

5. Most toddlers are too busy developing physical skills to be interested in language development.

6. When toddlers first begin to talk, they don't care if adults can't understand what they say.

7. Adults should never give toddlers a choice unless it is a *real* choice.

8. Toddlers should be allowed to do things their own way and by themselves as often as possible.

9. A caregiver's presence often helps an out-of-control toddler regain self-control.

10. Pretend play allows toddlers to act out their fears.

11. Developing a sense of time helps toddlers learn to control their impulses.

12. Children repeat behaviors that receive adults' attention.

13. The amount of food toddlers want generally remains about the same every day.

14. It is essential for toddlers' nutrition that every meal be a balanced meal.

15. Toddlers' preferences in foods fluctuate from day to day.

16. The caregiver's responsibility is to insist that toddlers eat.

17. On the average, toddlers need between 1,000 and 1,300 calories per day.

18. A toddler serving of fruits or vegetables is between  $\frac{1}{4}$  and  $\frac{1}{2}$  cup.

19. Toddlers generally do better eating three large meals a day.

20. Conflict over eating can cause long-lasting eating disorders.

(1. T, 2. T, 3. F, 4. F, 5. F, 6. F, 7. T, 8. T, 9. T, 10. T, 11. T, 12. T, 13. F, 14. F, 15. T, 16. F, 17. T, 18. T, 19. F, 20. T)

### Correct Statements for False Self Check Items

Items 3, 4, 5, 6, 13, 14, 16, and 19 of *Self Check 2.7* are false. Please review the following correct statements.

3. Toddlers need freedom to do things on their own. This is how they learn. They need many occasions to feel successful so they can see themselves as people who can succeed. Provide tasks that are within the individual child's capabilities. Avoid taking a task out of the child's hands.

4. Toddlers have a good capacity to take care of themselves. They need a safe place to play—an environment that is free from dangers. If you feel the need to say "Be careful" of something, that something should be removed from toddlers' environment. Constant cautioning can make children fearful and inhibit their need to explore their world. Avoid burdening toddlers with your fears for their safety.

5. Although physical development is important to toddlers, they are also very interested in language development. They talk a lot and are eager to learn more words. Toddlers need adults to talk with them, read to them, and listen to them.

6. Toddlers are very concerned that adults and other children understand what they are saying, even when they first begin to talk. Toddlers feel frustrated when they cannot be understood.

13. The amount toddlers eat tends to fluctuate from day to day.

14. It is often very difficult if not impossible to get a balanced meal down a toddler on a regular basis. A more realistic goal is to aim for a balanced week.

16. The caregiver's responsibility is to offer only nutritious food to the toddler. Adults should never insist that a child eat.

19. Toddlers do better with small frequent meals than with larger meals served on an adult schedule.

### Developmental Characteristics of Toddlers

The following lists of behaviors and skills may be used for assessing children's development. Age references are approximate. These represent the age range during which the typical child exhibits each behavior.

#### Social-Emotional Development

##### 12 to 18 months

- Shows excitement, delight
- Shows affection
- Recognizes emotions in others
- Expresses emotions in behavior and language
- Expresses negativism
- Watches children play
- Plays beside other children
- Plays games
- Beginning to share occasionally
- Tries to spend more time with others
- Shows a sense of humor
- Seeks independence
- Seeks dependency and security
- Begins to understand meaning of right and wrong
- Has concept of self
- Behaves differently toward different people
- Shy with some people

##### 18 to 24 months

- Recognizes self in mirror
- Shows affection
- Enjoys house play activities
- Enjoys solitary play
- Plays beside children but may not share easily
- Easily distracted
- Shows more independence

- Shows fears
- Shows frustration
- Shows more than one emotion at the same time
- Seeks approval
- Exhibits shyness
- Alters own behavior in response to reactions of others
- Moves quickly from one mood or emotion to another
- Engages in fantasy play
- Expresses ownership of objects
- Uses "I," "mine," "me," "you"
- Shows awareness of others' feelings
- Eager to help

### *24 to 30 months*

- Affectionate
- Enjoys parallel play
- Noisy
- Curious
- Enjoys routines
- Sensitive to overstimulation
- Possessive
- Wants own way
- Aware of own skills
- Shows independence
- Seeks to please adult
- Expresses feelings with appropriate actions
- Understands "mine" and "yours"
- Shares sometimes
- Helpful to others
- May hit, push, bite
- May have tantrums

- Walks up and down stairs with help

- Climbs over objects
- Uses thumb against fingers
- Points with finger
- Grasp and release fully developed

- Carries, exchanges objects in hands

- Reaches and grasps accurately
- Throws objects

- Feeds self with fingers

- Uses a spoon with less mess

- Drinks from a cup with help

- Can stack a tower of two blocks

- Scribbles

- Helps in dressing and undressing self

### *18 to 24 months*

- Walks forward, backward, sideways

- Walks and runs without falling

- Runs with stops and starts

- Walks up stairs without help

- Walks down stairs holding railing

- Jumps with both feet

- Kicks objects

- Climbs

- Pedals cycle

- Carries, pushes, or pulls a large toy while walking

- Throws object at target

- Builds a tower of three blocks

- Uses finger muscles to grasp and release

- Turns wrist to turn object

- Scribbles

- Makes individual marks with crayon or pen

- Uses a spoon and cup with control

- Pulls zippers

- Helps dress and undress self

- Turns pages in a book
- Digs with tool

- Establishes right- or left-handedness

- May show interest in toilet learning

### *24 to 30 months*

- Runs

- Jumps up

- Climbs

- Bends at waist

- Stands on one foot

- Throws

- Uses hand and wrist motion to twist

- Builds a 7-block tower

- Removes and puts on article of clothing

- Washes and dries own hands

- Eats independently

- Begins to use toilet

## **Intellectual Development**

### *12 to 18 months*

- Understands simple directions
- Connects the order of events, such as food-wash-*nap*

- Correctly uses the names of familiar people and objects

- Watches object hid and moved and looks for it where it was moved

- Looks for something in more than one place

- Investigates cause and effect
- Sees self as causal agent

- Explores how things happen

- Experiments

- Uses trial and error to solve problems

- Imitates behaviors of others

- Establishes rituals in play

- By 18 months, has firm sense of object permanence

## **Physical Development**

### *12 to 18 months*

- Raises self to standing
- High energy; moves from one activity to another
- Walks with good balance

## **Developmental Characteristics of Infants**

The following lists of behaviors and skills may be used for assessing children's development. Age references are approximate. These represent the age range during which the typical child exhibits each behavior. While all children follow the same sequence of development, they do so at their own individual rate.

### **Social-Emotional Development**

#### *Birth to 3 months*

- Smiles at faces or voices
- Smiles or babbles when held or rocked
- Shows discomfort by crying or tensing the body
- Begins bonding process

#### *3 to 6 months*

- Smiles at reflection in the mirror
- Smiles and hugs to show affection
- Squeals and gurgles to show delight
- Laughs and makes noises to show excitement or pleasure
- Cries in different ways to express different needs
- Continuing bonding process
- Beginnings of sense of object permanence

#### *6 to 9 months*

- Reaches out toward and pats reflection in mirror
- Pushes away something not wanted
- Participates in games such as peek-a-boo

#### *9 to 12 months*

- Plays pat-a-cake

- Responds to his/her own name
- May cling to a familiar person if a stranger is present
- Shows hurt feelings when scolded

### **Physical Development**

#### *Birth to 3 months*

- Explores by looking, swatting, grasping
- Grasps objects when placed in hand
- Follows objects with eyes
- Raises head while lying on back
- Begins to roll over

#### *3 to 6 months*

- Balances head
- Reaches with both hands
- Pulls to a sitting position
- Sits alone for a short while
- Eyes follow moving object

#### *6 to 9 months*

- Pulls along on stomach
- Crawls
- Pulls self up and stands holding on
- Holds two objects
- Reaches and grasps objects
- Rolls over
- Able to hit two objects together

#### *9 to 12 months*

- Crawls
- Stands alone
- Walks holding onto furniture or adult
- Eats messily with a spoon
- Feeds self
- Picks up small objects with pincer grasp
- Turns pages of books
- Can do a 3-piece form board puzzle

### **Intellectual Development**

#### *Birth to 3 months*

- Looks at patterns like shapes and faces
- Stares or swats at moving object
- Connects people with events, such as mother with bottle

#### *3 to 6 months*

- Tells the difference between family and others
- Recognizes bottle
- Repeats actions that cause toys to move or make noise
- Looks for and uncovers a partially hidden toy (beginning of sense of object permanence)

#### *6 to 9 months*

- Repeats action to perfect it
- Uncovers a hidden toy
- Shakes or moves an object to make a noise

#### *9 to 12 months*

- Explores nearby areas more thoroughly
- Tries to name familiar people
- Dumps objects out of a container
- Looks at pictures in a book
- Knows family members by pictures
- Remembers games played before
- Understands more words than can say

### **Language Development**

#### *Birth to 3 months*

- Babbles and coos
- Cries to show a need
- Can respond to sounds with gestures or by making sounds

#### *3 to 6 months*

- Tries to imitate some sounds

- Makes sounds to get your attention
- Makes more varied sounds

### 6 to 9 months

- Says da-da and ma-ma
- Babbles to himself/herself and familiar persons
- Copies mouth and lip movements
- Imitates sounds and gestures more accurately

### 9 to 12 months

- Combines words and gestures
- Imitates sounds things make (such as "moo" for a cow)

\* \* \*

Review all of your observation records. Taken together, these records give you a profile of the child's development that can be used to plan appropriate learning activities for this child.

### Self Check 2.5. True/False

1. Between birth and 3 months of age, the typical infant is able to follow objects with his eyes.
2. Between 6 and 9 months of age, the typical infant learns to crawl, pull himself up, and stand holding onto something.
3. Between birth and 3 months of age, the typical infant learns to connect people with events.
4. Between birth and 3 months of age, most infants can respond to sounds with gestures or by making sounds.
5. Between 9 and 12 months of age, the typical infant imitates sounds that things make.
6. Between 3 and 6 months of age, the typical infant learns to feed herself with a spoon.
7. Between 3 and 6 months of age, the typical infant will look for and uncover a partially hidden object.
8. Between 9 and 12 months of age, the typical infant responds to his or her name.
9. By 9 months of age, the typical infant can put words together in simple sentences.
10. Between 9 and 12 months of age, the typical infant knows family members by photos and tries to name familiar people.
11. The typical infant does not begin to sit alone until 9 months old.
12. Between 6 and 9 months of age, infants typically play games of peek-a-boo.

(1. T, 2. T, 3. T, 4. T, 5. T, 6. F, 7. T, 8. T, 9. F, 10. T, 11. F, 12. T)

### Correct Statements for False Self Check Items

Items 6, 9, and 11 of Self Check 2.5 are false. Please review the following correct statements.

6. The typical infant learns to eat, usually rather messily, with a spoon between 9 and 12 months of age. Before this time, the typical infant does not have the fine motor control to use a spoon. Provide many opportunities for young infants to manipulate objects in order to develop their fine motor control.
9. The ability to put words together in simple sentences typically does not develop until 18 to 24 months of age. The typical nine-month-old can say da-da and ma-ma and imitate other sounds.
11. The typical infant begins to sit alone between 3 and 6 months of age. By 9 months old, the typical infant can crawl, pull along on her/his stomach, and roll over.

### Observation Assignment

Review the Observation Assignment printed at the end of Lesson 1. If the child you have chosen to observe is younger than 12 months old, use the developmental characteristics listed above for your observations.

Observe the child for at least half an hour on at least three different days. Schedule your observations for different times of day. Expect variations in children's performance in all domains from day to day. Note the date and time of day on each observation record.

Use all four observing and recording methods described in Lesson 1.

- Begin with a checklist on which you note at least one example for each behavior or skill that you observe. (Write *N* beside any behaviors or skills that you have no opportunity to observe.)
- Write at least one anecdotal record.
- Write at least one running record.
- Use a rating scale for at least four behaviors.