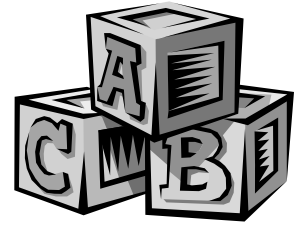


toddler development

(1-3 Years Old)



Physical Development:

- Walk with support by 14 months, up steps by 22 months and run by 2 years
 - They eat small amounts, eat frequently and they drink from a cup
 - Can scribble and stack blocks
 - Throw and kick balls, stand on tiptoes and jump with feet together
 - Show an interest in toilet training and feel uncomfortable with wet or soiled diapers (most are toilet trained by age three)
 - Can take things apart and put them back together and screw and unscrew lids
 - Are more active than at any other point in their lives
- (All information above from the University of Illinois Extension, 2008)*

Social Emotional Development:

- Are self-centered, possessive and have difficulty sharing toys
 - Want to be independent (yet are dependent) and routines are important
 - Rapid mood shifts which are usually short-lived
 - They enjoy playing by themselves and or next to other children
 - Show increasing fears and may ask for parents continually
 - Begin expressing new emotions: jealousy, affection, pride and shame
 - Imitate the behavior of others and assert themselves by saying “no”
 - Play simple pretend games and engage in fantasy play that is short and simple
 - Sometimes will do the opposite of what is asked, and can become frustrated easily
 - Becoming more self-assured, however they still need security
- (All information above from the University of Illinois Extension, 2008)*

Intellectual Development:

- Are able to name familiar people and objects
 - Are curious, can follow simple directions and have short attention spans
 - Point to objects they want, and can use them for their intended purpose
 - They begin to include a second person in pretend play
 - Say “no” a lot, imitate animal sounds, and use the pronouns “me” and “mine”
 - Initially can combine two to three words, and then three or more, and are able to express feelings and wishes
 - They have trouble making choices, and yet want to make them
 - Are able to think about doing something before actually doing it
- (All information above from the University of Illinois Extension, 2008)*
- Can sort objects by shape and color (CDC, 2005)

Toddler Safety:

- Child proof your home: block off stairs with child safety gates, lock doors to unsafe places, use plug covers on all unused electrical outlets
- Keep kitchen appliances irons, heaters etc., and sharp objects (i.e. scissors and pens) in safe places

- Lock up medicines, household cleaners and poisons and store away guns out of reach
 - Never leave a toddler alone in a car or around water (i.e. bathtubs, pools, ponds, lakes, whirlpools or the ocean)
 - Regularly check toys for loose or broken parts
 - Encourage your child to not put pencils or crayons in their mouth
 - Do not drink hot beverages while a child is in your lap, since sudden movements can cause spills
- (All information above from the CDC, 2005)*

Disciplining Your Toddler:

- Remember that: toddlers have limited communication skills and are therefore difficult to understand; they can try your patience and do not understand sharing; they are unable to pace themselves and much of their behavior depends upon the skills they are learning
 - Parents can: set up a child proof home and safe playing environment (eliminate unnecessary obstacles which will make parenting easier); establish a routine for naps, snacks, meals and sleeping; remove children from dangerous situations; distract young toddlers when they are doing something unacceptable with another acceptable activity; redirect behavior when necessary (i.e. if a child is throwing a block, replace the block with a ball and explain that “blocks are for building, not throwing”); ignoring problematic behavior can be successful in some situations with older toddlers; use natural or logical consequences; and set a good example.
- (All information above from the Ohio State University Extension, 2002)*

Positive Parenting Tips:

- Read to your child daily and encourage exploring and trying new things
 - Play matching games and ask your child to find or name objects
 - Help develop language skills by talking with your child
 - Encourage pretend play and follow the leader games
 - Introduce your child to their surroundings by taking walks
 - Ask your child to tell you their name and age
 - Teach your child simple songs or rhymes
- (All information above from the CDC, 2005)*

Compiled from the following resources:

- “Ages and Stages”, the University of Illinois Extension, 2008
(www.urbanext.uiuc.edu/BABYSITTING/age-toddler.html)
- “Child Development”, the Centers for Disease Control and Prevention, 2005.
(www.cdc.gov/ncbddd/child/toddlers1.htm)
- “Understanding Children: Disciplining your toddler”, Ohio State University Extension, HDFS-1529c-02 (<http://ohioline.osu.edu/uc/pdf/1529c.pdf>)

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