns</li> </ul>	<p>There might not be anything to be concerned about, but I do think it's important to talk to Taylor's doctor about this in the next few weeks to be sure. Take this checklist with you when you go, share it, and ask the doctor for a developmental screening. This will help the doctor and you to know whether Taylor might need a little extra help. Getting help early can make a big difference! Let me know if you need anything from me for that doctor's appointment.</p>
<p><b>Follow-up with the family in a few weeks</b></p>	<p>Thank you for taking time to meet with me again. I know the last time we talked about Taylor's development, we were concerned about his language skills. Have you been able to talk with Taylor's doctor about this?</p>



# Tips for Talking with Parents about Developmental Concerns

## How to respond

### If parents disagree with you about their child's behavior or abilities

**Try:** Sometimes children behave differently at home than they do at school. I'm only able to share with you what I've seen in the classroom. How does Taylor act when he's around other children in the neighborhood?

### If a parent gets angry or upset

**Try:** I understand that you are upset. Like you, I want what's best for Taylor. That's why it's so important for me to share with you what I am seeing. If he does need some extra help, I want him to have the opportunity to get it as soon as possible. Do you want to discuss your questions and concerns now, or would you rather think about this a little more and meet again (in a couple of days, next week, etc.)?

(If the parent hasn't already been given a milestone checklist, give one and suggest that he or she fill it out and bring it back.)

### If a parent reports that the doctor said to wait and see

**Try:** While it's true that every child develops at his or her own pace, there are certain milestones we typically see from most children by Taylor's age. If you are concerned, you can reach out to early intervention directly to see if Taylor qualifies for help through free or low-cost services. You don't need a doctor's referral. Acting early may make a real difference for Taylor, so it's better to find out for sure. If his development is delayed enough to qualify for help, you can get those services started right away and then follow-up with the doctor.

## Be Mindful of Cultural Differences

Not all cultures place the same emphasis on particular developmental milestones. When communicating with families, be aware of your own cultural biases in making decisions about how to communicate with families.

## Additional Resources

- For a FREE 1-hour online training about developmental monitoring and communicating with parents, including videos of sample conversations (Module 4) visit [www.cdc.gov/WatchMeTraining](http://www.cdc.gov/WatchMeTraining)
- For [tips on why and how to use Learn the Signs, Act Early materials](#) in your classroom and to access free materials visit [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)
- Share the [How to Help Your Child](#) and [How to Talk with the Doctor](#) tip sheets with parents: [www.cdc.gov/Concerned](http://www.cdc.gov/Concerned)

