

CHILD FIND CHATS:

DEVELOPMENTAL EXPECTATIONS FOR CHILDREN AGES
2-5

WHAT TO EXPECT, HOW TO PROMOTE DEVELOPMENT AND
WHEN TO ASK QUESTIONS
IN 2-, 3-, 4- AND 5- YEAR OLD CHILDREN

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PRESENTATION OBJECTIVES

- What to expect in each developmental domain
 - Movement/Physical Development
 - Cognitive (learning, thinking, problem-solving)
 - Social/Emotional
 - Language/Communication
 - Self-help/Adaptive (embedded in each domain)
 - Summary of each age including play, language and behavior
- When to question/talk to professionals
- Things you can do to promote development

VIDEO

- <https://vimeo.com/103169732>Play video

AGE 2 - WHAT MOST CHILDREN CAN DO

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
- Builds towers of 4 or more blocks

AGE 2 - WHAT MOST CHILDREN CAN DO

Cognitive (learning, thinking, problem-solving)

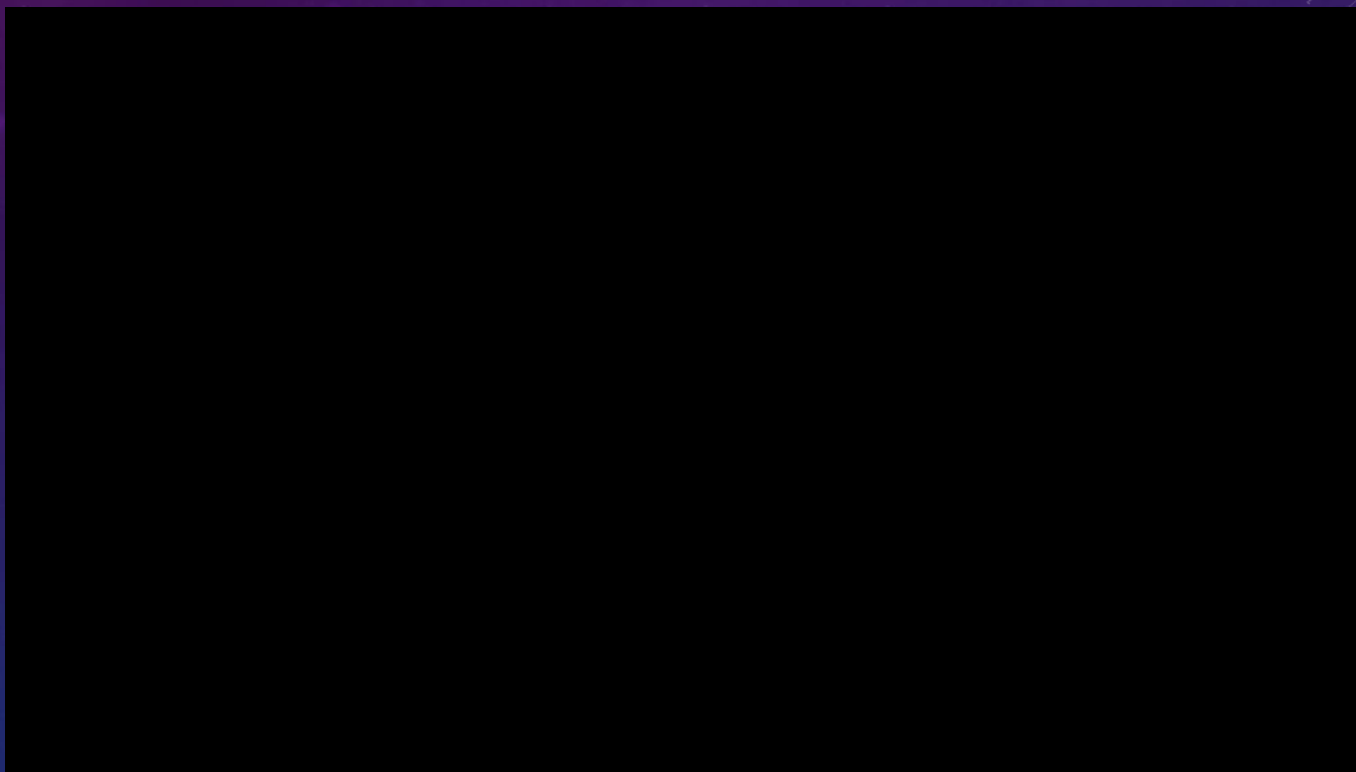
- Finds things even when hidden under two or three covers
- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Might use one hand more than the other
- Follows two-step instructions such as “Pick up your shoes and put them in the closet.”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

AGE 2 - WHAT MOST CHILDREN CAN DO

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
- Social awareness of others; shared attention, referencing and enjoyment

VIDEO



AGE 2 - WHAT MOST CHILDREN CAN DO

Language/Communication

- Points to things or pictures when they are named
- Knows names of familiar people, clothing items, food and body parts
- Begins to put words together in phrases
- Follows simple instructions
- Repeats words overheard in conversation

WHAT DOES 2 LOOK LIKE?

- PROGRESSION of skills
 - PLAY-parallel, emerging pretend, imitation
- LANGUAGE –emerging vocabulary, starting to put words together, functional communication
 - Behavior-frustration, tantrums

AGE 2



AGE 2 - WHEN TO QUESTION/TALK TO PROFESSIONALS

When your 2-year-old:

- Limited sound/verbal development
- 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 smoothly
- Loses skills once had-regresses
- Non engagement-difficult to get them involved; sometimes described as "in own world".
- Medical-sleeping, eating, medication side effects

AGE 2 - WHAT YOU CAN DO

- Encourage your child to help with simple chores at home, like sweeping and making dinner. Praise your child for being a good helper.
- At this age, children still play next to (not with) each other and don't share well. For play dates, give the children lots of toys to play with. Watch the children closely and step in if they fight or argue.
- Give your child attention and praise when he follows instructions. Limit attention for defiant behavior. Spend a lot more time praising good behaviors than punishing bad ones.
- Teach your child to identify and say body parts, animals, and other common things.
- Do not correct your child when he says words incorrectly. Rather, say it correctly. For example, "Yes, that is a ball." or "I see the ball".
- Encourage your child to say a word instead of pointing. If your child can't say the whole word ("milk"), give her the first sound ("m") to help. Over time, you can prompt your child to say the whole sentence — "I want milk."

AGE 2 - WHAT YOU CAN DO (CONTINUED)

- Hide your child's toys around the room and let him find them. Help your child do puzzles with shapes, colors, or farm animals. Name each piece when your child puts it in place.
- Encourage your child to play with blocks. Take turns building towers and knocking them down.
- Do art projects with your child using crayons, paint, and paper. Describe what your child makes and hang it on the wall or refrigerator.
- Ask your child to help you open doors and drawers and turn pages in a book or magazine.
- Once your child walks well, ask her to carry small things for you.
- Kick a ball back and forth with your child. When your child is good at that, encourage him to run and kick.
- Take your child to the park to run and climb on equipment or walk on uneven surfaces
- Can use early signs to facilitate talking and imitation
- Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.

AGE 3 - WHAT MOST CHILDREN CAN DO

Movement/Physical Development

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

AGE 3 - WHAT MOST CHILDREN CAN DO

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

AGE 3 - WHAT MOST CHILDREN CAN DO

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 from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self/ beginning to use toilet

AGE 3 - WHAT MOST CHILDREN CAN DO

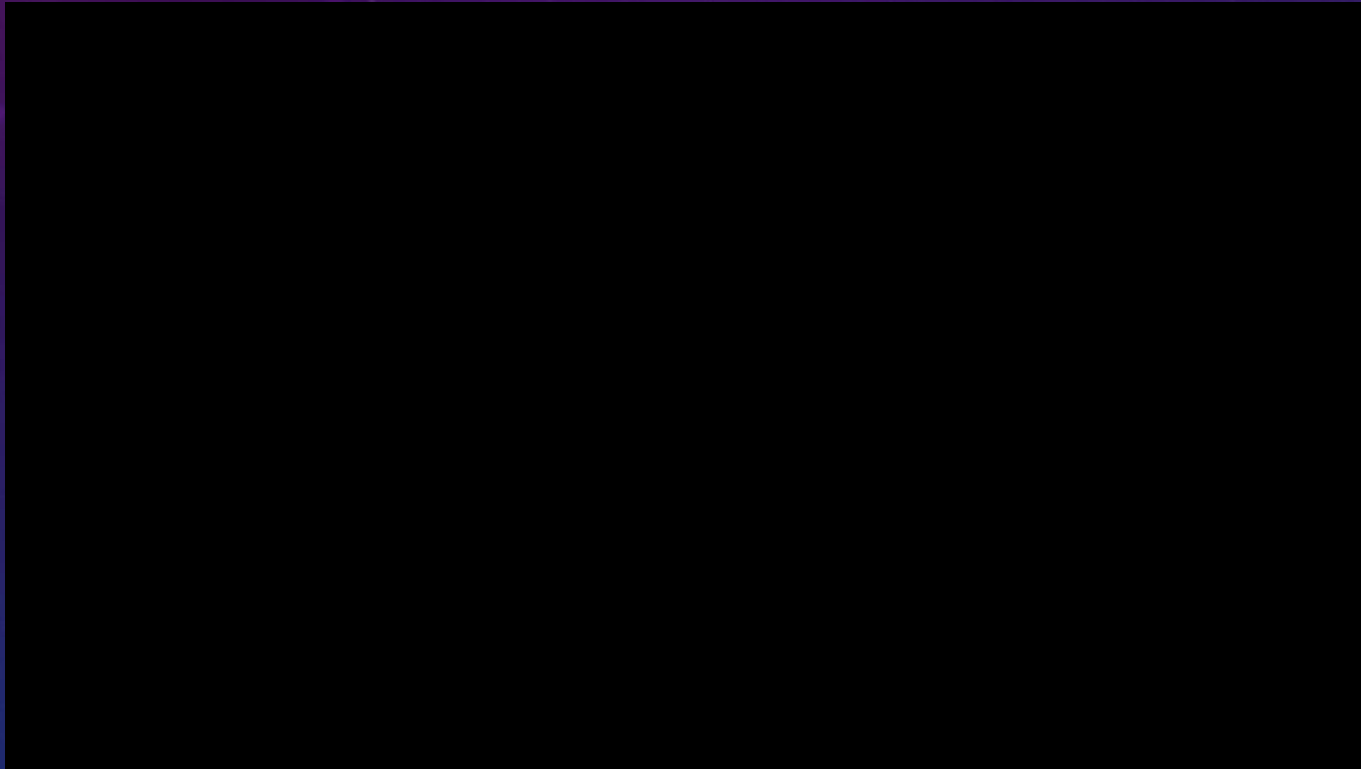
Language/Communication

- Follows instructions with 2 steps
- Can name most familiar things
- Understands words like “in,” “on,” and “under”
- Says first name and age (if been told)
- Names a friend
- Uses phrases and sentences to communicate
- Is understood most of the time
- Carries on a simple conversation

WHAT DOES 3 LOOK LIKE?

- PROGRESSION of skills
- PLAY-entertaining selves increase in pretend play,
 - LANGUAGE-what works best
- BEHAVIOR-short attention, bothersome, pick your battles, consistency
 - **preacademics not a concern

VIDEO



VIDEO



AGE 3 - WHEN TO QUESTION/TALK TO PROFESSIONALS

- Falls down a lot or has trouble with stairs
- Relies on communicative behaviors such as gestures, miming
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Not putting words together
- Doesn't understand simple instructions or familiar routines
- Doesn't play pretend or make-believe or does not use toys functionally
- Doesn't want to play with other children or with toys
- Doesn't make eye contact with social intent
- Loses skills he/she once had
- Medical-sleeping, eating, medication side effects

AGE 3 - WHAT YOU CAN DO

- Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- Work with your child to solve the problem when he is upset.
- Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- Set rules and limits for your child, and stick to them. If your child breaks a rule, give natural consequences. Praise your child for following the rules.
- Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."
- Read to your child every day. Ask your child to point to things in the pictures and repeat words after you
- Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.

AGE 4-WHAT MOST CHILDREN CAN DO

Movement/Physical Development

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

AGE 4-WHAT MOST CHILDREN CAN DO

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
- Recalls familiar information-outside of preacademics
- Shows longer attention to activities

AGE 4 – WHAT MOST CHILDREN DO

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/he likes and what she/he is interested in or wants to do

AGE 4/5-WHAT MOST CHILDREN DO

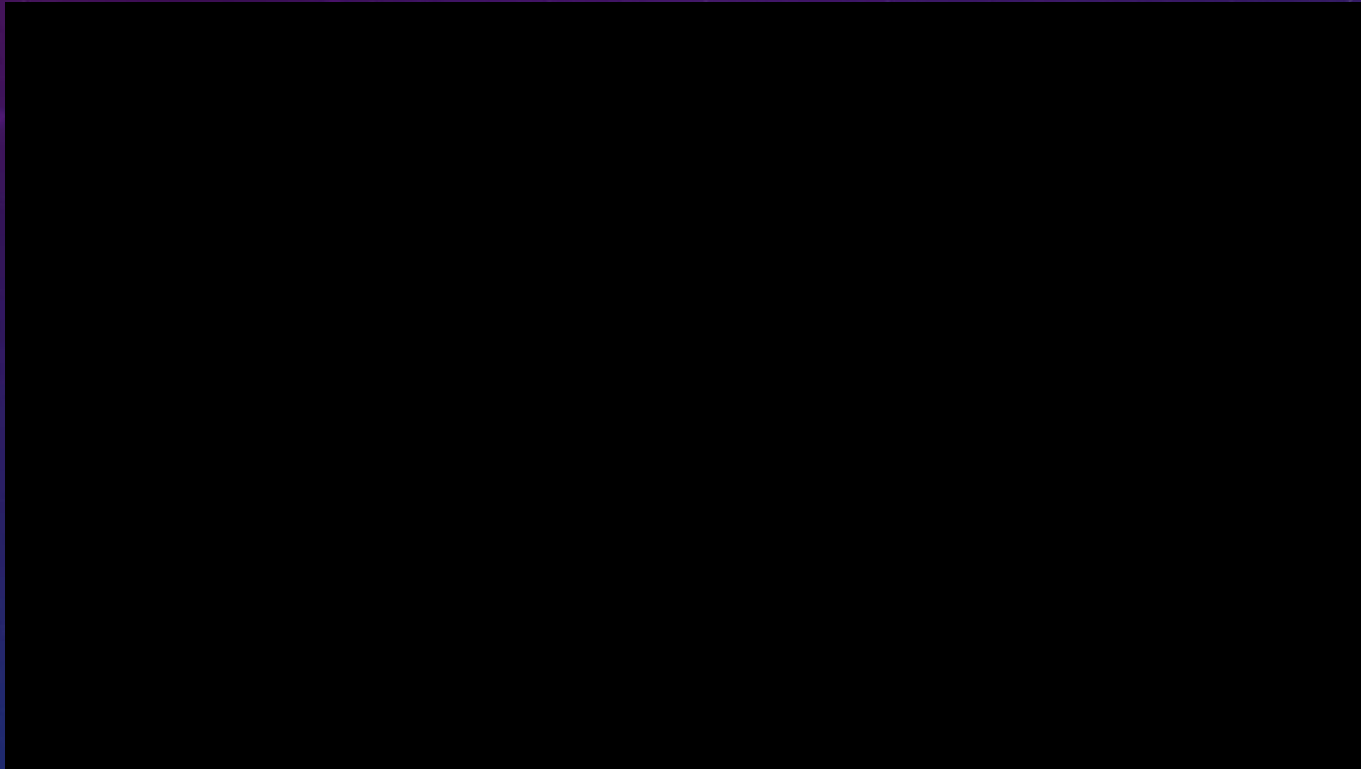
Language/Communication

- Mostly intelligible in speech
- Tells a simple story using sentences
- Engages in back and forth verbal exchanges and maintains topic of interest
- Asks questions on topics of interest
- Follows 2- and 3-part verbal requests

WHAT DOES 4 LOOK LIKE?

- PROGRESSION of skills
- PLAY-pretend/group play
- LANGUAGE –conversations (topics of interest), normal nonfluency (language takes leap)
- BEHAVIOR-consistency, argumentative, asking “why?”, testing limits

VIDEO



AGE 4 WHEN TO QUESTION/TALK TO A PROFESSIONAL

- 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 multistep commands
- Doesn't understand "same" and "different"
- Difficult to understand
- Loses skills he/she once had
- Medical-sleeping, eating, medication side effects

AGE 4 - WHAT YOU CAN DO

- Play make-believe with your child. Let her be the leader and copy what they doing.
- Suggest your child pretend play/or write a story about an upcoming event that might make him nervous, like going to preschool or staying overnight at a grandparent's house.
- Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.
- During play dates, let your child solve her own problems with friends, but be nearby to help out if needed.
- Encourage your child to use words, share toys, and take turns playing games of one another's choice.
- Give your child toys to build imagination, like dress-up clothes, kitchen sets, and blocks.
- Use good grammar when speaking to your child. Instead of "Mommy wants you to come here," say, "I want you to come here."

AGE 4 - WHAT YOU CAN DO *(CONTINUED)*

- Take time to answer your child's "why" questions. If you don't know the answer, say "I don't know," or help your child find the answer in a book, on the Internet, or from another adult. Ask your child "why?"
- When you read with your child, ask him to tell you what happened in the story as you go.
- Say colors in books, pictures, and things at home. Count common items, like the number of snack crackers, stairs, or toy trains.
- Teach your child to play outdoor games like tag, follow the leader, and duck, duck, goose or other games.
- Play your child's favorite music and dance with your child. Take turns copying each other's moves.

AGE 5 - WHAT CHILDREN CAN DO

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

AGE 5 - WHAT CHILDREN CAN DO

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

AGE 5 - WHAT CHILDREN CAN DO

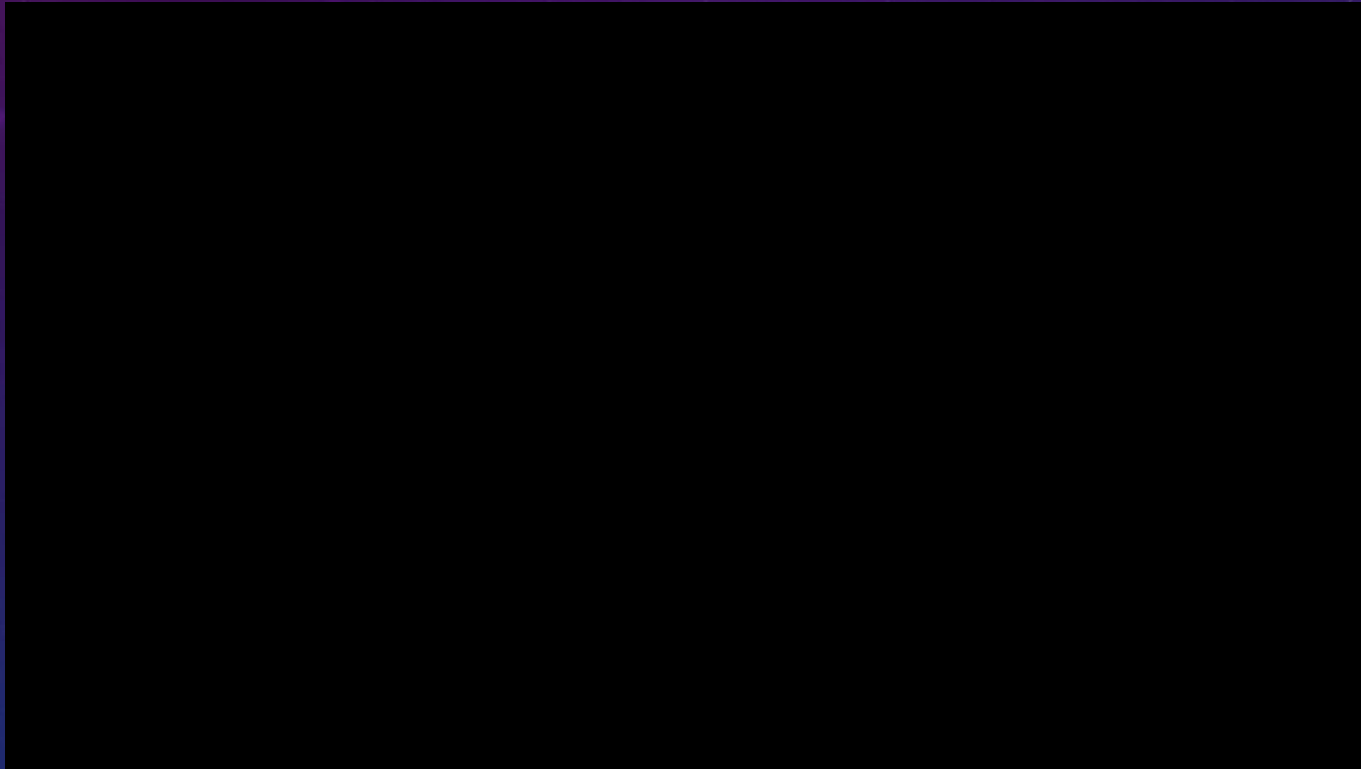
Social/Emotional

- 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
- Is aware of rules

WHAT DOES 5 LOOK LIKE?

- PROGRESSION OF SKILLS-Kindergarten
 - PLAY
 - LANGUAGE
 - BEHAVIOR

VIDEO



AGE 5-WHEN TO QUESTION/TALK TO A PROFESSIONAL

- 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

AGE 5 WHAT YOU CAN DO

- Give your child more freedom to choose activities to play with friends, and let your child work out problems on her own.
- Your child might start to talk back as a way to feel independent. Do not give a lot of attention to this talk. Instead, praise your child when he asks for things nicely and calmly takes “no” for an answer.
- Teach your child her address and phone number.
- When reading to your child, ask him to predict what will happen next in the story. Encourage your child to “read” by looking at the pictures and telling the story.
- Explore your child’s interests in your community. For example, if your child loves animals, visit the zoo or petting farm. Go to the library or look on the Internet to learn about these topics.
- Keep a handy box of crayons, paper, paint, child scissors, and paste. Encourage your child to draw and make art projects with different supplies.
- Play with toys that encourage your child to put things together.
- Teach your child how to pump her legs back and forth on a swing. Help your child climb on the monkey bars. Go on walks with your child, do a scavenger hunt in your neighborhood or park, help him ride a bike.

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RESOURCES

- **CDC-developmentaltracker:**<https://www.cdc.gov/ncbddd/actearly/milestones-app.html>
- **Zero to three--**<https://www.zerotothree.org/resources?type=parenting-resources>
- **Healthy children-**<https://www.healthychildren.org/English/ages-stages/preschool/Pages/default.aspx>
- **ASHA**
- ****Browse toys/ideas**

HOW TO CONTACT CHILD FIND

- Child Find Office
- 20 Union Street NW
- Leesburg VA 20176
- 571-252-2180
- Website: <https://www.lcps.org/site/Default.aspx?PageID=1754>
- Go to LCPS.org, click on PARENTS tab, then find link to Child Find

UPCOMING PRESENTATIONS FROM CHILD FIND

- 11/14/18: Understanding and Improving Your Preschool Child's Behavior (9-11am)
- 01/16/19: Raising Young Communicators (9-11am)
- 04/03/19: Screen Sense for Young Children (9-11am)
- LCPS Administrative Building
- 21000 Education Court
- Ashburn VA 20148