

# HELPING CHILDREN GROW

---

*Growing Up*



# SECURE ATTACHMENT

- Emotional Bond Between infants and his or her primary caregiver.
- This relationship fosters optimal development.
- It will affect how he or she will interact, communicate and form relationships.
- This bond is a key factor in how a child's developing brain organizes itself, and it influences all areas of development.
- A baby that has developed trust will have a healthier and less intense response to stress and crisis.
- This bonding takes place over the course of the first year of life and brings joy to both the parent and the child.
- Signs of a secure attachment:
  - 1) Baby turns to and finds reassurance from caregiver.
  - 2) Child uses caregiver as a secure base for exploring.

# Nurturing the Attachment

- Health, rest, nutrition, and emotional support to the mother in the early months is most important.
- Learn the baby's unique cues.
- Don't fear fussiness or distress.
- Respond to the needs that the baby expresses.(hunger, pain, sleepiness, discomfort, desire to communicate)
- Health, Sleep, Nutrition are non-negotiable
- Talk, laugh and play with your baby.
- Be alert to challenges that can effect the attachment:
  - Illness or chronic health problem of the baby or the parent, prematurity, depression in parent, developmental need or compromised nervous system of the child,

# ACTIVE LEARNING

- Children Develop and learn through interaction with their environment.
- Multi-Sensory learning is optimal learning and happens through *play*.
- Repetition of activities is necessary.
- Adult Facilitated Exploration (adults provide materials, environment, support)
- Child directed learning (children choose how to interact with the materials).
- The process of the interaction is more important than a finished product.

# 0-3 Months



## • Milestones

- Watches Faces Intently
- Follows Moving Objects with eyes.
  - Turns toward a familiar voice
  - Startles at loud noises
- Calms when talked to, held, swaddled
  - Imitates some facial expressions
  - Begins to develop social smile
- Sucks when nipple is placed in the mouth
- Rooting Reflex and anticipation of food
  - Sleeps for 4-10 hour intervals
- Closes fingers with pressure on palm
- Walking reflex when feet on flat surface
  - Lifts and rotates head
  - Kicks when on back
- Raises head, chest and stretches legs on stomach
  - Swipes objects, grasps simple toys

## • Activities

- Swaddle and Snuggle
  - Learn cues
  - Respond to needs
  - Face to Face time.
    - Sing and talk.
  - Show black and white items.
- Show objects with single bright colors.
- Move them slowly allowing baby to follow with eyes for increasing distances.
  - Put baby to sleep on side or back
- Give time for baby to lay on tummy 3-4 times each day.
- Introduce one simple toy at a time as baby begins to reach and swat.
- As the baby begins to vocalize your own soft coos and sounds.

# 3-6 Months



## • Milestones

- Vocalizes in response to speaker
  - Coos, chuckles, gurgles, laughs
    - Smiles and social play
    - Interested in the mirror
      - Mouths toys
  - Repeats an action to cause another
- Reaches and grasps toy, holds for a time
  - Pulls cloth away from face
- Sleeps through the night, takes 2-3 naps
- When pulled to sitting holds head in line
  - Bounces when supported by adult
  - Brings hands together on back
- Begins to roll front to back, back to front
  - Develops full color vision
  - Distance vision sharpens
  - Looks at bright pictures

## • Activities

- Continue to respond to needs, cries, and vocalization. **Build Trust!**
- Make routines a social time, with smiles, laughs, and words.
- Provide safe clean objects for baby to explore and mouth.
- Allow increased time on tummy. Use bright objects (mother's face!) or a mirror to encourage baby to hold head up and push up on arms.
- Take turns "talking" when baby coos, coo back, then wait for baby to coo.
- Show baby simple picture books. Label pictures.

# 6-9 Months



## • Milestones

- Picks up objects with a raking motion
- Transfers objects from hand to hand
  - Imitates actions and sounds
    - **Object Permanence**
      - Drops Object without looking
      - Finds partially hidden object
      - Finds completely hidden object
  - Extends arms to familiar person
  - Responds differently to strangers
    - Sleeps through night, 1-2 nap
      - Brings food to mouth
      - Scoots forward on belly
    - Sits with then without support.
  - When sitting extends arms when tipping
    - Pulls to stand.
  - Increases sounds to babbling consonants
    - Looks at several pictures in a book.

## • Activities

- Sing and Dance
- Take walks, talk about what you see.
  - Look at picture books, take your baby's hand then label and pat a picture.
  - Play Peek-A-Boo. Put a scarf over your head let baby take it off. Put it over baby's head.
  - Hide a toy with part of it showing, let baby find it.
  - Hide a toy completely, let baby find it.
    - Provide safe places for Baby to practice scooting, creeping and crawling.

# 9-12 Months



## • Milestones

- Will signal an adult to repeat action
  - Turns a card to view picture
- Watches/ and looks for a fallen/hidden object.
  - Stranger Anxiety is pronounced
    - Starts to understand “no”
      - Varied Babbling
      - Responds to name
    - Claps and waves when prompted
  - Begins to understand names/objects
  - Plays simple games/ imitates gestures
- Uses finger/thumb to pick up small items and feed self.eg. Puffed rice.
  - Pulls up and walks along an edge
- Crawls on hands and knees (not always)
- Sits independently and maneuvers a toy
- Enjoys rhythm and music (moves body)
  - Pats pictures

## • Activities

- Make the environment safe!
- Read picture books and wait for baby to point out familiar pictures.
  - Play clapping, patting, stomping games.
- Show your baby a simple action then give her a chance to imitate you.
- The baby is communicating with you more and more with sounds and gestures, take the time to listen and respond.



# 12-18 Months



## • Milestones

- Uses a string to pull an object.
- Uses an action to activate another action
  - Fills a container and dumps it out.
    - Takes first steps
- Uses first word/ and uses approximately 20-25 words by 18 months.
- Makes eye contact, listens and imitates or responds to another's speech.
- Points to familiar objects, people or to initiate communication.
  - Varied sounds/speech patterns that represents conversation (jargon)
  - Sleeps through the night/one nap
  - Explores but returns to caregiver
- Stacks 2-4 objects on top of each other.
  - Holds crayon with a fist
- Names familiar objects in pictures, listens to simple story book.

## • Activities

- The baby wants to try what you are doing. Hand him a spoon and bowl, a dish and drying cloth, a small broom.
- Take walks and let your baby walk and explore a safe place.
- Give baby a container with items to fill it up then dump them out.
  - Read simple stories with interesting pictures.
- Build and stack items, expect baby to knock them down frequently in the beginning.
- Talk about what you are doing and what your baby is doing.

# 18-24 Months



## • Milestones

- Inserts shapes into matching slot.
- Uses a stick to get something out of reach
  - Turns pages in a book, identifies familiar pictures.
- Says 50 words by 24 months/Understands 300 words.
  - Begins to combine two words
    - Points to several body parts.
  - Follows simple directions (1-2 parts)
  - Defiance/Independence increases
    - Tantrums emerge
      - Pretend play
      - Will stack 4-6 objects.
    - Throws a ball/ begins to run
      - Scribbles
  - Will play near other children and observe them.

## • Activities

- Offer a doll, safe simple tools or safe cooking supplies for toddler to pretend with.
- When reading a story, leave out simple familiar words and have toddler fill in the word. Do the same thing when singing songs or poems.
- Take time for exploring walks, talk about what you see.
  - Offer some drawing materials.
  - Play in water and sand, add cups, buckets and spoons.
- Filling and dumping games can become shape or item specific. Use shape sorters or puzzles if available.

# 24-30 Months



## • Milestones

- Understands concept of One
  - Sequences pretend play
- Will participate in songs/fingerplays
- Uses 200 words/ Understands 500
- Combines 2-3 words (4 by 30 months)
- Will separate from parent in a familiar environment
  - Will comfort others
- Will listen to a simple story and retell a familiar one.
  - Matches an object to pictures
- Jumps with both feet off the floor
  - Climbs easily
  - Imitates a horizontal line
  - Builds a tower of 10 items
- Approaches other children in a play area

## • Activities

- After reading a story several times, have the child tell you the story.
  - Color or draw with your child, encourage her to copy simple lines.
- Build towers, roads, houses with a variety of items.
- Ask for help with laundry; this shirt goes in Baba's pile, this Sari in Mama's pile.
- Enter into your child's pretend play.
- Find a space for your child to run, toss a ball, and climb safely.

# 30-36 Months



## • Milestones

- Will match by color, shape, size
  - Completes four piece puzzle
  - Imitates a circle with a line.
  - Understands concept of two
- Turns pages of a book one at a time.
  - Retells stories in a picture book.
  - Recites simple poems and songs.
- Plays make-believe with a variety of objects
  - Uses a three point grasp to color.
    - Uses 500 words.
    - Understands 900 words.
- Begins to use some grammatical rules
- Strangers understand most of the child's language
- Will imitate the actions of another child.

## • Activities

- Ask for your child's help when putting dishes away...cups here, plates here, spoons here (nothing sharp!)
- He can also line up the family's shoes, matching the pairs and placing them in a line at the door.
- Ask your child to tell you a familiar poem or song with actions.
- Read/ longer stories which don't have a picture for every event.
- Find places for your child to play close to other children.

# Encouraging Language

- Don't fill every need or desire before giving the child an opportunity to express the need.
- As words are added, delay before responding to gestures.
- Keep your language short, simple, and stressed.
- Talk about what you are doing.
- Talk about what your child is doing.
- Respond to and expand on your child's conversation. For example if the child points and says "dog." Respond with, "yes, a black and white dog." or "Yes, sleeping dog."
- Expand language through books, songs, and poems.
- A child with more vocabulary and more experience with books and poems will have an advantage when he or she goes to school.

THANK YOU

---

Jane Krill Thompson; MS. Ed