
BONNIE KUDLACIK

Ages and Stages: Developmental Milestones



BIRTH TO PRESCHOOL

2013/2014

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Brain Development

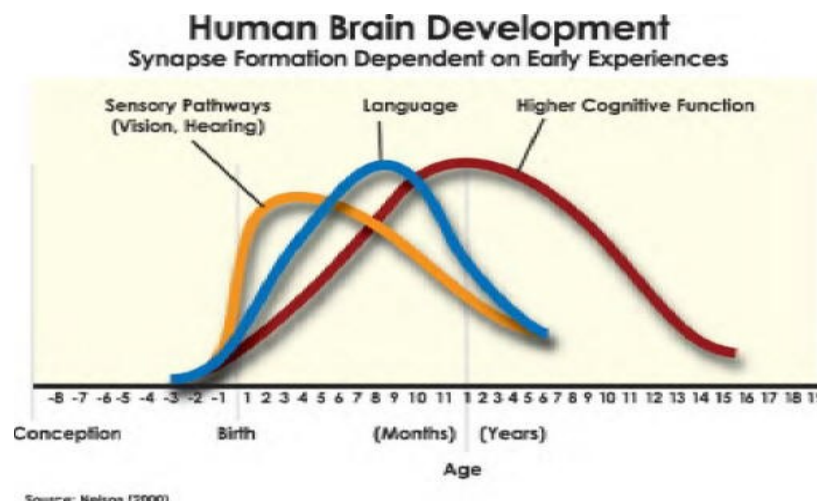
From the time a baby is born the brain is functioning. With every experience the infant has senses, memory, language, and later successes are developing. The “wiring” in the brain becomes stronger with every interaction with its new world.

Secure attachments, positive experiences, consistency and play are essential for brain development. Attachments begin developing at birth through interactions between adults and children. Early interactions shape the wiring in the brain supporting their ongoing ability to form healthy relationships. Babies’ brains double in size during the first 12 months of life. Toddler’s brains triple in size during the first 4 years of life.

A child’s experience determines which connections are strengthened and expanded. Repetition provides children with many opportunities to strengthen connections. Consistency is important to the social, emotional and cognitive development of babies and young children.

Play is one of the most important ways children learn. Through play, children explore the world, learn valuable information, and build networks of connections in the brain.

This graph shows the development of the brain. Note the quick development taking place in the first year making this the most critical time for development and later successes.



4 Areas of Development

Physical: Growth of the child's body, muscles and senses. Fine motor and gross motor, balance and coordination.



Cognitive: Imagination, creativity, thinking and problem solving, understanding and using language.



Social: Sharing, playing and talking to others.



Emotional: Child's awareness of self, expressions of feelings and how she/he helps care for her/himself.



Infants

- Smiles at people
- Holds head up without support
- Reaches for toys with their hands
- Follows objects with eyes
- Able to roll over
- Loves to be held
- Develops a strong attachment to caregiver



Toddlers

- Walks, runs and climbs
- Uses spoon and fork
- Plays with other children
- Sorts shapes and colors
- Recognizes patterns



Preschoolers

- Imitates adults
- Takes turns when playing games
- Grows more independent
- Imaginative play is more detailed
- Can follow one-step instructions
- Can match and draw circles and squares
- Plays board games



Activities to do with children

- Consistently respond to their cries
- Give them a lot of physical contact
- Provide baby with plenty of tummy time
- Hang an unbreakable mirror
- Give baby stacking and sorting toys
- Look at picture books with infants and children
- Play with children
- Read to your children and have them point to different objects in the book
- Provide safe climbing opportunities
- Build with blocks
- Do simple puzzles
- Have children identify different sounds
- Play matching and board games with children
- Read counting books
- Listen to music and dance
- Sing songs
- Provide make-believe play materials
- simple household chores





New York State Regulations

Each family day care home and child day care center must provide a sufficient quantity and variety of materials and play equipment appropriate to the ages of the children and their development levels and interests, including children with developmental delays or disabilities, that promote the children's cognitive, educational, social, cultural, physical, emotional, language and recreational development.

The child care center must establish a planned program of activities which are appropriate for the children in care, and which encourage normal progress in the development of cognitive, social, emotional, physical and language skills.

Children must be provided with a program of self-initiated, group-initiated and staff-initiated activities which are intellectually stimulating and foster self-reliance and social responsibility.

As age and development permit, children must be allowed freedom of movement and must be provided with an environment designed to develop such skills as crawling, standing, walking and running.

Children must be provided an opportunity to choose between quiet activities and active play.

Except while sleeping, awaking or going to sleep, an infant must not be left in a crib, playpen or other confined space for more than 30 minutes at any one time. Other than at meals or snack time, a child must not be left in a high chair for longer than 15 minutes.

New Regulation effective May 2014.

When care is provided to infants less than six months of age, the daily schedule must include short supervised periods of time during which the awake infant is placed on his or her stomach, back or side allowing them to move freely and interact socially, thus developing motor skills and social skills.



Better Brains for Babies. www.bbbgeorgia.org



Nurturing Pathways—Growing The Mind Through Movement. www.nurturingpahways.com



Schaefer, C. & DiGeronimo, T. ((2000) *Ages and Stages: A Parent's Guide to Normal Childhood Development*, New York, NY: John Wiley & Sons, Inc.



Loehr, J. & Meyers, J. (2009) *Raising Your Child: The Complete Illustrated Guide*. Beverly, MA: Fair Winds Press



Learn the Signs. Act Early. www.cdc.gov/actearly

Mission Statement:

To support the community by expanding and promoting high quality Child Care that meets the needs of children & their families.

Visit our website www.familyofwoodstockinc.org



CHILD CARE COUNCIL

Serving Columbia, Greene and Ulster Counties

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Parent Counselor - Jessica Markle, ext. 126

Food Program - Cindy Eggers, ext. 130 and Tamar Reed ext. 137

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Trainings - Diann Keyser, ext. 135

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