

CHARACTERISTICS OF 0-12 MONTH-OLDS

Characteristics	What it means for parents/providers
<p style="text-align: center;">PHYSICAL</p> <ul style="list-style-type: none"> • Rapidly grow from immobility to creeping and possibly walking • Holds toys in palm for banging, waving and mouthing (2-9 months) • About 9 months, grasp moving toward using thumb and index finger (pincer) versus palm • No sense of danger • Totally dependent on others to supply all their needs for healthy growth 	<p style="text-align: center;">PHYSICAL</p> <ul style="list-style-type: none"> • Provide a safe home and safe equipment for sleep and play. Prevent injury accidents. Never shake a baby. • Supervise all infant's activities. • Provide healthy food choices, play-time and 10-12 hours of sleep daily. Provide immunizations and health care as recommended.
<p style="text-align: center;">INTELLECTUAL</p> <ul style="list-style-type: none"> • Senses of vision, hearing, and touch are intact at birth • Infants and toddlers learn by imitation and repetition • Encourage babbling • Talk about what is happening around the child • Label everything • Put toys in and out of containers • Everyday experiences affect brain cell growth and maturation 	<p style="text-align: center;">INTELLECTUAL</p> <ul style="list-style-type: none"> • Provide brightly colored blocks, books, musical instruments, and bowls. • Talk and sing to child, play music, and cuddle them. • Sing songs over and over, nursery rhymes are favorites to repeat, talk to children while awake- keys to expressive language. • Read picture books daily and encourage the child to touch the pages. Tell them what they are touching. • Respond back to babbles even though you may not understand them. • Give the infant warm, loving attention and praise frequently- good job!!!
<p style="text-align: center;">SOCIAL</p> <ul style="list-style-type: none"> • Want intimacy- love to watch faces • Recognize familiar voices, people and sounds • Strong emotional attachment to the parents (peaks at 8-15 months) • Enjoys watching other children play 	<p style="text-align: center;">SOCIAL</p> <ul style="list-style-type: none"> • Provide time for cuddling, touching during daily activities of feeding, bathing, and playing. • Talk to infants throughout their awake time. • Provide an object with special meaning to accompany the infant (teddy bear, blanket). Offer comfort with separation.
<p style="text-align: center;">EMOTIONAL</p> <ul style="list-style-type: none"> • Communicates through crying, cues of facial and body gestures • Unable to control impulses 	<p style="text-align: center;">EMOTIONAL</p> <ul style="list-style-type: none"> • Respond to infant's crying and observe signs of distress- they need to feel important. • Help toddlers avoid frustrating situations and work through tantrums- distract and redirect them. • Help avoid tantrums with regular meals, snacks and naps.

Developed by the Jefferson County Delinquency Prevention Council
 Adapted from *Youth Development Foundations for 4-H Camp Staff: Understanding Children, USDA/Army School-Age and Teen Project* and *The NNCA: Developmentally Appropriate Programming for School-Age Children*

For more information contact:
 Delinquency Prevention Council
 874 Collins Rd.
 Jefferson, WI 53549
 920-675-4630

Every child develops at his/her own pace. Use this as a guide. Talk with a health care professional if you have concerns.

CHARACTERISTICS OF 13-24 MONTH-OLDS

Characteristics	What it means for parents/providers
PHYSICAL	PHYSICAL
<ul style="list-style-type: none"> • Walking, crawling up stairs, and running a few feet without falling. • Beginning to jump and stand on one foot. • Completes shape puzzles or shape sorters • Picks up bite size pieces of food with thumb and index finger (pincer) • Places pegs in a pegboard • Scribbles (12 months) Makes lines (24 months) • Uses a sipper cup and practices a cup without a top • Beginning to discover the new and differing movements one can make 	<ul style="list-style-type: none"> • Provide opportunities to develop fine motor skills, such as finger play activities. • Use music to aid the child in realizing the various body movements one can make. • Allow the child to move around frequently, even when the provider does not want to be directly engaged in active play.
INTELLECTUAL	INTELLECTUAL
<ul style="list-style-type: none"> • Adding short phrases to gestures • Are able to follow one-step simple instructions during daily routine (12 months) • Able to follow new one-step directions (18 months) • Able to follow two-step directions (24 months) • Enjoy learning about size, color, body parts and shape • Are able to identify most objects accurately 	<ul style="list-style-type: none"> • Read to the child daily to increase his/her vocabulary. • Ask the child to point to objects when you name them/ Have the child identify objects when you point to them. • Provide activities to stimulate learning about how objects of different sizes fit together. • Give the child bricks or other simple building objects to stack together.
SOCIAL	SOCIAL
<ul style="list-style-type: none"> • More interested in other children and their activities • Enjoy interactive play • Like active play • Just beginning to imitate people around them • Very possessive- offers toys to other children but then wants them back 	<ul style="list-style-type: none"> • Provide simple group activities. • Supply them with strollers, wagons, and other objects with wheels. • Any play in which the child can move around is enjoyable. • Encourage interaction with other children when playing. • Provide child with baby dolls, comb, brush, bottle, spoon, bowl, cup, blanket, etc. • A playhouse or farm will encourage lots of language and imagination
EMOTIONAL	EMOTIONAL
<ul style="list-style-type: none"> • Very curious about his/her surroundings • Increasing desire for limited independence • Still very emotionally dependent on provider • Desire to complete tasks with a feeling that no outside help was needed • Capable of frequent temper tantrums 	<ul style="list-style-type: none"> • Make sure that the child's surroundings are safe for the curious child. • Praise the child for accomplishing tasks on his/her own. • Allow the child to do things by him/herself, while still making sure to provide distant supervision. • Learn how to handle a tantrum by remaining calm and not hitting or yelling at the child.

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CHARACTERISTICS OF 2-3 YEAR-OLDS

Characteristics	What it means for parents/providers
PHYSICAL	PHYSICAL
<ul style="list-style-type: none"> • Walking up and down stairs • Beginning to run and jump • Is able to balance on one foot for a short time • Can roll or throw a ball overhand • May be partially potty trained • Able to put some clothes on by themselves • Likes to push, pull, fill, and dump 	<ul style="list-style-type: none"> • Allow the child to dress him/herself at least to some extent. • Provide opportunities for the child to ride or pedal on toys. • Give the child small and large blocks to stack. • Provide time for resting and being quiet. • Plan activities that encourage the child to use both hands and feet.
INTELLECTUAL	INTELLECTUAL
<ul style="list-style-type: none"> • An increasing vocabulary allows them to share their feelings more adequately • Will gladly offer their opinions about things • Able to remember past events • Sorts objects by size, shape, texture, etc. • Recognizes places by sounds and smells • Uses "I" and "me" very often • Speaks clearly most of the time • Asks many questions 	<ul style="list-style-type: none"> • Give the child time to express emotions; listen attentively. • Encourage the sharing of opinions, but teach appropriateness along with the opinions. • Provide charts with colors, shapes, and sizes on them. • Encourage the child to use descriptive words. • Read to the child daily; recite nursery rhymes and songs.
SOCIAL	SOCIAL
<ul style="list-style-type: none"> • May not be very willing to share • Imitate and observe what friends do rather than playing with them • May have an imaginary friend • Very possessive of toys • May be suddenly shy around strangers • Very affectionate 	<ul style="list-style-type: none"> • Always keep an eye on the child but try to avoid interfering unless needed. • Do not become worried if the child has an imaginary friend. • Promote creativity by encouraging activities such as reading, storytelling, and dress-up. • Make a point of sharing at home so that the child can see that it is a part of everyday life. • Recognize shyness as being normal and realize that it will pass in time.
EMOTIONAL	EMOTIONAL
<ul style="list-style-type: none"> • Sees self as the center of the universe • Starting to develop a conscience • May develop many fears of common, everyday objects • A sense of empathy is slowly evolving • Very affectionate • Has a need for adult approval and may ask for help at times 	<ul style="list-style-type: none"> • Help the child learn right and wrong through verbal encouragement and redirection. • Thank the child when he/she comes to you to admit a mistake; then calmly explain why it was wrong. • Do not view fears as irrational. • Help the child conquer fears by talking about them.

Developed by the Jefferson County Delinquency Prevention Council
 Adapted from *The UNF: Ages and Stages Milestones and High Quality Care*
 and *The Medical Library for the American Academy of Pediatric:*
Developmental Milestones By the End of 2 Years

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CHARACTERISTICS OF 3-4 YEAR-OLDS

Characteristics	What it means for parents/providers
PHYSICAL	PHYSICAL
<ul style="list-style-type: none"> • Learn best if physically active • Have better control of large muscles than small muscles • Period of slow, steady growth 	<ul style="list-style-type: none"> • Provide experiences that encourage physical activity: running, playing games, painting, etc. • Use projects that can be completed successfully by beginners. Craft projects could end up messy. • Provide opportunities to practice skills
INTELLECTUAL	INTELLECTUAL
<ul style="list-style-type: none"> • Easily motivated and eager to try something new • Have short attention spans • Thinking is concrete. Must have seen it, heard it, felt it, tasted it, or smelled it in order to think about it. • Naturally curious and want to make sense out of their world • Recognizes and identifies almost all common objects and pictures • Understands physical relationships (“on”, “in”, “under”) 	<ul style="list-style-type: none"> • Plan a wide variety of activities that take a short time to complete. • Demonstrate activities. Use the senses to help the child experience things. • Allow for exploration and spontaneity in activities. Be flexible. • Show the child pictures, asking him/her to name objects in the picture or where the objects are located.
SOCIAL	SOCIAL
<ul style="list-style-type: none"> • Beginning to experience empathy for others, but are still selfish. • Interested in new experiences • Cooperate with other children • Dress and undress • More independent • Imitates adults and playmates • Spontaneously shows affection for playmates • Understands the concept of “mine” and “his/hers” 	<ul style="list-style-type: none"> • Make-believe and role-play activities help the child to understand how others might think or feel. • Allow the child to dress him/herself. • Small group activities are effective for practicing social skills and also allow for individual attention. • Allow time for the child to go to new places, explore new things, and meet new people.
EMOTIONAL	EMOTIONAL
<ul style="list-style-type: none"> • Imagines that many unfamiliar images may be “monsters” • Views self as a whole person involving body, mind and feelings • Often cannot distinguish between fantasy and reality • Expresses a wide range of emotions • Objects to major changes in routine 	<ul style="list-style-type: none"> • Encourage the child to express emotions in words. • Use praise for achievements so that the child feels worthwhile and important. • Allow the child to play alone at times, for group play may not always be desired. • TV and movies should be appropriate for age as they may be scary and add to fears.

Developed by the Jefferson County Delinquency Prevention Council
 Adapted from *Ages and Stages of 4-H Youth Development* and
*The Medical Library for the American Academy of Pediatric:
 Developmental Milestones By the End of 3 Years*

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CHARACTERISTICS OF 5 YEAR-OLDS

Characteristics	Strategies for Providers
PHYSICAL	PHYSICAL
<ul style="list-style-type: none"> • Stands on one foot for 10 seconds or longer • Hops, somersaults • Swings, climbs • May be able to skip • Copies triangles and other shapes • Draws person with body • Prints some letters • Dresses and undresses without help • Uses fork, spoon, and sometimes a table knife • Usually care for own toilet needs 	<ul style="list-style-type: none"> • Give child lots of opportunities to climb and crawl, run and tumble. • Exercise with walks, ball playing, trips to the playground. • Encourage activities with an adult such as sports, cooking, shopping. • Give your child a chance to burn off energy by playing indoors. • Encourage supervised play on gym or playground equipment to develop physical skills. • Don't try to force a left-handed child to use his/her right hand. <p>Allow child to:</p> <ul style="list-style-type: none"> • Use toy building materials • Use scrap paper to draw and paint • Cut with scissors • Use play dough • Trace objects • Use scrap paper to fold
INTELLECTUAL	INTELLECTUAL
<ul style="list-style-type: none"> • Recalls part of a story • Speaks sentences of more than five words • Uses future tense • Tells longer stories • Says name and address • Can count 10 or more objects • Correctly names at least four colors • Better understands the concept of time • Knows about things used every day in the home (money, food, appliances) 	<ul style="list-style-type: none"> • Be patient in answering questions- even the same one repeatedly. • Take the child to the library and let him/her choose books to take home. • Let the child try to read by interpreting pictures. • Give more detailed explanations to questions. Explain the meanings of new words. • Play memory games. Teach the child to remember his/her full name, address, phone number, age, and birthday. • Try not to focus too much on correcting the child's errors in speech. • Help the child begin to learn colors, shapes, letters, and numbers. • Sort a variety of objects in such a way that all things in the group have a single common feature (classification skill: all are food items or boats or pieces of clothing). • Let the child help you count and measure. Keep a calendar handy to keep track of days, weeks, etc. • Assign a few safe household chores to help the child learn to follow directions. Children at this age love to help. • Provide a wide variety of hands-on activities for the child to choose from.
SOCIAL	SOCIAL
<ul style="list-style-type: none"> • Wants to please friends • Wants to be like friends • Shows more independence and may even visit a next-door neighbor by him/herself. • Sometimes demanding, sometimes eagerly cooperative with others 	<ul style="list-style-type: none"> • Praise good behavior. • Set aside time for just you and the child to read or talk together about events of the day. • Be aware of the child's needs to spend time with an adult of the opposite sex.
EMOTIONAL	EMOTIONAL
<ul style="list-style-type: none"> • More likely to agree to rules • Likes to sing, dance, and act • Aware of gender • Able to distinguish fantasy from reality • Can be very demanding or also very cooperative 	<ul style="list-style-type: none"> • Children need help understanding the differences between truth and fantasy, fooling and lying. • Set firm limits. Indicate disapproval of fighting, hitting, teasing, or using bad language. • Answer questions about sex and the body simply and honestly. • Offer praise when it is deserved. • Reassure child that everyone has special talents. • Help the child cope with fears. Don't dismiss them as foolish. • Use reason and direct eye contact when the child is angry or having a tantrum. Never hit a child.

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