

Child Care Training and Resource Kit

Behavior Management Class 2 –

Attachment and Relationship

Handouts

- 1 **Child Care Training and Resource Kit**
Behavior Management 2 – Attachment and Relationships
- 2 **What Is An Enriched Environment?**
- 3 **What Can You Do In Your Professional Job To Facilitate This Type Of An Environment?**
- 4 **Attachment**
 - An Enduring two-way bond or relationship of affection between parent/caregiver and infant.
- 5 **Attachment Theory**
- 6 **Attachment is a two-way street.**
 - John Bowlby: Biological Basis
 - Mary Ainsworth: Quality based on:
 - Prompt and consistent
 - Effectiveness
 - Security
- 7 **Phases in the Development of Attachment**
 - Phase 1: Pre-attachment: birth-4 weeks
 - Phase 2: Attachment-in-the-making: 2-7 months.
 - Phase 3: Preferred attachment: 7-12 months
 - Phase 4: Secure base and safe haven: 12-24 months
 - Phase 5: Goal-corrected partnership: 4-5 years.
- 8 **Patterns of Attachment**
 - Secure: Consistent, sensitive care
 - Anxious/Resistant: Inconsistent care
 - Anxious/Avoidant: Chronic inattentiveness
 - Disorganized/Disoriented: Caregiver is a source of threat
- 9 **Secure**
 - Age 2: autonomy, social confidence, flexibility
 - Age 3-5: interactive, positive social skills
 - Age 6: less likely to blame peer
 - Age 10: reliable and trustworthy friends
 - Adolescent and young adult: rebound quickly, high competence
- 10 **Anxious/Avoidant**
 - Age 2: separate easily, friendly to strangers, ignore caregivers.
 - Age 5: dependent on teachers, high attention-seeking needs, impulsive, victims/victimizers.

- Age 10: loners, intimidating
- Adolescent and young adult: expect rejection.

11 ☐ **Anxious/Insecure/Resistant**

- Tend toward behavior problems, impulse control problems, conflicts and struggles
- Easily victimized.
- Poor interpersonal understanding.

12 ☐ **Insecure/Disorganized**

- Seen in infants with parents who have unresolved losses, bipolar, substance abusers or who maltreat infant.
- Later in life see role-reversed relationships or behavior problems.

13 ☐

- Babies secure with one parent tended to be secure with another.
- When secure with one and insecure with the other parent, the insecure was equally likely to be avoidant or resistant.
- When both are insecure, it often was the same type of insecurity.

14 ☐ **Attachment Theorists Emphasize:**

- Consistent and responsive care giving
- The infant experience and it's role
- Influence of early relationships
- Importance of attachments

15 ☐ **Difficult Attachment Situations:**

- Maternal illness or hospitalization
- Infant hospitalization
- Parental attachment problems from their childhood
- Early or unplanned parenthood
- Infant has disability or is unable to communicate
- Infant has self-regulation difficulties



Birth - 3 Months

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

INFANCY: Infancy is the period of birth to one year. Children vary a lot as they grow and develop. The following information is a general guideline for typical development. Most children will have accomplished most of these tasks by 3 months of age. Contact a medical provider (doctor/nurse) if you have concerns.

HEIGHT AND WEIGHT

- Babies **average** weight at birth is 6-9 lbs.
- The **average** length at birth is from 18-22 inches.
- Babies gain 1 to 1-1/2 lbs. per month from birth to 6 months

DEVELOPMENTAL TASKS

Muscle Skills:

- Moves arms and legs equally well.
- When on stomach ability to raise and control head improves.
- When on back eyes follow bright objects, or face from side-to-side.
- Stares at objects held about 8-10 inches in front of him. Likes human faces and bright colors best.
- Likes high contrast (black and white) and bright colors (oranges, reds, yellows).
- Slowly develops head control when in a sitting position. (Caregivers must continue to provide head support.)
- Movements not well coordinated, startles at loud sounds or sudden change of position.
- Cannot yet control hands.

Language Skills:

- Makes some noises other than crying (coos).
- Can hear well, likes human voices.

Social and Emotional Skills:

- Crying to let caregiver know needs--usually means: hunger, loneliness, wet, cold, hot, fatigue, over or under stimulation, or other discomfort.
- Comforts when needs are cared for such as food, dryness, warmth, loving. Comforts when talked to, held and cuddled.
- Sucking brings comfort.
- Trust begins to be developed when you respond to baby's needs--baby in turn quiets, looks with eyes, smiles.

Behavior:

Infants are not capable of misbehavior. Their world is too new and they are too busy trying to figure it out. From their first moment of life, they are developing ways of learning and coping with the world around them.

Each infant's way of coping is individual. Some infants withdraw, even go to sleep when they are bored (under stimulated) or over-stimulated (too many new sights, new experiences, new people). Other infants fuss, are cranky in these situations.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills

- Place infant in different positions when awake.
- Put on stomach and place brightly colored toys 8-10 inches in front of head to encourage lifting of head.
- Sit infant up, either hold or put in infant seat. Be sure back and head are supported. Sitting up gives infant a chance to watch activities occurring around him/her.
- Place brightly colored mobiles and pictures around infant's area.

Language Skills

- Talk to infant as much as possible; when changing diapers, feeding, playing. Talk, then wait, giving infant time to respond.
- Respond to infants laughs, coos, sounds with pleasure and expression.

Social and Emotional Skills

- Provide the same caregiver as much as possible. Infants bond well to only a few people. This bonding is critically important to developing feelings of trust and security.
- Be aware of baby's moods. Babies like to play and eat when they are awake and alert. Sleepy or fussy infants do not like eating or being handled.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

- Parents and caregivers need to learn and encourage infant's self-comforting behavior-sucking on hands or fingers; being closely wrapped.
- When an infant cries check to see if hungry, wet, cold, hot or uncomfortable, and solve the problem.
- Bring your face into baby's vision (8-10 inches).
- Talk in a soft steady voice.
- Give closeness, swaddle, hold and walk or rock.
- Let baby bring hand to mouth--some babies quiet by sucking on their hands or fingers.
- Pacifiers, if approved by parents, may comfort baby. (Never sweeten pacifier. It can damage tooth formation. Never have pacifier on a cord wrapped around infants neck--it can strangle baby.)
- **It is never appropriate to spank the child.**

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



Developed for Child Care Programs Seattle-King County
Department of Public Health 110 Prefontaine Place South,
Seattle, WA 98104.

FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES



3 - 6 Months

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

INFANCY: Infancy is the period of birth to one year. Children vary lot as they grow and develop. The following information is a guideline for typical development. Most children will accomplish most of these tasks by six months of age. Contact a medical provider (doctor/nurse) if you have concerns.

HEIGHT AND WEIGHT

- Babies **average** weight at birth is 6-9 lbs.
- The **average** length at birth is 18-22 inches.
- Babies gain 1-1-1/2 lbs. per month from birth to 6 months.
- Babies double their birth weight by five months.

DEVELOPMENTAL TASK

Muscle Skills:

- Gains more muscle control. Plays with feet when lying on back.
- Lifts head and chest with weight on hands when on stomach.
- Rolls over, begins to sit (first with support, gradually more on own).
- Vision improves, can see more clearly, makes eye contact, follows a moving object.
- Reaches for objects, holds in hand, can bring hands together (like clapping), looks for objects that go out of sight.
- By 5-6 months, can find mouth with hands.
- By 6 months transfers objects from one hand to the other.

Language Skills:

- Makes a variety of sounds, coos, may begin babbling.
- Turns eyes in the direction of sound (especially voice).

Social and Emotional Skills:

- Smiles.
- Makes eye contact.
- Shows signs of attachment to important caregiver(s) (father, mother or usual child care provider).
- Responds differently to different people

Thinking Skills:

- Responds to environment: laughs, looks at objects making sounds.
- Begins to explore body.

Behavior:

Infants are not capable of misbehavior. The following are examples of possible behavior that may concern parents/ caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

- The child cries and seems inconsolable.
- The child begins to explore with hands and fingers; pokes or pulls earrings of caregiver.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Provide lots of time for sitting up (support head and back until good head control is complete).
- Have brightly colored toys within reach, use toys that child can hold with hands.
- Give toys with different textures (soft-rough).

Language Skills:

- Speak, sing to child, use "adult" talk not "baby" talk.
- Respond to baby's coos and babbles with similar sounds.

Social and Emotional Skills:

- Have same caregiver for same babies as much as possible; helps child learn to trust and develop relationships with others.
- As with younger baby, be aware of baby's moods; play and eat when they are awake and alert, rest when sleepy or fussy.
- Crying becomes different for hunger, discomfort, wanting attention, etc. Child needs attention when he cries-- you can't spoil him/her!

Thinking Skills:

- Provide interesting toys like
 - Toys that make noise; rattles, squeeze toys, stuffed animals with noise makers inside.
 - Toys that can be reached for and held: crib gym, soft toy above crib to kick.
- Provide time for being near other infants and adults.

Babies at this age put objects in their mouths. Check all toys to be sure they don't have small pieces that could be swallowed. Hanging toys over cribs must be high enough so infant can't pull them down and become strangled by the cord.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

- When an infant cries, check to see if hungry, wet, cold, hot or uncomfortable.
- Bring your face into baby's vision (8-10 inches).
- Use a soft steady voice, give closeness, swaddle, hold, rock.
- Parents/caregivers need to learn and encourage infant's self-comforting behavior--sucking on fingers; being closely wrapped; etc.
- For some infants meeting new people or a number of people at one time (holidays) is stressful. Provide plenty of sleep/rest prior to any stimulating activity (doctor visit/family event). Limit the number of visitors, number of different people holding the infant, and the length of visit.
- Remove or distract baby from activities that are inappropriate: poking touching etc.
- Parents and caregivers should advise each other when the infant has had a particularly stimulating day.

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Dept. of Public Health, Seattle, WA



Developed in 1994 by Penny O'Leary, MS, for Child Care Programs, Seattle-King County Department of Public Health, 110 Prefontaine Place South, Seattle, WA, 98104.



FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES

6 - 9 Months

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

INFANCY: Infancy is the period of birth to one year. Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following information is a general guideline for typical development. Most children will accomplish most of these tasks by 9 months of age. Contact a medical provider (doctor/nurse) if you have concerns.

HEIGHT AND WEIGHT

- Babies gain 3-4 ounces a week from 6 months to 1 year.
- Babies have doubled birth weight by five months.
- Babies increase their birth length by one half at one year.

DEVELOPMENTAL TASKS

Muscle Skills:

- Sits alone without support, has good head control.
- Able to get from lying to sitting.
- Can pull self to stand up, may take a step while holding on.
- May crawl.
- Reaches out and grasps objects (rattles, toys).
- Looks for object that goes out of sight.
- Beginning self-feeding with finger foods, cup.

Language Skills:

- May say "dada", "mama" but does not connect these words with specific people.
- Imitates speech sounds and noises.
- Turns and looks in the direction of sounds.
- Likes musical sounds, squeaky toys.

Social and Emotional Skills:

- Begins to be shy or uneasy with strangers.
- May show strong preference to one or two people.
- Enjoys games like "pat-a-cake", "peek-a-boo", hiding a toy and then having it reappear.
- Smiles at self in mirror.

Thinking Skills:

- Spends much of daytime awake and alert.
- Recognizes familiar people and objects.
- Is developing memory.

Behavior:

Infants are not capable of misbehavior. The following are examples of possible behaviors that may concern parents/caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

- Child squeals and shouts in inappropriate places.
- Child slaps and hits, usually playfully, but it can hurt.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Provide a safe area so infant can creep, crawl and explore.
- Have toys of different shapes, textures, colors. Be sure toys are safe (no small pieces or sharp edges).
- Provide finger foods infant won't choke on (children progress on solid foods at different rates; start out with crackers and then move on to small foods such as Kix or Cheerios).
- Let infant begin feeding self, try to use cup with small amount of fluids.

Language Skills:

- Talk to infant, use descriptive words to comment on infant's activities.
- Praise when infant makes sounds.
- Imitate sounds made by infant.
- Provide squeaky or musical toys.

Social and Emotional Skills:

- Continue to provide the same caregiver as much as possible.
- Play games like "peek-a-boo", or making toys disappear and then immediately come back.
- Provide play time with infant.

Thinking Skills:

- Continue to use toys suggested for 3-6 months olds. Try rotating them so some "new" toys become available each week.
- As infants begin to creep or crawl, provide large, safe area to explore.

Babies at this age put objects in their mouths. Check all toys to be sure they don't have small pieces that could be swallowed. Hanging toys over cribs must be high enough so infant can't pull them down and become strangled by the cord.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

- When an infant cries check to see if hungry, wet, cold, hot or uncomfortable.
- When infant exhibits shyness, be supportive.
 - Don't have child held by an adult they fear.
 - Verbally encourage and praise child as child does something that scares them.
- Even babies need to learn limits, say "No," firmly and then distract the child with an appropriate item to touch or activity to watch.
- **It is never appropriate to spank the child.**

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



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9 Months - 1 Year

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

INFANCY: Infancy is the period of birth to one year. Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following information is a guideline for typical development. Most children will accomplish most of these tasks by 1 year of age. Contact a medical provider (doctor/nurse) if you have concerns.

HEIGHT AND WEIGHT

- * Babies gain 3-4 ounces a week from 6 months to 1 year.
- * Babies triple their birth weight by one year.
- * Babies will increase their birth length by one half at one year.

DEVELOPMENTAL TASKS

Muscle Skills:

- * Can get from lying down to sitting position, sits well alone.
- * Creeps, crawls.
- * Pulls self up to a standing position, may be able to stand alone, may take several steps while holding on.
- * Begin using simple commands and show child what your words mean (for example, "sit down", "come here", -use hand gestures at the same time).

Language Skills:

- * Imitates sounds like clucking, lip smacking.
- * Uses words like "mama", "dada".
- * May understand one or two simple commands.
- * Begins to understand "no-no".

Social and Emotional Skills:

- * Begins to be interested in activities of others.
- * May still show fear with strangers; attaches to main caregivers.
- * Very responsive to adult's smiles, voice, eye contact and play.

Thinking Skills:

- * Remembers toys, people.
- * Curious about objects--likes to put things in and out of containers.
- * Likes to uncover a toy he has seen hidden.

Behavior:

Following are examples of behaviors that often concern parents/caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

- * Separation Anxiety, clinging, crying, refusing to go to sleep.
- * Grabbing, hitting, exploring with senses.
- * Easily frustrated, because of limited fine motor skills.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- * Think about safety--as babies gain mobility they get into new areas.
- * Provide safe areas with enough space for creeping, crawling.
- * Let child pull self up to stand. A railing or low furniture can encourage "cruising".
- * Give toys like: spoons, plastic containers, cups, balls, large blocks, pots, and pans.
- * Play with a large soft ball-- child rolls it, throws it, catches it.
- * Be sure toys cannot fit into baby's mouth--choking is a risk at this age.
- * Have outside play time in a safe play area.

Language Skills:

- * Talk to child (while playing, bathing, changing diapers).
- * Use "adult" talk not "baby" talk.
- * Make sounds child can copy.
- * Begin using simple commands and show child what your words mean: "sit down", "come here", -use hand gestures at the same time.

Social and Emotional Skills:

- * Continue to provide the same caregiver as much as possible.
- * Play with child, show how toys work, do not just give toys.
- * Talk, smile, laugh, have fun.

Thinking Skills:

- * Provide toys which are right for the age and challenge the child to learn (like: "in and out" toys, "push-pull" toys, stacking cones, music boxes, jack-in-the-boxes).
- * Teach child how toys work.
- * Give child time and opportunity to learn to do things for him/herself, such as feed self.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

- * Always find out why a child is crying, reassure child that he/she can trust that their needs will be met.
- * Support the child when they are hesitant to try new situations or meet new people with hugs, verbal encouragement and praise, minimize new experiences at any one time..
- * Teach child:
 - limits, say "No" firmly, help child learn to obey, remove from situation; hitting, hurting is never okay.
 - to use toys. This reduces frustration for the child.
 - to begin to do for self. This encourages self esteem.
- * **It is not appropriate to spank the child.**
- * See Separation Anxiety Behavior Fact Sheet.

REFERENCE

- * *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



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FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES

12 - 18 Months

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following information is a guideline for typical development. By 18 months of age most children can do most of these things. Contact a medical provider (doctor/nurse) if you have concerns.

PHYSICAL GROWTH

- Children gain 5-6 lbs. during their first and second years.
- Babies increase their birth length by half at one year.

DEVELOPMENTAL TASKS

Muscle Skills:

- Walks well by self.
- Stoops for an object.
- Walks backwards, climbs steps.
- Turns pages of a book.
- Stacks a few books.
- Begins interest in holding a fat pencil or crayon and scribbling.
- Holds cup.
- Eats with spoon, however may still be clumsy with it

Language Skills:

- Uses one word at a time.
- Learning new words rapidly, vocabulary increasing--should know at least 10 words (mama, dada, bottle, etc.)
- May make sounds that are not understandable to others.

Social and Emotional Skills:

- Likes to copy adults (pretends to do housework).
- Curious and very interested in exploring.
- Developing sense of independence.
- Removes some clothing (socks, pants).
- Remembers people and objects even when out of sight.

Thinking Skills:

- Looks for objects that have been hidden.
- Tries different ways to solve problems until learns what works.
- Imitates (copies) others.
- Memory getting better.

Behavior:

The following are examples of behaviors that may concern parents/caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

- Crying, clinging, separation anxiety.
- Very active physically, reacts physically, vocabulary may be too limited, so grabs, hits.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Provide safe play area--frequently check for small objects that can be swallowed or sharp, dangerous objects.
- Provide quiet play and big muscle play; climbing-outdoor play.
- Provide play with crayons, large paper, finger paints.
- Go on field trips (zoo, parks) to give varied experiences.

Language Skills:

- Talk to child about lots of things--be descriptive--if you are talking about snow, say that it is cold and white.
- Encourage talking by being patient, listening, giving eye contact and responding, answer back.
- Don't pressure child by commanding them to talk.
- Encourage child to say words other than always pointing.
- Read books to child.

Social and Emotional Skills:

- Let child help with simple household tasks (like dusting, clearing dishes, setting table).
- Put on clothes that are easy to remove so child can undress self and be more independent.
- Give honest, simple explanations when you(or parent) leaves the child (When parent drops off child at child care they should say good-bye--not sneak away.).

Thinking Skills:

- Provide age appropriate toys that challenge the child to learn (like: "in and out" toys, "push-pull" toys, stacking cones, music boxes, jack-in-the-boxes).
- Teach child how toys work.
- Give child time and opportunity to learn to do things for him/herself, such as feed self.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

- Support the child with hugs, verbal encouragement and praise when they are hesitant to try new situations or meet new people.
- Teach child:
 - to use words to get what they want
 - simple commands, "sit down", "come here", and help the child learn to obey. After asking child twice, help the child to do the task, with praise and hugs.
 - limits, say "No" firmly, help child learn to obey, remove from situation.
 - to use toys. This reduces frustration for the child.
 - to begin to do for self. This encourages self esteem.
- **It is not appropriate to spank the child.**
- See Behavior Fact Sheet on Separation Anxiety, Child Care Programs, Seattle-King County Department of Public Health

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



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FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES

18 - 24 Months

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following information is a guideline for typical development. By 24 months of age most children can do most of these things. Contact a medical provider (doctor/nurse) if you have concerns.

PHYSICAL GROWTH

Children gain 5-6 lbs. during their first and second years.
Children are approximately 1/2 their adult height at their second birthday.

DEVELOPMENTAL TASKS

Muscle Skills:

- Skills improve; walks, runs, climbs steadier, jumps.
- Stacks more blocks.
- Can copy a straight line.
- Kicks and throws a ball.
- May be able to pedal a tricycle.
- Gains more control over bladder and bowel movements.

Language Skills:

- Begins to combine two words.
- Can name or point to some parts of body; ears, eyes, etc.
- Can name pictures of common objects: cat, dog, man, etc.
- Can follow simple 1-step directions: "Bring the book to me."
- Should know about 270 words; either says or understands.
- Likes singing and rhyming.

Social and Emotional Skills:

- Children play side by side not really interacting with each other -- may do same activity near others -- no real idea of sharing.
- Begins to dress self -- puts on simple clothing.
- Likes to copy adults.
- Developing independence-- beginning to say "no" when asked to do things or asked questions.

Thinking Skills:

- Getting better at solving problems.
- Begins to play make believe/pretend.

Behavior:

The following are examples of behaviors that may concern parents/ caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

Learning self-help skills, but spills, messy.
Sometimes resists control and routines, such as nap time, meal time or bedtime.
Beginning toilet training by using "no" power.
Experiences feelings, limited frustration tolerance, may cry, hit, bite.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Have safe play area outdoors and indoors for using large muscles: running, climbing, throwing, jumping.
- Tricycle riding in safe, supervised area with helmet.
- Supervise coloring and painting.
- Toys for this age: blocks, toys to climb on, play house, dress-up toys, colorful picture books.

Language Skills:

- Play sound games or name games; "a cow goes moo.", or "Show me your nose."
- Sing tell rhymes.
- Encourage talking; say words rather than always pointing.

Social and Emotional Skills:

- Let children begin to play with each other -- expect mostly individual play, next to each other.
- Don't punish if refuses to share.

Thinking Skills:

- Provide picture books with large bright pictures.
- Draw murals, large objects and tells stories about these.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

Give small amounts of food or drink in sipper cups and spill proof environment.

Establish healthy routines and have a consistent caregiver and environment.

Affirm assertiveness, but maintain the rules.

Recognize beginning thinking skill, when a child says "No!".

When possible give child choices so that he/she has an opportunity to exert control over situations (set limits clearly before giving a child the choice).

Label feelings--"I see you are angry."

Teach child coping skills

- to use words to get what they want
- "People are not for hitting, when you are angry you can . . ."
- simple commands, "sit down", "come here", and help the child learn to obey. After asking child twice, help the child to do the task, with praise and hugs.
- limits, say "No" firmly, help child learn to obey, remove from situation.
- to use toys. This reduces frustration for the child.
- to begin to do for self. This encourages self esteem.

It is not appropriate to spank the child.

See Behavior Fact Sheet on Ignoring, Child Care Programs, Seattle-King County Department of Public Health

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



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FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES

2 - 3 Years

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following information is a guideline for typical development. By three years of age most children can do most of these things. Contact a medical provider (doctor/nurse) if you have concerns.

PHYSICAL GROWTH

Children gain 5-6 lbs. during their third year.

DEVELOPMENTAL TASKS

Muscle Skills:

- Running and stopping, stepping up, squatting.
- Stands on one foot.
- Jumps in place with both feet.
- Rides tricycle, always use a helmet.
- Stacks more blocks, up to 8 cubes, builds bridges.
- Throws ball over hand.

Language Skills:

- Follows two-step directions ("Get the book and put it on the table.").
- Names 5 to 6 body parts on him/herself.
- Takes part in simple conversations.
- Answers simple "What?" or "What do?" questions.
- Uses 2-3 word sentences regularly.
- Uses plurals.
- Asks lots of questions.

Social and Emotional Skills:

- Helps with simple tasks, like picking up toys.
- Dresses with supervision.
- Separates from mother easily.
- Plays interactive games (tag).
- Asserting individuality.
- May be negative or demanding.
- Likes rituals.
- Likes to feed him/herself (but still spills).

Thinking Skills:

- Making choices.
- Establishing individuality.
- Beginning to grasp cause and effect relationship.

Behavior:

The following are examples of behaviors that may concern parents/caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

- Experiencing feelings and learning self-assertion, resists control, may have temper tantrums.
- Limited frustration tolerance, may cry, hit, bite.
- Uses loud voice to experiment effect on others.
- Learning social skills, does not share easily.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Have safe play areas, indoors and outdoors, for using large muscles (running, climbing, throwing, jumping).
- Allow supervised tricycle riding with helmet.
- Supervise coloring and painting.
- Good toys and games are: blocks, toys to climb on, play house, dress-up toys, colorful picture books.
- May begin toilet training, if demonstrates readiness skills.
- Play with balls.

Language Skills:

- Singing.
- Wordless books, so the child tell the story, adult listens, adds details or pronounces correctly what child says.
- Read books aloud at least once a day.
- Encourage child to recount everyday events and details.

Social and Emotional Skills:

- Model social skills.
- Help child use words to solve problems.
- Allow choices about many daily events.
- Encourage helping and self control--pick up toys, do tasks around house or Center, dress self.
- Encourage to express feelings verbally.
- Simple turn-taking games: tag, musical chairs, Simon Says.

Thinking Skills:

- Simple puzzles.
- Books with interesting age-appropriate stories.
- Art projects with many textures, colors, large paintings.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

Allow toilet training to proceed at child's pace.

Ignore negative behavior whenever possible.

Teach gentle touch for people and property.

Teach child to use words not fists or teeth. Label and identify feeling, direct child to appropriate activity to vent. "I see you are angry, Jason. People are not for hitting. Come pound on these blocks."

Read stories sharing appropriate social skills.

Be aware of adult voice level. Model appropriate language and voicing--"Talk softly like this." "Use your in school voice please."

Ignore temper tantrums unless hurting self, others or property. For repeated tantrums set up consequences.

- remove to a quiet place
- tantrum mat
- Time-out, 1 minute for each year of age starting at age 2

Monitor TV--no violent programs, even cartoons.

See Behavior Fact Sheets on Ignoring, Temper Tantrums, Time Out/ Cool-Off and Consequences, Child Care Programs, Seattle-King County Department of Public Health.

It is never appropriate to spank the child.

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



Developed by Child Care Programs, Seattle-King County Department of Public Health, 110 Prefontaine Place South, Seattle, WA 98104



FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES

3 - 4 Years

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following information is a guideline for typical development. By 4 years of age most children can do most of these things. Contact a medical provider (doctor/nurse) if you have concerns.

PHYSICAL GROWTH

Children gain 4-5 lbs. during their fourth year.

DEVELOPMENTAL TASKS

Muscle Skills:

- Jump, run, throw, climb, sing good balance.
- Balance on one foot 5 seconds, hop on one foot.
- Starts learning to catch.
- Walks tiptoe.
- Draws up, down, around and sideways using a crayon.
- May be dry at naptime and nighttime, or not.

Language Skills:

- Uses plurals, past tense, pronouns, and prepositions.
- Uses speech that is easily understood.
- Asks a lot of "why" and "what" questions.
- Answers simple "where" and "who" questions.
- Recognizes colors.
- Gives first and last name.

Social and Emotional Skills:

- Enjoys playing with other children.
- Waits his turn some of the time.
- Dresses partly, undresses completely.
- Likes to learn and follow the rules.

Thinking Skills:

- Has attention span of about 10 minutes.
- May know shapes.
- Still doesn't understand idea of time.
- Can count objects.
- Learn to classify objects by color, form, size, etc.

Behavior:

The following are examples of behaviors that may concern parents/caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

- Resists control by others, mood swings, laughs, then whines, or cries, fragile emotions.
- Continues to be very physically active and to react nonverbal instead of with words, so grabs, hits.
- Overtalkative, may talk at inappropriate times.
- Thinks faster than talks may stall, stutter.
- Regresses to previous developmental stage or skill level.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Continue to allow toilet training to proceed at own pace.
- Allow plenty of free play time out of doors.
- Provide with safe climbing structures, trikes.
- Allow for messy art play.

Language Skills:

- Same as for 2-3 year olds.
- Answer questions straight forwardly and simply.
- To increase vocabulary, have conversations about subjects of interest to the child.

Social and Emotional Skills:

- Allow for lots of "make believe" play with dress up box, etc.
- Encourage development of cooperative skills.
- Encourage development of feelings of sympathy for others.
- Model social skills.
- Praise freely, criticize rarely.

Thinking Skills:

- Practice counting.
- Allow to make choices about activities.
- Encourage to problem solve for herself, when possible.
- Develop classification skills by making collections of similar objects for children to sort and compare--buttons, small plastic objects, spools, lids, etc.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

Clear consequences for defiance and out of control expression of feelings, e.g., loss of privilege.

Avoid power struggle, offer only 2-3 acceptable choices.

Allow encourage healthy expression of feelings, through pictures, stories, puppets or dolls.

Clear consequences for misbehavior

- For destruction of toys or equipment or hurting others: Time out, no use of toy for rest of the day, community service (Helping to clean up mess, doing something for those injured.)

Ignore inappropriate attention getting behavior, over talking.

Have clear limits--"Teacher is talking now. You may talk after the lesson."

Tolerate speech errors, ignore stuttering. Set clear expectations of speech behavior. Be patient. Do not belittle or criticize.

Ignore regressive behavior as much as possible.

Provide safe opportunities to practice age appropriate skills.

See Behavior Fact Sheets on Ignoring, Consequences, Cool-off/ Time-out, Child Care Programs, Seattle-King County Department of Public Health.

It is never appropriate to spank the child.

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



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FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES

4 - 5 Years

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following is a guideline for typical development. By 5 years of age most children can do most of these things. Contact a medical provider (doctor/nurse) if you have concerns.

PHYSICAL GROWTH

Children gain 4-5 lbs. during their fifth year.

DEVELOPMENTAL TASKS

Muscle Skills:

- Hops on one foot; balances on one foot for 10 seconds.
- Climbs down steps, alternating feet.
- Puts on clothing with help; laces but does not tie shoes.
- Draws three part stick person. Cuts on line with scissors.
- Toilets without help.

Language Skills:

- Tells stories; mixes fact and fiction.
- Tries out silly words and sounds. Trying "four letter" word is typical and should be dealt with calmly.
- Uses 4-5 word sentences.
- Uses adjectives; uses past tense correctly, if adults in his/her environment do.

Social and Emotional Skills:

- Uses verbal skills instead of reacting physically (hitting, grabbing) most of the time.
- Verbally express anger, frustration, jealousy.
- May have imaginary playmates and real worries and fears.
- In a group, shares, waits turn more easily.
- Separates easily from parents or primary caregiver.

Thinking Skills:

- Has longer attention span, stays with one activity at least 10-15 minutes.
- Understands some time concepts: noontime; early morning; after nap.
- Identifies crosses, triangles, circles, and squares.
- Thinks of imaginary conditions such as: "suppose that"; "What if"; "I hope that".
- Asks many questions. Great curiosity.
- Sometimes feels that his/her thoughts and wishes cause events to occur. May feel guilty about negative events.

Behavior:

The following are examples of behaviors that may concern parents/caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

- With developing imagination, has fears, nightmares.
- Uses bad words, "four letter" words,
- May be bossy, calls others names, brags about accomplishments.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Reinforce progress in self-help skills(toileting, dressing).
- Teach/ model healthy habits--handing washing, good eating habits, cover nose and mouth when coughing/ sneezing.
- Encourage self-expression through creative activities; drawing, painting; dramatic play.
- Provide child-size scissor, left handed if needed; larger size crayons.

Language Skills:

- Teach child correct use of telephone.
- Encourage child to tell stories, real and make-believe; start story and have child choose ending.
- Involve child in planning activities and sharing his/her ideas for events: holiday decorations; meal preparation; outings.
- Reinforce and encourage child's progress in speech skills: "I like the way you described your new dress."
- Read daily to child. Ask questions about events in story.

Social and Emotional Skills:

- Encourage healthy expression of feelings. Provide acceptable outlets for anger.
- Provide opportunities for role playing through puppets; dress up clothes.
- Encourage peer support by using "buddy system" --pairing more outgoing child with shy child.
- Model good table manners and common courtesy.

Thinking Skills:

- Use calendar, clocks, and other visual aids to teach time. "When both hands are on the 12, it will be lunch time."
- Reinforce staying with task.
- Provide simple, honest answers to their why, what, where questions.
- Continue to teach problem solving skills through stories, games, and situations as they occur.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

Avoid power struggles. Give clear simple rules and consequences. Give only acceptable choices. Use terms such as: "It's time to . . .", "the rule is. . ."

Identify and distinguish between real and imaginary fears.

Discuss nightmares, identify imaginary aspects and physically reassure the child.

Encourage verbalization of fears.

Discuss common fears, read stories about feelings.

Ignore "bad" language when possible. When not, have clear consequences.

Teach to respect others, read stories about name calling and the feelings of others.

See Behavior Fact Sheets on Bad Language, Name Calling, Consequences, Child Care Programs, Seattle-King County Department of Public Health.

It is never appropriate to spank the child.

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



Developed by Child Care Programs, Seattle-King County Department of Public Health, 110 Prefontaine Place South, Seattle, WA 98104



FACT SHEET ON PRESCHOOL CHILDREN'S DEVELOPMENTAL STAGES

5 - 6 Years

CHILDREN, LIKE ADULTS, VARY IN SIZE, SHAPE AND DEVELOPMENT

Children vary a lot as they grow and develop. They may not develop at the same pace in all areas. The following guidelines for typical development discuss tasks most children can do by 6 years of age. Contact a medical provider (doctor/nurse) if you have concerns.

PHYSICAL GROWTH

Children gain 4-5lbs. during their sixth year.

DEVELOPMENTAL TASKS

Muscle Skills:

- Catches a bounced tennis ball, 2 out 3 tries; throws well.
- Draws a 6-part figure with more details.
- Sews with large needle and yarn or thread. Ties a bow.
- Walks backward and forward with heels and toe one inch apart in straight line.
- May ride bicycle instead of tricycle (reinforce use of bicycle helmet).

Language Skills:

- Tells what common objects are made of (e.g., door made of wood; spoon made of silver, plastic).
- Sentence length 6+ words.
- Uses all types of sentences, some complex (e.g., "I can go in the house after I take off my muddy shoes).

Social and Emotional Skills:

- Has sense of humor; plans surprises and jokes.
- Prefers own age group for play; plays cooperatively; likes to conform.
- Expresses sympathy for others; protects younger children.
- Displays pride in abilities and possessions.
- Expresses thoughts and feelings in dramatic play with toys.
- Copies behavior of significant adults and peers.
- Begins to resolve conflicts, considers the other's feelings.

Thinking Skills:

- Has better memory, longer attention span: 15+ minutes.
- Counts objects to 10. Identifies nickels, dimes, pennies. Groups item according to shape, size, color, function.
- Follows three-step direction (e.g., "Get your coat, put it on, and then stand by the back door.>").
- States full name, age, and sex.
- Is interested in why and how things work.

Behavior:

The following behaviors that may concern parents/caregivers. Suggestions for behavior management are found in the next column under "Encouraging Positive Behavior Patterns".

Aware of body functions, may continue to use bathroom language. Developing social and emotional skills can cause stress, worry about friends, jealousy. May act aggressively or be shy, show stress; thumbsucking, hair twisting, bite nails.

WAYS TO ENCOURAGE DEVELOPMENT

Muscle Skills:

- Provide adequate space for large muscle activities (e.g., throwing and catching balls).
- Provide ample materials for using small muscles (e.g., cutting, pasting, drawing, sewing).
- Encourage rhythm activities; provide simple musical instruments (e.g., drums, cymbals).
- Encourage child's interest in printing letters, own name.

Language Skills:

- Continue encouraging new vocabulary through reading longer stories, poetry. Define new words and concepts.
- Provide field trips to explore child's neighborhood.
- Encourage use of reference books—help child look up answers to questions and special interests (e.g., dinosaurs; snakes).
- Listen to child. Give positive feedback verbally and nonverbally.

Social and Emotional Skills:

- Give child message that he/she is loved and valued ("I'm glad you're here today").
- Reinforce cooperative group behaviors.
- Model appropriate coping skills and expression of feelings.
- Encourage responsibility for small chores.
- Provide clear rules and consequences.

Thinking Skills:

- Play games that have a few clear directions (e.g., board games, checkers).
- Provide opportunities for simple science experiments (e.g., magnets; water-ice/steam).
- Present relevant problems or use actual situations to let children provide possible solutions.
- Provide variety of objects for counting games.

ENCOURAGING POSITIVE BEHAVIOR PATTERNS

Ignore "bad" language, when possible, when not, have clear consequences.

Honestly and calmly discuss body functions and privacy issues. Recognize feelings, but redirect physical behavior.

Discuss feelings, using dolls or puppets.

Teach tension relievers, stretching, deep breathing, etc.

Reassure child that they are loved and capable.

Never allow others to be harmed. Have clear rules and consequences.

Teach respect for self and others. Whenever harms others physically or by words, apologize.

It is never appropriate to spank the child.

REFERENCE

- *Child Care Health Handbook*, Seattle-King County Department of Public Health, Seattle, WA 1993



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