

# **Department of Children and Family Services Mission**

The Department will, with our community partners, provide a comprehensive child protection system of prevention, preservation, and permanency to ensure that children grow up safe, physically and emotionally healthy, educated, and in permanent homes.



# Introduction

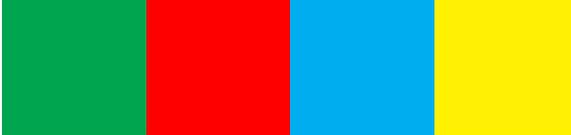
The Department of Children and Family Services (Department) has developed this Developmental Milestones Guide in its efforts to protect and serve children and families. The Guide assists with ensuring that children under the Department's supervision receive the appropriate services needed to grow up healthy. Children's Social Workers and caregivers should use the Guide to keep track of a child's development. The information presented is "user-friendly" and can easily be used to check if a child is developing appropriately.

This Developmental Milestones Guide is not intended to take the place of developmental assessments conducted by a medical or mental health professional. This is general information only. Only a medical practitioner or mental health professional may assess a child for physical, social and emotional health.

It is important to keep in mind that the time frames presented in the Guide are averages, and some children may achieve various developmental milestones earlier or later than the average. This information is presented to assist Children's Social Workers and caregivers understand what to expect in terms of a child's development. Any questions about a child's development should be shared with the child's doctor. All children grow and develop at different rates. **Some children are "early bloomers" and others may be delayed in some areas but still within the normal range of development.**

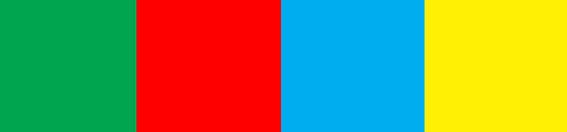
## Child Development

A child's physical development is commonly presented as developmental milestones. Developmental milestones are defined as, "age-related averages which are computed to represent typical development." These milestones are generally organized into categories, such as:

- 
- **Physical/Motor Milestones:** refers to child's control over his/her muscles and the physical changes that a child goes through from birth. Milestones are often age-related to represent typical development for healthy children. These milestones provide a guide, stating what to expect and when to expect it. Children develop from head to toe. The first major milestone is control of the head, followed by control of the body, the arms, the trunk, and then the legs.
  - **Emotional and Social Milestones:** refers to how a child starts showing emotions and how s/he starts relating to others. Children learn how to communicate their social and emotional needs from birth. Newborns communicate pain, fear, discomfort, or loneliness through crying.
  - **Intellectual Milestones:** refers to the child's ability to experience and interpret the world. Infants explore objects with their mouths, and turn their heads toward bright colors and lights. Children recognize faces, voices and the environment at a very early age.

Other topics to consider are how to help the child reach the milestones, how to know when to be concerned with the child's growth and development, and when to consult with a doctor. These topics are highlighted as follows:

- ▶ **Red Flag Alerts:** refers to behavioral indicators that show that a child is not developing at a normal range. These behaviors are areas of concern when they are seen consistently over a period of time.
- **Activities to stimulate grow and development:** refers to all interactions with, or between, the primary caregiver and the child that provide opportunities for the child to learn, acquire new skills, and develop according to his/her age.



## Resources

If there is any concern regarding a child's development, the first person to consult is the child's pediatrician. Children's Social Workers and caregivers should work as a team to identify the best resource(s) for the child.

Other resources are:

### **Martin Luther King/Drew Medical Center- Southwest Area Children's Hub**

The Southwest Area Children's Hub is a comprehensive Multidisciplinary Health Care Assessment and Services Center.

Jaron J. Gammons Center

1721 E. 120th St.

Los Angeles, CA90059

(310) 668-6401

### **Childrens Hospital General Pediatrics Behavioral and Development Program**

This program provides developmental assessments.

Typically, there is a waiting list.

4650 Sunset Blvd., MS#38

Los Angeles, CA 90027

(323) 660-2450 Ext. # 4977

## Regional Centers

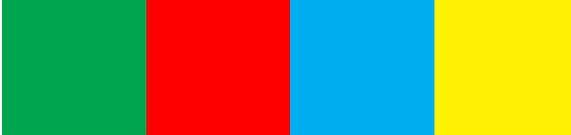
Regional Centers provide diagnosis and coordination of resources, such as education, health, welfare, rehabilitation, and recreation for residents with developmental disabilities throughout the State of California.

Eastern Los Angeles Regional Center

1000 S. Fremont Ave.

Alhambra, CA 91802

(626) 299-4700



Westside Regional Center  
5901 Green Valley Circle, Suite #320  
Culver City, CA 90230  
(310) 258-4000

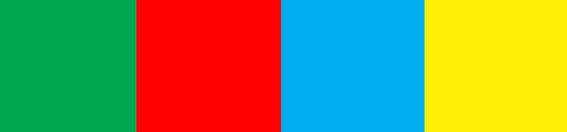
North Los Angeles County Regional Center  
15400 Sherman Way, Suite 170  
Van Nuys, CA 91406  
(818) 778-1900

San Gabriel/Pomona Regional Center  
761 Corporate Center Drive  
Pomona, CA 91768  
(909) 620-7722

South Central Los Angeles Regional Center  
2160 West Adams Blvd.  
Los Angeles, CA 90018  
(213) 764-7800

Harbor Regional Center  
21231 Hawthorne Blvd.  
Torrance, CA 90503  
(310) 540-1711

Frank D. Lanterman Regional Center  
3303 Wilshire Blvd. Suite #700  
Los Angeles, CA 90010  
(213) 383-1300



## **Head Start Programs**

The Head Start Programs provide early childhood education, day care, developmental assessments, screening for special needs, etc. To locate a Head Start Program in your area, call (323) 869-5800.



# Birth to One Month

## Physical/Motor

- Sleeps: 16-20 hours daily
- May lift head briefly when prone
- Responds to sounds
- Stares at faces
- Moves all extremities
- Can grasp fingers as a reflex (not willingly)

## Emotional and Social

- Alert to stimuli
- May recognize caregiver's voice or make eye-to-eye contact
- Cries to show discomfort or fatigue

## Intellectual

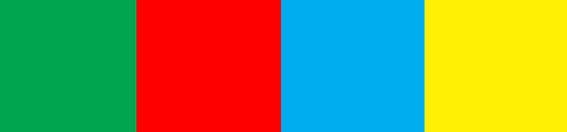
- Responds to voices
- Makes small throaty sounds

## Red Flag Alerts

- ▶ Failure to gain weight
- ▶ No eye contact
- ▶ Failure to hold head up
- ▶ Failure to hold on with hands
- ▶ Failure to show anticipatory behavior at feeding
- ▶ Excessive spitting

## Activities to Stimulate Growth and Development

- Talk to the child
- Hold the child in your arms close to your body
- **Do not shake the child**



## What are the advantage of enrolling children in child care?

Several studies have demonstrated how important it is to get children ages 0-5 in high quality early care and education settings. In Los Angeles County, programs such as Head Start, and Early Head Start, (for infants and toddlers) as well as Los Angeles Universal Pre-School, State funded pre-school and quality center based and licensed family day care environments are some of the setting where children can learn and thrive. These resources can be accessed through the Child Care Resource and Referral Agencies listed on page 44.

Long term studies have shown the tremendous benefits that individuals have gained by attending pre-schools as opposed to those who did not attend a quality early care and education program.

According to the Perry Pre-school study, children who participated in a quality childcare or pre-school program **achieved much more in school** that children who did not enroll.

By age five, 67% of child care recipients had an ***IQ of at least 90***, while only 28% of the children who did not attend an early childhood program achieved that IQ score.

Child care recipients are also ***20% more likely to graduate*** from High School.

At age forty they ***earn 25% more*** than those who did not benefit from childcare.

# Two Months

## Physical/Motor

- Weight gain between 1 lb. to 2 lbs.
- Height gain of 2 inches
- Smiles in response to others
- Lifts head 45 degrees when on stomach
- Listens to others talk, and responds with sounds, movements, facial expressions
- Can locate sounds
- May begin to roll over
- Hands are frequently open
- Decreased flexion of the extremities while on stomach

## Emotional and Social

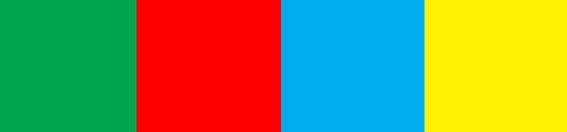
- Will respond to cuddling and stroking
- Displays different moods
- Smiles in response to stimuli
- Makes vocal response to familiar voices

## Intellectual

- Searches to locate sounds
- Crying is different for different reasons/causes
- Begins to visually fix on close objects

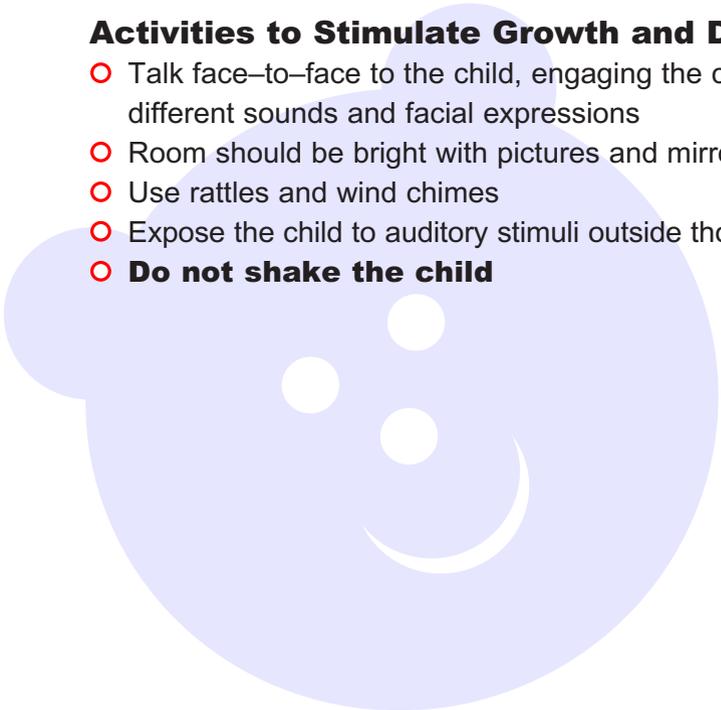
## Red Flag Alerts

- ▶ Child's eyes do not follow objects
- ▶ Does not smile or change of expression
- ▶ Does not seem interested in new faces
- ▶ Does not gain weight



## Activities to Stimulate Growth and Development

- Talk face-to-face to the child, engaging the child with different sounds and facial expressions
- Room should be bright with pictures and mirrors
- Use rattles and wind chimes
- Expose the child to auditory stimuli outside those of the home
- **Do not shake the child**



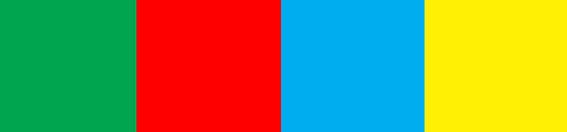
# Four Months

## Physical/Motor

- Weight: 10-18 lbs.
- Height: 23-27 inches
- Sleeps: 14-17 hours daily
- Can roll from back to side
- Lifts head and chest when lying on stomach
- Sits with support
- Follows a moving object or person with eyes
- Tries to reach for objects with hands
- Controls head well
- Has improved coordination
- Cries less
- Holds objects in his/her hands
- Brings his/her hands to the mouth
- Eyes should be aligned and able to focus on one object instead of two
- Can discriminate sweet, sour, bitter, and salty tastes
- Will open and close hands and bring them to mouth

## Emotional and Social

- Laughs while playing and may cry if playtime is interrupted
- Tries to get parent's attention by banging rattle or crying
- May recognize primary caregiver in a group of people
- Squeals, waves arms and breathes heavily when excited
- Coos and gurgles when talked to
- Begins to sort out who is who in his/her life
- May prefer certain people
- Can communicate hunger, fear, discomfort
- Reacts to "peek-a-boo" games
- Smiles or laughs during physical play
- Focuses on human faces
- Becomes comfortable with caregiver interaction; for instance, child knows, "when I cry, mom comes to pick me up"



## Intellectual

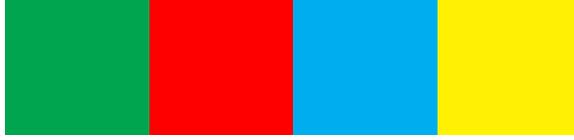
- Shows curiosity when inspecting rattle
- Links sounds with objects
- May respond to mirror images by smiling
- Begins to use hands and eyes in coordination
- Recognizes bottle
- Responds to caregiver shaking a rattle or bell
- Will show obvious signs of curiosity and interest in what is happening around him/her

## Red Flag Alerts

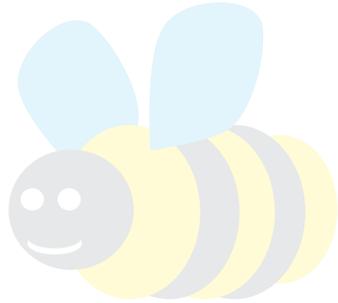
- ▶ Tight muscles or muscles appear stiff
- ▶ Finds it difficult to get objects to mouth
- ▶ Lack of interest in social stimuli
- ▶ Hyperactivity and hyper responsiveness
- ▶ Cannot support head
- ▶ No response to loud sounds
- ▶ Does not follow moving objects
- ▶ Does not grasp or reach for toys
- ▶ Does not bring hands together
- ▶ Stiff or floppy legs
- ▶ Pushes back with head

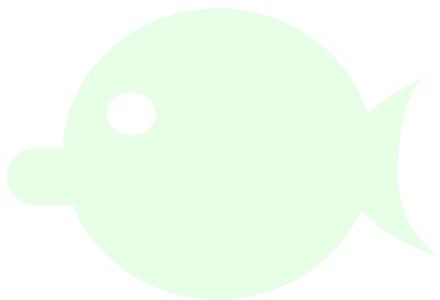
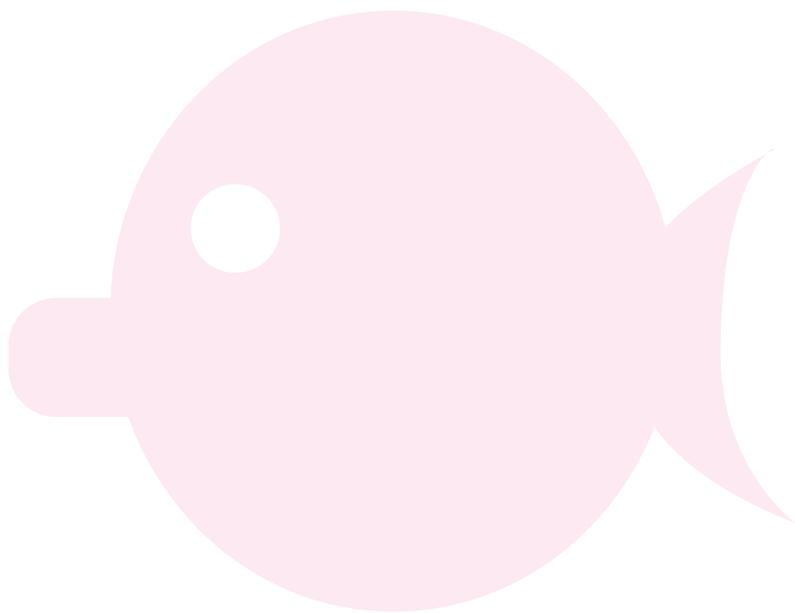
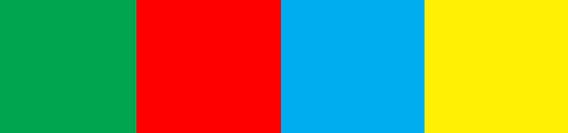
## Activities to Stimulate Growth and Development

- Smile and mimic his/her coos and gurgles to engage in “conversation”
- Talk to child frequently, asking questions as though you expect an answer
- Use the same words often
- Use shorter, simpler sentences. Use gestures along with simple language
- Sing songs



- Play soft music
- Engage child in face-to-face talk. Mimic his/her sounds to show interest
- Observe child's gesture to know when s/he has had "too much" stimulation
- **Do not shake the child**





## Physical/Motor

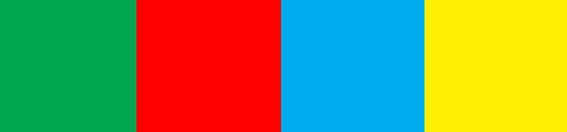
- Sits with support
- Grasps objects and explores them with mouth
- Vocalizes sounds, such as “ba,” “da,” “ma”
- Anticipates feeding, dressing, and bathing
- Reaches for, and holds bottle
- Reaches out when sitting, often in a rocking motion
- May move forward on stomach, pushing with legs
- Plays with his/her toes
- Bounces when held in a standing position
- Starts to chew
- Brings cookies to mouth, and holds, sucks, bites them

## Emotional and Social

- Likes physical play
- Voices pleasure or displeasure
- Cries when left alone or put down
- May fear strangers
- Opens his/her mouth for the spoon
- Holds out his/her arms to be picked up

## Intellectual

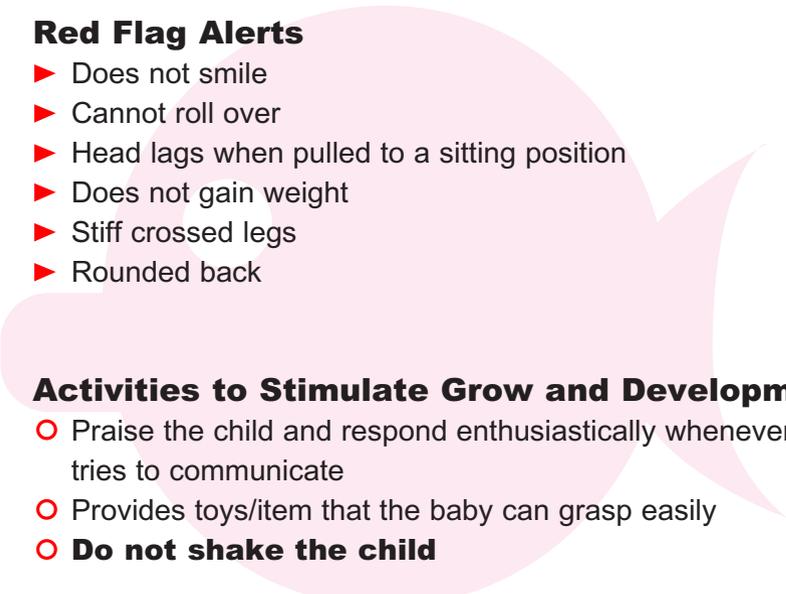
- May perceive cause and effect
- Learns to make new sounds by changing shape of mouth
- Discovers that object exists even when they are out of sight
- Listens to own voice

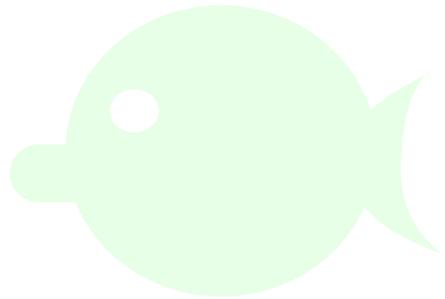


## Red Flag Alerts

- ▶ Does not smile
- ▶ Cannot roll over
- ▶ Head lags when pulled to a sitting position
- ▶ Does not gain weight
- ▶ Stiff crossed legs
- ▶ Rounded back

## Activities to Stimulate Growth and Development

- Praise the child and respond enthusiastically whenever s/he tries to communicate
  - Provides toys/item that the baby can grasp easily
  - **Do not shake the child**
- 



# Nine Months

## Physical/Motor

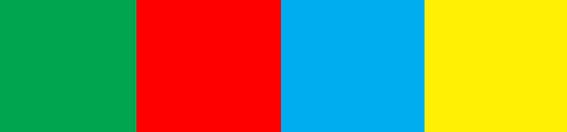
- Weight should increase by 2 lb. 4 oz. to 3 lb. 12 oz.
- Learns how to bend knees and sit down after standing
- Increased use of index finger
- Can stand for short time holding onto support
- Copies sounds
- Able to hit two objects together on his/her own
- Drinks from a cup
- Can go from sitting to crawling position
- True eye color is established
- Reaches for cup or spoon when being fed

## Emotional and Social

- May respond to his/her name
- May say, “ma-ma” and “da-da”
- May reject confinement in crib or playpen
- Responds to “no”
- Performs for social attention
- Enjoys “peek-a-boo”
- Shows a desire to please parents

## Intellectual

- Notices when someone leaves room and anticipates return
- Understands simple words
- May be afraid of being left alone
- Follows simple instructions
- Understands that object exists even when it’s not in view
- Understands that other people have minds of their own



## Red Flag Alerts

- ▶ Lack of affect
- ▶ Apathy
- ▶ Low socialization. Child does not respond to social interaction
- ▶ Limitation of simple sounds, gestures, or facial expressions
- ▶ Does not look at people who talk to him/her
- ▶ Does not look at caregiver for social cues or comfort
- ▶ Does not sit without support
- ▶ Not able to put object in and out of a box
- ▶ Not able to say single words, such as “mom” or “dad”
- ▶ Does not reach and grasp objects
- ▶ Does not gain weight
- ▶ Difficult to get arms forward
- ▶ Poor use of arms
- ▶ Arched back, stiff legs

## Activities to Stimulate Growth and Development

- Place on floor in a safe area to provide opportunity to strengthen large muscles
  - Read and tell stories to the child every day
  - Provide books that are safe to touch and taste
  - Provide large toys that can be pushed to encourage walking.
  - Toys should be big enough so that child cannot swallow them
  - Allow child to feed self with his/her fingers
  - **Do not shake the child**
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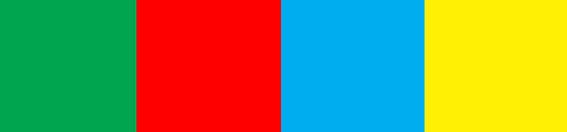
# Twelve Months

## Physical and Motor

- Weight should have tripled since birth; weight: 17-27 lbs.
- Length: 27-32 inches
- Sleeps: 11-13 hours at night
- May have 6-8 teeth
- Some children will stop taking a morning nap; others will continue both morning and afternoon naps
- Begins to refuse bottle
- Needs 3 meals a day, with snacks in between
- Waves “bye-bye”
- Can play “patty cake”
- Creeps on hands and knees
- Pulls self up to a standing position and can walk with support
- Able to sit alone without support
- Crawls well
- Points at desired objects
- Puts objects in mouth
- Finger-feeds him/herself

## Emotional and Social

- Displays social smile
- Imitates adult actions, such as drinking from a cup, talking on phone
- Responds to name
- Child will talk to himself/herself in front of a mirror
- Responds to “no”
- Tests caregiver responses to his/her behavior
- Gets angry and frustrated when needs (for example, being fed, having diapers changed, being held) are not met in a reasonable amount of time
- Eye contact begins to replace some of the physical contact that younger child seeks
- Begins to learn what is, and is not allowed



## Emotional and Social continued

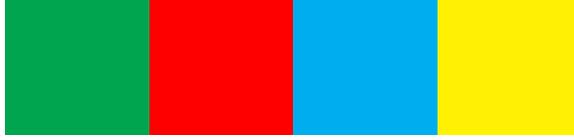
- Begins to fear strangers
- Begins to fear being left by caregivers
- Buries head in a caregiver's shoulder when meeting people
- Shows preference for one toy over another
- May become attached to a favorite toy or blanket
- Laughs aloud in play with adult

## Intellectual

- Says first word
- Says “da-da,” “ma-ma,” “oh-oh” or equivalent
- “Dances” or bounces to music
- Interested in picture books
- Pays attention to conversations
- Claps hands, waves bye, if prompted
- Likes to place objects inside one another
- Searches for hidden objects
- Looks at correct picture when the image is named
- Imitates gestures
- Begins to use objects correctly (for example, drinking from cup, brushing hair, dialing phone, listening to receiver)

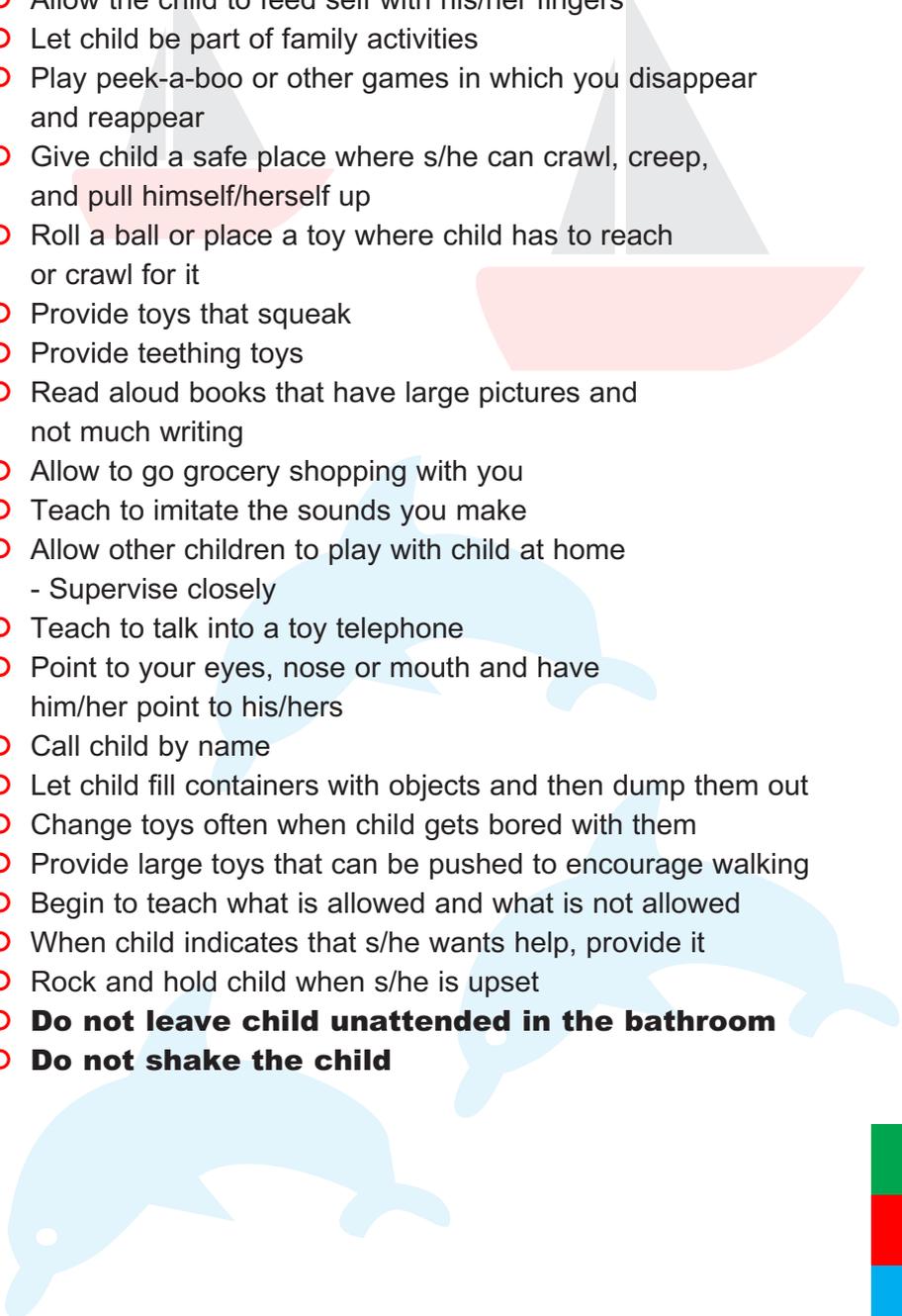
## Red Flag Alerts

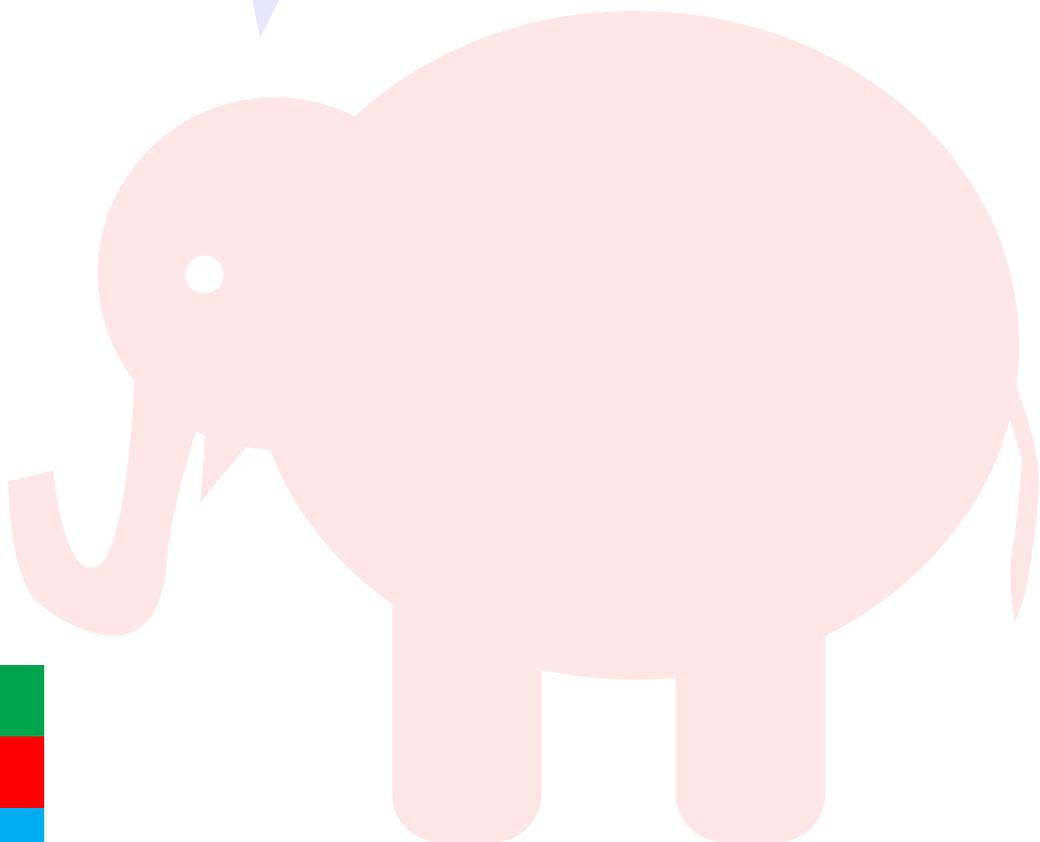
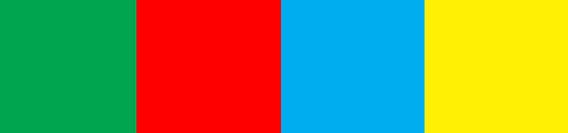
- ▶ Does not crawl
- ▶ Drags one side of body while crawling (for over one month)
- ▶ Cannot stand when supported
- ▶ Does not search for objects that are hidden while s/he watches
- ▶ Says no single words (for example, “mama” or “dada”)
- ▶ Does not learn to use gestures, such as waving or shaking head
- ▶ Does not point to objects or pictures



## Activities to Stimulate Growth and Development

- Allow the child to feed self with his/her fingers
- Let child be part of family activities
- Play peek-a-boo or other games in which you disappear and reappear
- Give child a safe place where s/he can crawl, creep, and pull himself/herself up
- Roll a ball or place a toy where child has to reach or crawl for it
- Provide toys that squeak
- Provide teething toys
- Read aloud books that have large pictures and not much writing
- Allow to go grocery shopping with you
- Teach to imitate the sounds you make
- Allow other children to play with child at home
  - Supervise closely
- Teach to talk into a toy telephone
- Point to your eyes, nose or mouth and have him/her point to his/hers
- Call child by name
- Let child fill containers with objects and then dump them out
- Change toys often when child gets bored with them
- Provide large toys that can be pushed to encourage walking
- Begin to teach what is allowed and what is not allowed
- When child indicates that s/he wants help, provide it
- Rock and hold child when s/he is upset
- **Do not leave child unattended in the bathroom**
- **Do not shake the child**





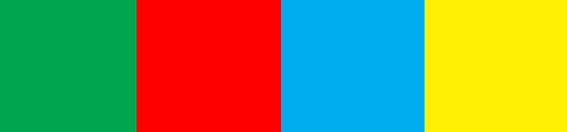
# Eighteen Months

## Physical and Motor

- Growth slows, but child becomes stronger and more coordinated
- Walks without assistance
- Crawls upstairs
- Picks up objects without falling
- Seats self in child's chair
- Able to take off some clothing items
- Able to jump in place
- Can build a tower of 3 to 4 blocks
- Can turn pages in a book, two or three pages at a time
- Pushes/pulls light objects
- Begins to run with a lack of coordination
- Holds crayon and scribbles on paper
- Uses spoon

## Emotional and Social

- Loves picture books and colorful magazines
- Likes television
- Enjoys playing with kitchen utensils and cardboard boxes
- Loves to talk a lot, but frequently is hard to understand
- Cries or fusses for short period when caregivers are absent
- Shows little understanding of rules and warnings, but smiles when praised, and cries when scolded
- Throws tantrums (and objects) when angry



## Intellectual

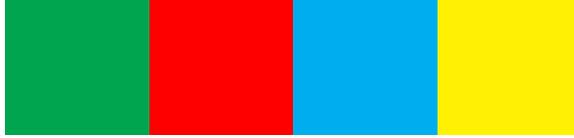
- Follows simple commands, such as “Give me the ball”
- Uses first spontaneous words
- Can say 10 or more words
- Echoes sounds and rhythms, such as “patty cake”
- Will frequently point or babble to show what s/he wants
- Recognizes shapes in a puzzle board
- Can point to own body parts

## Red Flag Alerts

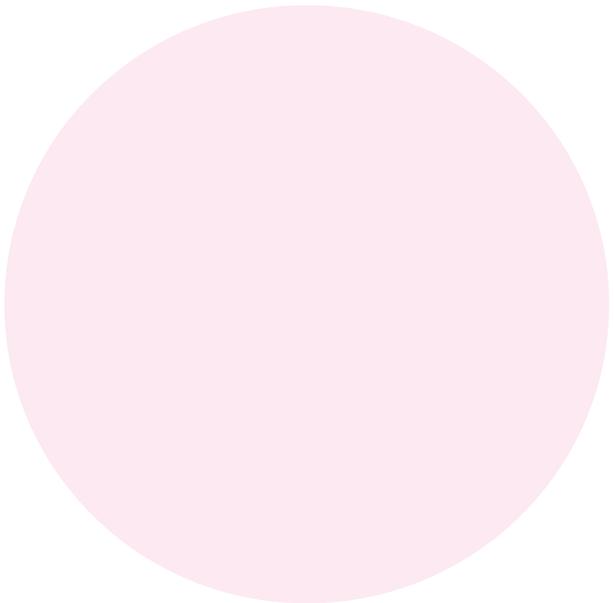
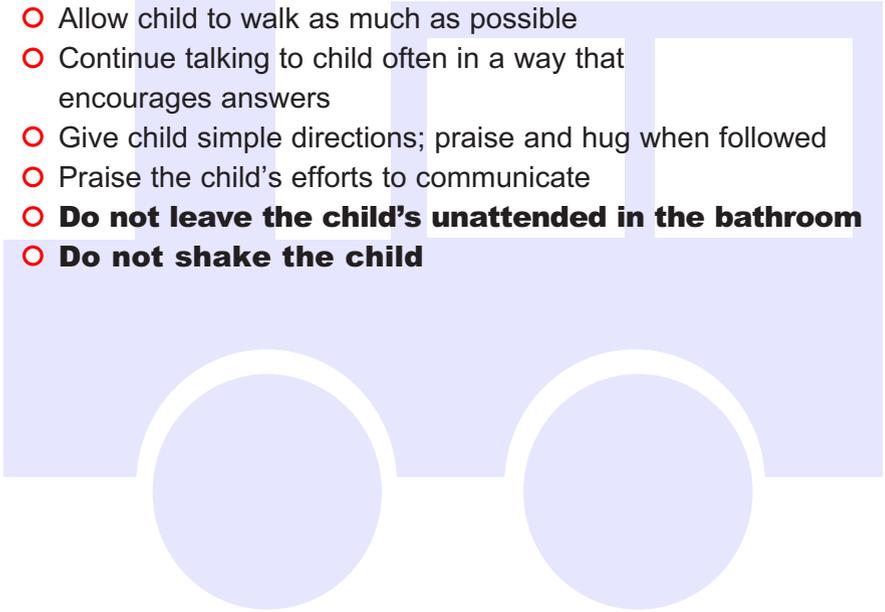
- ▶ No speech
- ▶ Child does not say more than a few words clearly
- ▶ Excessive body rocking
- ▶ Out of the ordinary play
- ▶ Withholding and other bowel problems
- ▶ Sleep disturbance
- ▶ Retarded development or persistent regression

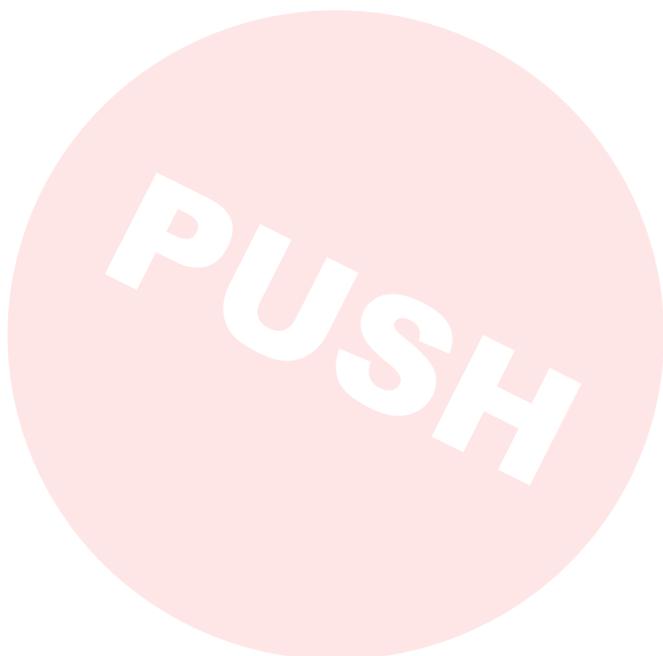
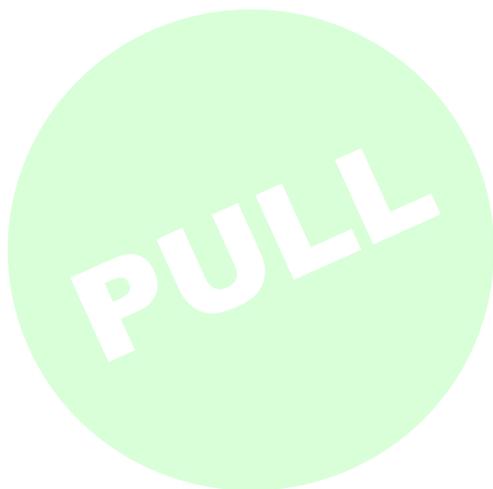
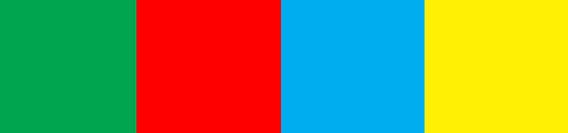
## Activities to Stimulate Growth and Development

- Use action words: go, stop, hop, roll
- Encourage and provide the necessary space for physical activity
- Provide safe replicas of adult tools and equipment for the child to play with
- Encourage play that involves building and creativity
- Read and sing to the child often, especially nursery rhymes
- Match words with objects and actions to reinforce the connections
- Play records and radio music for child often
- Carefully select television programs for child to watch to stimulate visual perception. One or two hours of television per day (accompanied by an adult)



- Play ball with child
- Allow child to walk as much as possible
- Continue talking to child often in a way that encourages answers
- Give child simple directions; praise and hug when followed
- Praise the child's efforts to communicate
- **Do not leave the child's unattended in the bathroom**
- **Do not shake the child**



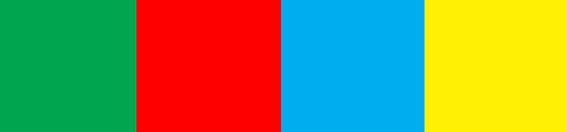


## Physical and Motor

- Walks alone
- Can walk with good balance
- Can easily climb up stairs and walk down while holding on
- Seats self in child's chair
- Can play tag
- Uses a cup and spoon
- Can stand and pick up a ball or pick up an object without falling
- Throws a ball
- Can build a tower of 6-7 cubes
- Begins to run
- Pulls toys behind while walking
- Holds crayon and scribbles on paper
- Can turn a doorknob
- Removes all clothes without help
- Proceeds with toilet training

## Emotional and Social

- Shows affection
- Cries or fusses for short periods when caregivers are absent
- Plays alone for extended period of time
- Shows intense positive and negative reactions
- Becomes easily frustrated
- Tantrums are very frequent
- Shows pride in actions
- Pays attention to other children
- Usually enjoys being around people
- Loves to tumble; may start dancing to a musical beat and hopping around on one foot
- Loves chores (for example, may want to help set the table for meals)

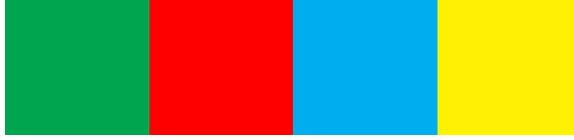


## Intellectual

- Asks questions
- Understands “no”
- Uses 10 to 20 words, including names
- Can carry out simple directions; may refuse to follow them
- Imitates actions and words of adults
- Looks at storybook pictures with an adult, naming or pointing to familiar objects on request
- Vocabulary has increased to about 300 words
- Increased attention span
- Able to communicate needs, such as thirst, hunger, need to use the restroom
- Accomplishes primary learning through own exploration
- May be psychologically ready for toilet training
- Finds objects even when hidden under two or three covers
- Begins “make believe” play

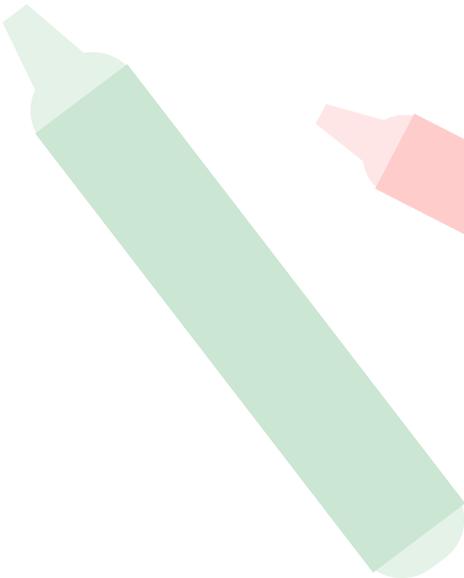
## Red Flag Alerts

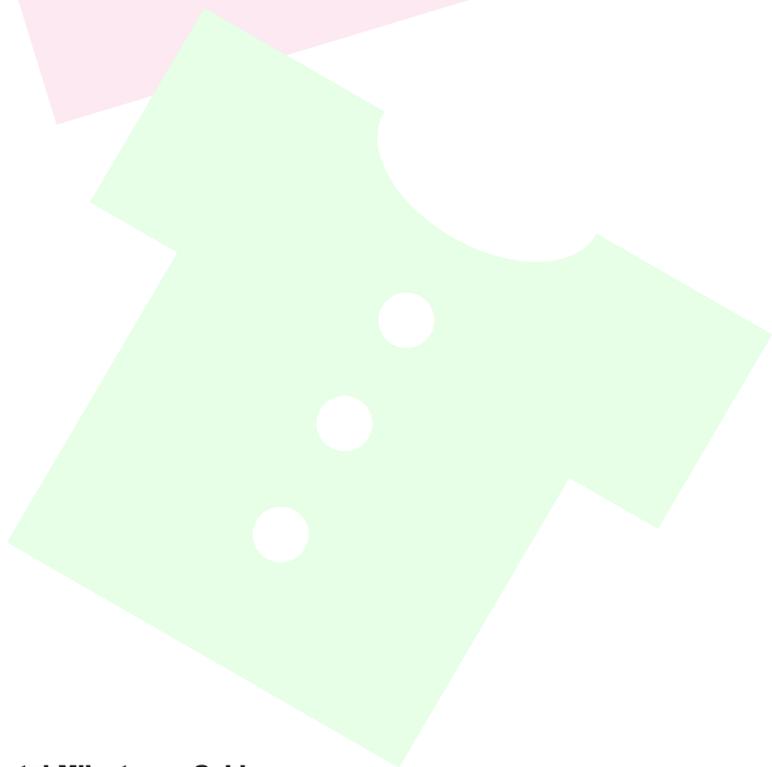
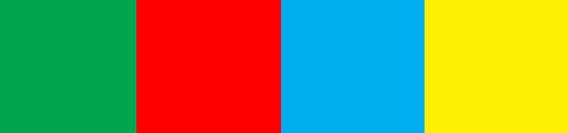
- ▶ No speech
- ▶ Excessive body rocking
- ▶ Out of the ordinary play
- ▶ Withholding and other bowel problems
- ▶ Sleep disturbance
- ▶ Retarded development or persistent regression



## Activities to Stimulate Growth and Development

- Encourage and provide the necessary space for physical activity
- Provide safe replicas of adult tools and equipment
- Allow the child to help around the house and participate in the daily responsibilities of the family
- Encourage play that involves building and creativity
- Keep naming things, but don't pressure the child to speak; responding to crying, babbles and child's body language may actually encourage verbal development
- Reward and encourage early efforts at saying new words
- Praise the child's efforts to communicate
- Talk simply, clearly, and slowly
- Look at the child when s/he talks to you
- Describe what the child is doing, feeling, hearing
- Let the child listen to children's records and tapes
- **Do not leave the child unattended in the bathroom**
- **Do not shake the child**





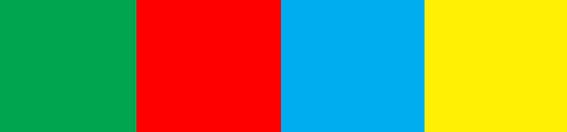
# Three Years

## Physical and Motor

- Weight gain of about 6 lbs. during 3rd year
- Usually a height gain of about 3 inches
- Improved balance
- Can jump in place
- Climbs well
- Walks up and down stairs alternating feet
- Kicks ball
- Runs easily
- Pedals tricycle
- Bends over easily without falling
- Turns book pages one at a time
- Builds a tower of more than four blocks
- Holds a pencil in a writing position
- Screws and unscrews jar lids, nuts and bolts
- Turns rotation handles
- Rolls, pounds, squeezes, pulls clay material
- Puts on/takes off coat
- Buttons and unbuttons larger buttons
- Able to completely clothe self
- Feeds self without difficulty

## Emotional and Social

- Imitates adults and playmates
- Spontaneously shows affection for familiar playmates
- Enjoys helping and participating
- Can take turns in games
- Understands concept of “mine” and “his/hers”
- Defends own possessions
- Expresses affection openly
- Expresses a wide range of emotions
- Separates easily from caregivers
- Objects to major changes in routine



## **Emotional and Social continued**

- Identifies objects by use (for example, stove to cook on, a shoe to wear)
- Engages in “make believe” play

## **Intellectual**

- Attention span increasing
- Vocabulary has increased to over 900 words
- Composes sentences 3-4 words in length
- Follows a 2 or 3 words command
- Understands most sentences
- Frequently asks questions
- Child constantly speaks whether or not another person is present
- Understands physical relationships (for example, on, in, under)
- Knows own name and sex
- Uses pronouns (for example, you, me, I, we, they) and some plurals
- Strangers can understand most of his/her words by the end of this period
- Makes mechanical toys work
- Matches an object to its picture
- Sorts objects by shape and color
- Completes puzzles with three or four pieces
- Can make vertical, horizontal and circular strokes with a pencil or crayon
- Makes dots, lines, circular strokes
- Beginning to grasp the concept of two
- Decrease in separation anxiety for short periods of time

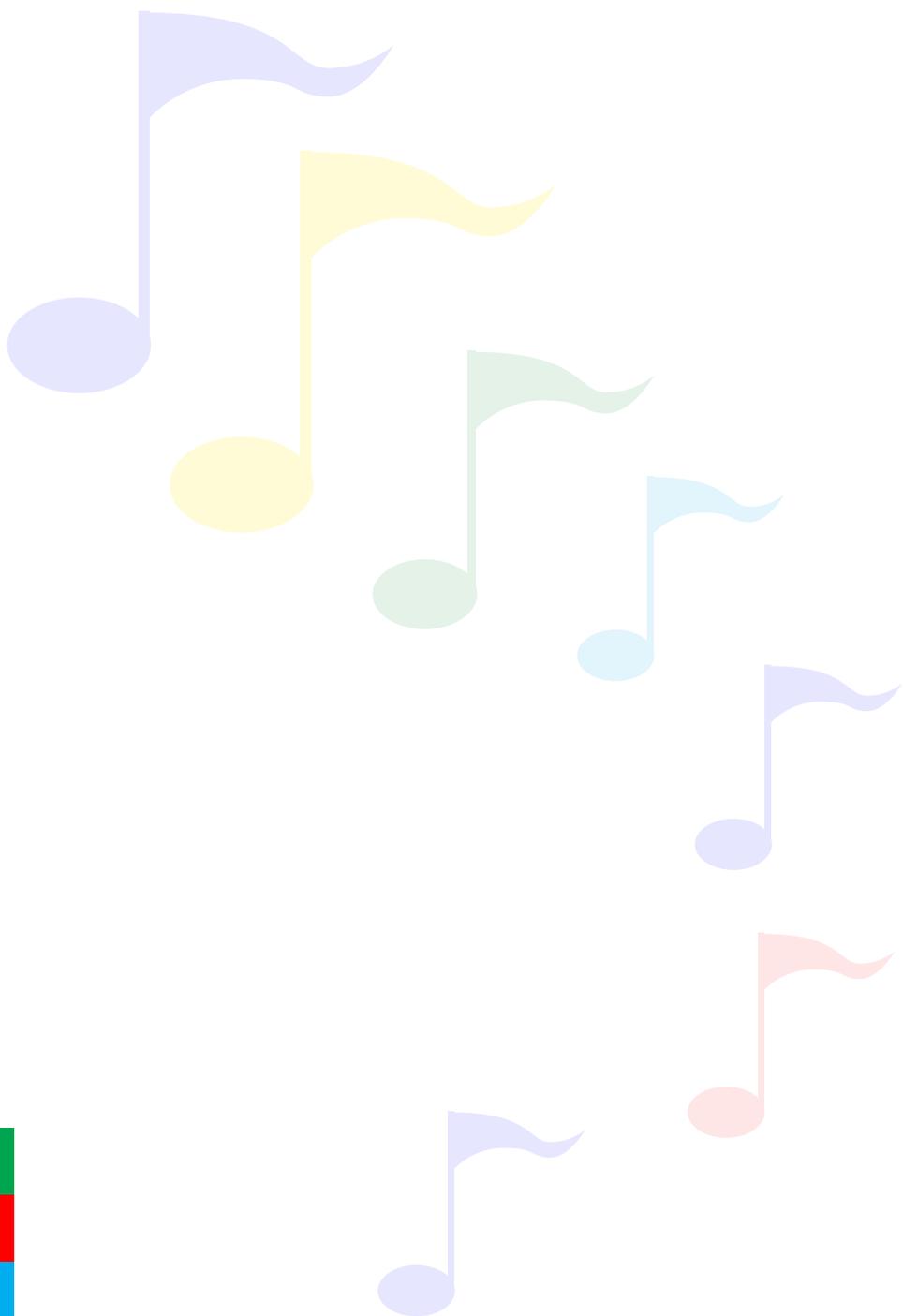
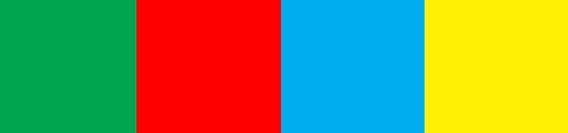


## Red Flag Alerts

- ▶ Frequent falling and difficulty with stairs
- ▶ Persistent drooling or very unclear speech
- ▶ Inability to build a tower of more than four blocks
- ▶ Difficulty manipulating small objects
- ▶ Inability to communicate in short phrases
- ▶ No involvement in “pretend” play
- ▶ Little interest in other children

## Activities to Stimulate Growth and Development

- Name child’s body parts as you bathe him/her
- Name each piece of clothing and its color as you dress and undress child
- Play the “silence game” by telling child to be quiet, listen, and name what s/he hears
- Frequently say and sing nursery rhymes
- Read together
- Monitor both the time and content of television viewing
- Encourage child to help you set the table
- Show child a color and let him/her find another object the same color
- Develop conversation with the child by asking questions and encouraging answers
- Expose child to different stimuli by visiting local areas of interest
- Introduce toys that help develop new skills
- Toys with switches, buttons and knobs have special appeal
- **Do not leave child unattended in the bathroom**

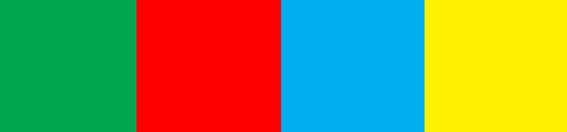


## Physical and Motor

- Weight gain of about 6 lbs. during 4th year
- The height of the child during the 4th year should be double the length at birth
- Can skip and hop
- Buttons and unbuttons clothes; however, may need help
- Walks backward
- Dresses and undresses self without an adult's help
- Catches a thrown ball
- Draws stick figures
- Cuts out a circle and other simple shapes
- Can build more detailed buildings with large blocks
- Can and will jump off bottom step
- Enjoys swinging, climbing and sliding
- Can help to bathe self
- Can wash hands and face
- Pours well from pitcher
- Cleans nose when reminded
- Uses toilet independently

## Emotional and Social

- Prefers play with other children
- Enjoys telling stories
- Becomes increasingly sociable with other children
- Learns to be sensitive to your feelings; may show first signs of sympathy; will try to comfort you when you're sad
- Calls attention to own performance
- Interested in new experience
- Increasingly inventive in fantasy play
- Negotiates solutions to conflicts
- More independent
- Imagines that many unfamiliar images may be "monsters"

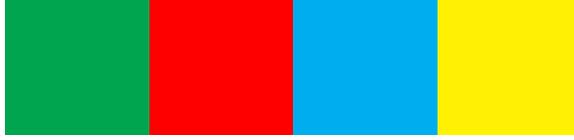


## Intellectual

- Can sing a song
- Can count to 3 and name one or more colors
- Knows age
- Gives first and last name
- Knows day and night
- Asks “how” questions
- Vocabulary has increased to over 1,500 words
- May use words outside his/her comprehension
- Matches and names four primary colors
- Names three objects from memory
- Understands the concepts of similarity and difference
- Remembers and tells stories
- Answers questions about a story being read
- Draws a cross and square
- Prints a few capital letters
- Time concepts are expanding; can talk about yesterday or last week, about today, and about what will happen tomorrow
- Speaks clearly enough for strangers to understand
- Tells stories

## Red Flag Alerts

- ▶ Cannot throw a ball overhand
- ▶ Cannot jump in place
- ▶ Cannot grasp a crayon between thumb and finger
- ▶ Has difficulty scribbling
- ▶ Shows no interest in interactive games
- ▶ Ignores other children
- ▶ Resists dressing, sleeping, using the toilet
- ▶ Does not use sentences of more than three words
- ▶ Cannot copy a circle



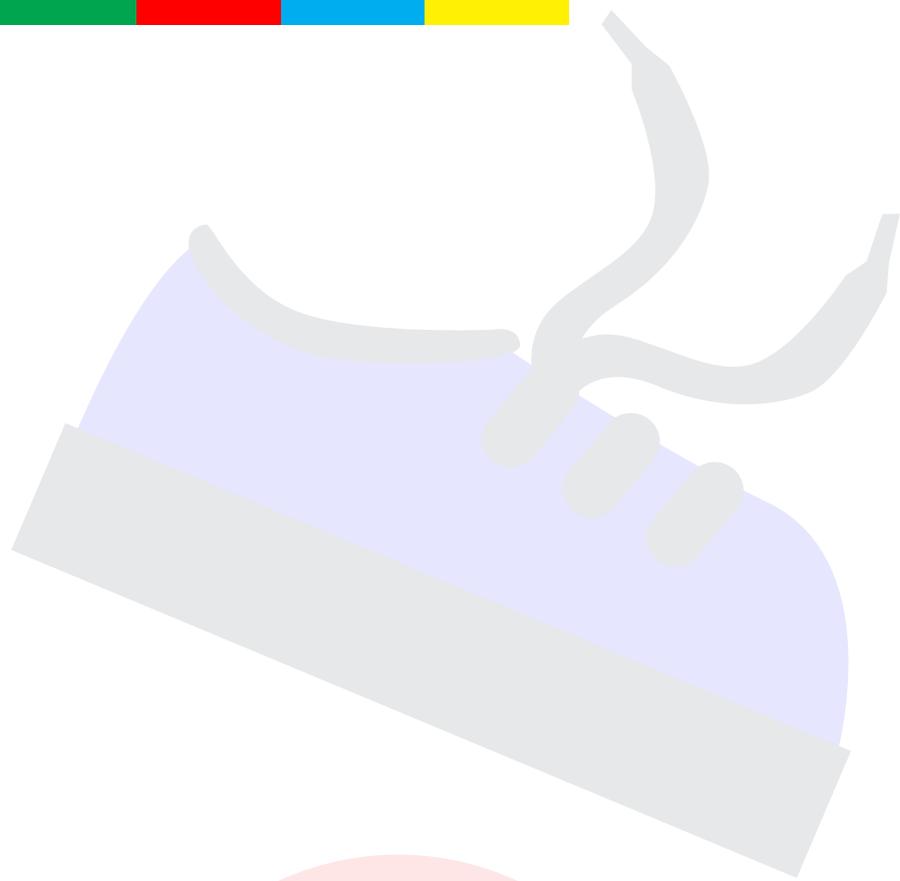
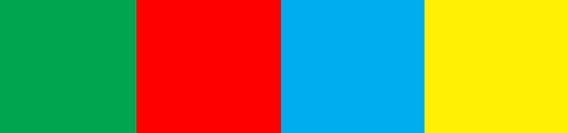
### Red Flag Alerts continued

- ▶ Does not use word “me” appropriately
- ▶ Lashes out with no self control whenever angry or upset
- ▶ Does not engage in fantasy play

### Activities to Stimulate Growth and Development

- Help child to draw circles, squares, and triangles
- Allow child to use water paints
- Help child to cut paper with blunt-end of children’s scissors
- Encourage child to learn to lace a shoe
- Use large and small balls to play kick ball and catch
- Help child to ride a tricycle
- Let child play with simple in-laid puzzles
- Teach child to count using objects
- Begin to teach child the colors, one at a time
- Encourage child to speak in complete sentences
- Teach child opposites in play activities: boy-girl, up-down, cry-laugh, full-empty, hot-cold, hard-soft
- **Do not leave child unattended in the bathroom**



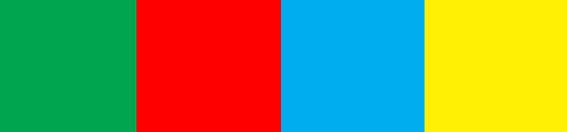


## Physical and Motor

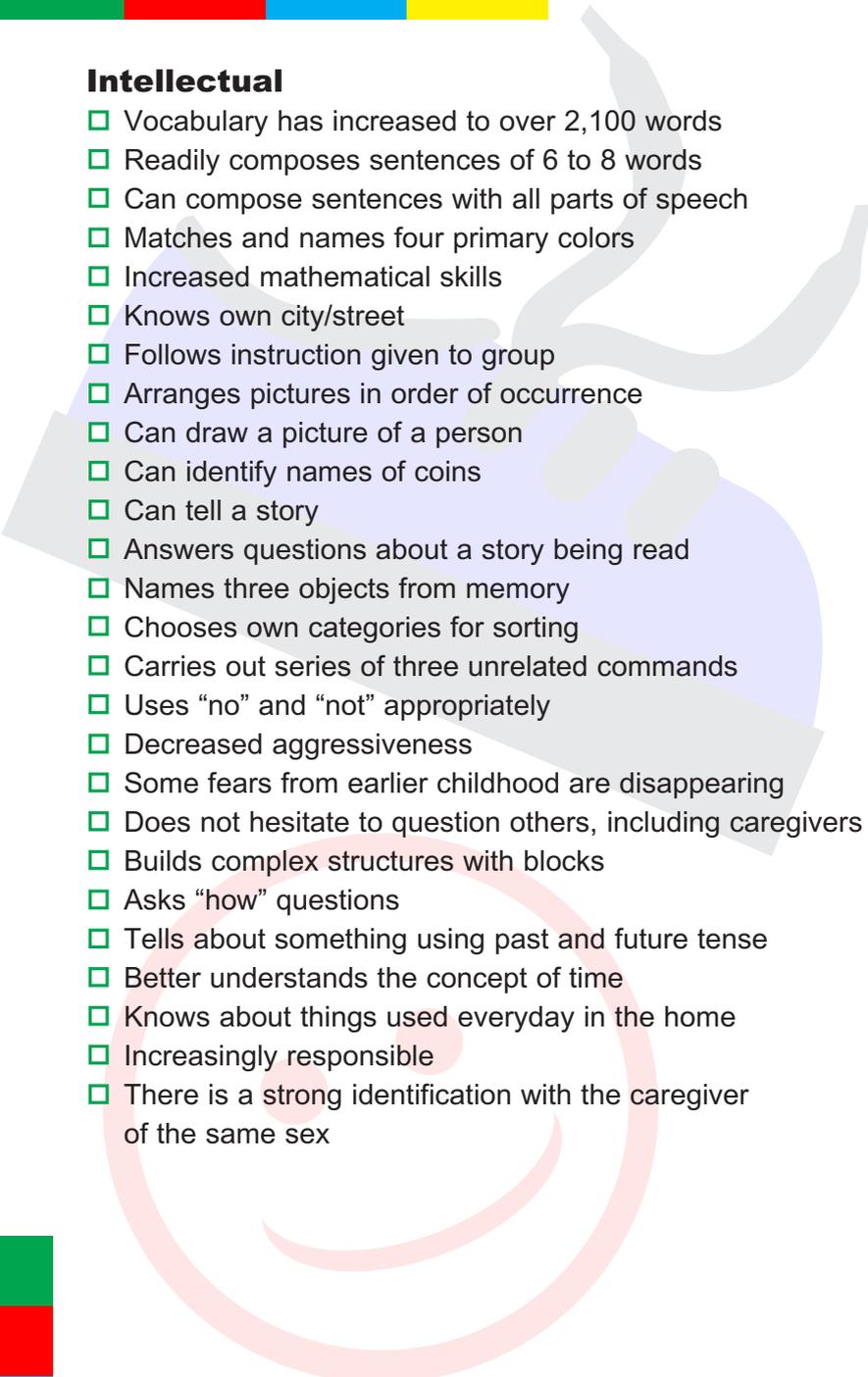
- First permanent teeth may begin to erupt although the majority of children do not get their first permanent teeth until age 6
- Increased coordination
- Can draw a picture of a person
- Dresses self
- Skips, jumps and skates with good balance
- Walks full length of balance beam without falling
- Able to tie own shoelaces
- Increased skill with simple tools and writing utensils
- Kicks rolling ball toward target
- Catches a thrown ball
- Walks on tiptoes for 10 feet
- Cuts along a line continuously
- Brushes teeth unassisted

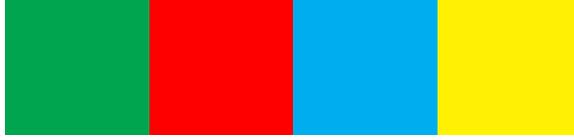
## Emotional and Social

- Enjoys telling stories
- Chooses another child to play with
- Talks about family
- Prefers to be with peers rather than adults
- Controls emotions and expresses them in acceptable ways
- Participates in play that tells a story; frequently based on realities in the child's daily life; play involves a lesser degree of fantasy
- Plays competitive games
- Curious about sexual organs
- Sometimes demanding, sometimes eagerly cooperative



## Intellectual

- Vocabulary has increased to over 2,100 words
  - Readily composes sentences of 6 to 8 words
  - Can compose sentences with all parts of speech
  - Matches and names four primary colors
  - Increased mathematical skills
  - Knows own city/street
  - Follows instruction given to group
  - Arranges pictures in order of occurrence
  - Can draw a picture of a person
  - Can identify names of coins
  - Can tell a story
  - Answers questions about a story being read
  - Names three objects from memory
  - Chooses own categories for sorting
  - Carries out series of three unrelated commands
  - Uses “no” and “not” appropriately
  - Decreased aggressiveness
  - Some fears from earlier childhood are disappearing
  - Does not hesitate to question others, including caregivers
  - Builds complex structures with blocks
  - Asks “how” questions
  - Tells about something using past and future tense
  - Better understands the concept of time
  - Knows about things used everyday in the home
  - Increasingly responsible
  - There is a strong identification with the caregiver of the same sex
- 



## Red Flag Alerts

- ▶ Extremely fearful or timid
- ▶ Extremely aggressive
- ▶ Easily distracted and unable to concentrate on a single activity for more than five minutes
- ▶ Shows little interest in playing with other children
- ▶ Refuses to respond to people in general
- ▶ Rarely uses fantasy or imitation play
- ▶ Severely unhappy or sad much of the time
- ▶ Cannot differentiate between fantasy and reality
- ▶ Seems unusually passive
- ▶ Cannot talk about daily activities
- ▶ Has trouble taking off clothing
- ▶ Cannot wash and dry his/her hands

## Activities to Stimulate Growth and Development

- Encourage and provide the necessary space for physical activity
- Instruct the child how to participate in, and learn the rules of sporting activities
- The child should be encouraged to play with other children in the neighborhood to help develop their socialization skills
- Encourage creative play
- Read together
- Go for walks in parks, or in your neighborhood
- Offer simple puzzles
- Expose the child to different stimuli by visits to local areas of interest



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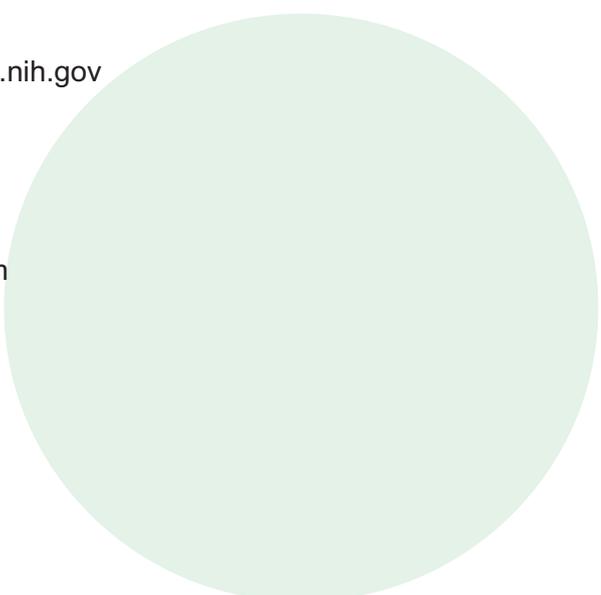
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## **Child Care Resources – (888) 92 CHILD**

**The agencies listed below can assist with helping finding licensed child care providers.**

Child Care Resource Center <i>(San Fernando Valley, Antelope Valley)</i>	<b>818-717-1000</b>
Pathways <i>(Central LA, Hollywood, Silver Lake, Beverly Hills)</i>	<b>213-427-2700</b>
Connections for Children <i>(Western LA Co., Beach Cities, Culver City, Westchester)</i>	<b>310-452-3202</b>
Crystal Stairs <i>(Inglewood, Hawthorne, Gardena, Watts, South Central LA)</i>	<b>323-421-1029</b>
Center for Community and Family Services <i>(Carson, Compton, Downey, Harbor City, Lomita, Lynwood, Palos Verdes, Paramount, South Gate, Torrance)</i>	<b>310-217-2935</b> <b>888-421-4247</b>
Child Care Information Services <i>(La Canada, Pasadena, San Marino, Monrovia)</i>	<b>626-449-8221</b>
Mexican-American Opportunity Foundation <i>(Monterey Park, Commerce, Bell, Santa Fe Springs)</i>	<b>323-890-9600</b>
Children’s Home Society of CA <i>(Norwalk, Bellflower, Cerritos, Lakewood, Long Beach, San Pedro)</i>	<b>562-256-7400</b>
Pomona Unified School District <i>(Pomona)</i>	<b>909-397-4740</b>
Options <i>(Baldwin Park, San Gabriel Valley, El Monte, Whittier)</i>	<b>626-856-5900</b>
LA County DCFS Child Care Program	<b>562-345-6629</b>
LA County Centralized Eligibility List	<b>213-974-4519</b>
LA County Child Care STEP Program	<b>213-974-4103</b>
DCFS Hot Line <i>(To report suspected child abuse or neglect)</i>	<b>1-800-540-4000</b>