Four Areas of Development: Infancy to Toddler
First Years of Life

Children need:
- Love
- Nutrition
- Health
- Social and emotional security
- Stimulation

The first five years of a child's life are a time of tremendous physical, emotional, social and cognitive growth. Children enter the world with many needs in order to grow: love, nutrition, health, social and emotional security and stimulation in the important skills that prepare them for school success. Children also enter the world with a great capacity to learn.
Research shows clearly that children are more likely to succeed in learning when their families actively support them. Families who involve their children in activities that allow the children to talk, explore, experiment and wonder show that learning is both enjoyable and important. They motivate their children to take pleasure in learning and to want to learn more. They prepare them to be successful in school and in life. There is a strong connection between the development a child undergoes early in life and the level of success that the child will experience later in life. When young children are provided an environment rich in language and literacy interactions and full of opportunities to listen to and use language constantly, they can begin to acquire the essential building blocks for learning how to read. A child who enters school without these skills runs a significant risk of starting behind and staying behind.
The first year is critical to the physical, emotional, social and intellectual development of a child’s life. Infants learn with all of their senses by using their eyes, ears, mouth and hands to explore their new world. It is important to understand the aspects of growth during this stage to nurture healthy growth and development of the infant. Most of the developmental milestones occur in a sequential order and transpire at in specific time frames allowing assistance to be provided to children with special needs as considered necessary. How your child plays, learns, speaks, and acts offers important clues about your child’s development. Developmental milestones are things most children can do by a certain age.
The nutritional needs of infants are different for all babies. When the neonate is born, he or she depends on someone to provide the nourishment that is necessary for survival. Many parents may be concerned about what feeding method is best for their infant. Parents also may worry that their infant is not receiving the proper nutrition or not eating enough. Parents can choose to breast-feed or bottle-feed their infant. These options can be discussed with a physician in order to make the best choice for the infant and parents. Their nutritional needs are based on factors such as their height, activity level and how their bodies burn calories. During the first six months feed your child when they show signs of hunger. From six month to a year the infant will gradually be introduced to new foods. During this time the child will began feeding themselves finger foods. Mealtimes and snacks should also begin at the end of the infancy period. Meals and snacks should be provided to meet the caloric and nutritional needs that include the appropriate portions of protein, lipids, and carbohydrates.
Babies grow quickly the first year of life. Their weight triples. Babies add 9 to 10 inches during the first year. Good physical development is essential during this time.
Six Months
- rolls over in both directions (front to back, back to front)
- begins to sit without support
- when standing, supports weight on legs and might bounce
- rocks back and forth, sometimes crawling backward before moving forward

Nine Months
- stands, holding on
- can get into sitting position
- sits without support
- pulls to stand
- crawls
Baby on the Move: Cruising
What cruising looks like, when to expect it, and why it's an important milestone on the way to walking. Plus, tips for keeping it safe and fun.
http://www.babycenter.com/2_baby-on-the-move-cruising_1487416.bc
By two months old, babies can begin to formulate emotions. Their first two emotional responses are distress, shown by crying and muscle tension. The second is excitement shown by cooing, smiling, wiggling their hands and legs.
### Social/Emotional Development Six to Nine Months

<table>
<thead>
<tr>
<th>Six Months</th>
<th>Nine Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows familiar faces and begins to know if someone is a stranger</td>
<td>• May be afraid of strangers</td>
</tr>
<tr>
<td>• Likes to play with others, especially parents</td>
<td>• May be clingy with familiar adults</td>
</tr>
<tr>
<td>• Responds to other people's emotions and often seems happy</td>
<td>• Has favorite toys</td>
</tr>
<tr>
<td>• Likes to look at self in a mirror</td>
<td></td>
</tr>
</tbody>
</table>

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### Social/ Emotional Development Twelve Months

<table>
<thead>
<tr>
<th>Twelve Months</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is shy or nervous with strangers</td>
<td></td>
</tr>
<tr>
<td>Cries when mom or dad leaves</td>
<td></td>
</tr>
<tr>
<td>Have favorite things and people</td>
<td></td>
</tr>
<tr>
<td>Shows fear in some situations</td>
<td></td>
</tr>
<tr>
<td>Hands you a book when he wants to hear a story</td>
<td></td>
</tr>
<tr>
<td>Repeats sounds or actions to get attention</td>
<td></td>
</tr>
<tr>
<td>Puts out arm or leg to help with dressing</td>
<td></td>
</tr>
<tr>
<td>Plays games such as “peek-a-boo” and “pat-a-cake”</td>
<td></td>
</tr>
</tbody>
</table>

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Have favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as “peek-a-boo” and “pat-a-cake”
Ask students to think of other ways to stimulate a child's mind. Infants explore their world and learn through touch and taste. Talking, reading and singing or playing music to infants and toddlers will foster their cognitive growth. Reading helps children learn the sounds of our language.
### Intellectual Development Six to Nine Months

<table>
<thead>
<tr>
<th>Six Months</th>
<th>Nine Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Looks around at things nearby</td>
<td>- Watches the path of something as it falls</td>
</tr>
<tr>
<td>- Brings things to mouth</td>
<td>- Looks for things he sees you hide</td>
</tr>
<tr>
<td>- Shows curiosity about things and tries to get things that are out of reach</td>
<td>- Plays peek-a-boo</td>
</tr>
<tr>
<td>- Begins to pass things from one hand to the other</td>
<td>- Puts things in her mouth</td>
</tr>
<tr>
<td></td>
<td>- Moves things smoothly from one hand to the other</td>
</tr>
<tr>
<td></td>
<td>- Picks up things like cereal o’s between thumb and index finger</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Twelve Months</th>
<th>Starts to use things correctly; for example, drinks from a cup, brushes hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores things in different ways, like shaking, banging, throwing</td>
<td>Bangs two things together</td>
</tr>
<tr>
<td>Finds hidden things easily</td>
<td>Puts things in a container, takes things out of a container</td>
</tr>
<tr>
<td>Looks at the right picture or thing when it's named</td>
<td>Lets things go without help</td>
</tr>
<tr>
<td>Copies gestures</td>
<td>Pokes with index (pointer) finger</td>
</tr>
<tr>
<td></td>
<td>Follows simple directions like “pick up the toy”</td>
</tr>
</tbody>
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Centers for Disease Control and Prevention
Early recognition of developmental disabilities such as autism is key for parents and providers. CDC realized the impact on families and invested in a campaign to help parents measure their children's progress by monitoring how they play, learn, speak and act.
http://www.cdc.gov/CDCtv/BabySteps/
Your child’s growth and development are kept track of through a partnership between you and your health professional. At each well-child visit the doctor looks for developmental delays or problems and talks with you about any concerns you might have. This is called *developmental monitoring* (or *surveillance*). Any problems noticed during developmental monitoring should be followed-up with *developmental screening*.

Children with special health care needs should have developmental monitoring and screening just like those without special needs. Monitoring healthy development means paying attention not only to symptoms related to the child’s condition, but also to the child’s physical, mental, social, and emotional well-being.
Developmental screening is a short test to tell if a child is learning basic skills when he or she should, or if there are delays.

Well-child visits allow doctors and nurses to have regular contact with children to keep track of—or monitor—your child’s health and development through periodic developmental screening. Developmental screening is a short test to tell if a child is learning basic skills when he or she should, or if there are delays. Developmental screening can also be done by other professionals in health care, community, or school settings. The doctor might ask you some questions or talk and play with the child during an examination to see how he or she plays, learns, speaks, behaves, and moves. A delay in any of these areas could be a sign of a problem.

The American Academy of Pediatrics recommends that all children be screened for developmental delays and disabilities during regular well-child doctor visits at:
- 9 months
- 18 months
- 24 or 30 months

Additional screening might be needed if a child is at high risk for developmental problems due to preterm birth, low birthweight, or other reasons. If your child’s doctor does not routinely check your child with this type of developmental screening test, you can ask that it be done.
Check the milestones a child has reached by his or her 1st birthday. A parent can take this to talk with their child’s doctor at every visit about the milestones their child has reached and what to expect next.

Act early by talking to the child’s doctor if a child:

• doesn’t crawl
• can’t stand when supported
• doesn’t search for things that she sees you hide
• doesn’t say single words like “mama” or “dada”
• doesn’t learn gestures like waving or shaking head
• doesn’t point to things
• loses skills he once had

In order to evaluate the impact of parenting roles and responsibilities parents and child care professionals should have an understanding of the different theorists affecting child development, such as Piaget, Erikson, Skinner, and Kohlberg.
Many children with developmental delays are not being identified as early as possible. As a result, these children must wait to get the help they need to do well in social and educational settings (for example, in school).

In the United States, about 13% of children 3 to 17 years of age have a developmental or behavioral disability such as autism, intellectual disability (also known as mental retardation), and attention-deficit/hyperactivity disorder. In addition, many children have delays in language or other areas that can affect school readiness. However, fewer than half of children with developmental delays are identified before starting school, by which time significant delays already might have occurred and opportunities for treatment might have been missed.

**Early Intervention Services**

Research shows that early intervention treatment services can greatly improve a child’s development. Early intervention services help children from birth through 3 years of age (36 months) learn important skills. Services include therapy to help the child talk, walk, and interact with others.

The Individuals with Disabilities Education Act (IDEA) says that children younger than 3 years of age (36 months) who are at risk of having developmental delays, might be eligible for early intervention treatment services even if the child has not received a formal diagnosis. These services are provided through an early intervention system in each state.

In addition, treatment for particular symptoms, such as speech therapy for language delays, often does not require a formal diagnosis. Although early intervention is extremely important, intervention at any age can be helpful.
During the second year, toddlers are moving around more, and are aware of themselves and their surroundings. Their desire to explore new objects and people also is increasing. During this stage, toddlers will show greater independence; begin to show defiant behavior; recognize themselves in pictures or a mirror; and imitate the behavior of others, especially adults and older children. Toddlers also should be able to recognize the names of familiar people and objects, form simple phrases and sentences, and follow simple instructions and directions.
Positive Parenting Tips for Toddlers

- Read to the toddler daily.
- Ask her to find objects for you or name body parts and objects.
- Play matching games.
- Encourage him to explore and try new things.
- Help to develop the toddler’s language by talking with her and adding to words she starts.

Following are some of the things a parent can do to help their toddler during this time:

- Read to the toddler daily.
- Ask her to find objects for you or name body parts and objects.
- Play matching games with the toddler, like shape sorting and simple puzzles.
- Encourage him to explore and try new things.
- Help to develop the toddler’s language by talking with her and adding to words she starts. For example, if your toddler says “baba”, you can respond, “Yes, you are right—that is a bottle.”
- Encourage the child’s growing independence by letting him help with dressing himself and feeding himself.
- Respond to wanted behaviors more than you punish unwanted behaviors (use only very brief time outs). Always tell or show the child what she should do instead.
- Encourage the toddler’s curiosity and ability to recognize common objects by taking field trips together to the park or going on a bus ride.
How can parents and caregivers create play activities that promotes toddler growth and development? These activities should include mathematics, science, physical movement, outdoor play, art and music.

Explain the factors that contribute to literacy.

Below are some play activities for a toddler’s growth and development:
Math – Toddlers can learn colors and shapes using puzzles.
Science – Toddlers learn to place things in categories (sort and classify)
Physical movement – Encourage use of climbing equipment, such as padded inclines, sturdy boxes, etc.
Outdoor play – Encourage kicking a ball by providing an area outside to kick the ball in a corner or a cardboard box.
Art – Provide markers and paper for the child to make marks. Use art to represent objects, feelings, ideas, etc.
Music – Make up rhymes and songs to which toddlers can clap, dance, and sing along to. This helps toddlers develop rhythm and balance
The toddler phase is a very active time in the child’s life. They become very mobile and physical. They are exploring their world and developing new skills rapidly. Their appetite may change or fluctuate during this phase. They will grow about two to three inches and gain approximately four pounds during the second year of life. All children come in different shapes and sizes and doctors often chart their growth to determine if there are any trends in the child’s growth that may need attention. Children are developing a sense of self awareness. They are aware of their feelings and thoughts in addition to their likes or dislikes. Their growth begins to slow at the end of this period.
Their language is developing. They can make short sentences and they can follow instructions. Many changes occur as children move through the years from two to five. Physically they begin to lose their adipose tissue ("baby fat") and their "pot belly". As limbs grow longer their bodies begin to become more proportioned. The development of large and small muscle allows for greater motor coordination. Cognitive and language development advances rapidly. Language development is greatly influenced by experiences and parental interaction. Changes in emotional development become evident as secondary emotions emerge: pride, jealousy, guilt, and embarrassment. Preschoolers can develop a variety of fears which requires patience and understanding on the part of parents and caregivers. Preschoolers are gradually moving from being self-centered and egocentric to being able to respond sensitively to others and consider the needs of others.
Nutrition is the final unit in the toddler development module. The nutritional needs of toddlers vary from child to child. Their nutritional needs are based on factors such as their height, activity level and how their bodies burn calories, but in general they should consume 1,000 to 1,400 calories per day through a variety of different foods. It is important to offer foods containing all of the essential nutrients to ensure proper growth and development. Variety in food offerings is essential to help them develop a liking for new tastes and textures. Toddler should also continue to consume whole milk to insure that adequate dietary fat is consumed. For additional information on nutritional guidelines for toddlers, visit: [http://kidshealth.org/parent/nutrition_center/healthy_eating/toddler_food.html](http://kidshealth.org/parent/nutrition_center/healthy_eating/toddler_food.html)
Information on nutritional guidelines for toddlers, visit:

KidsHealth
Nutrition through variety, how much food do they need, milk matters, and meeting iron needs. [http://kidshealth.org/parent/nutrition_center/healthy_eating/toddler_food.html](http://kidshealth.org/parent/nutrition_center/healthy_eating/toddler_food.html)
References and Resources

Publication:
Helping Your Preschool Child
U.S. Department of Education
Office of Communication and Outreach
Helping Your Preschool Child
Washington, D.C., 2005

Textbooks:

Initiatives:

Activities for Infants
Source: National Network for Child Care
Teaching through care giving and learning through exploration

Ages and Stages, Infants
Source: University of Illinois Extension
Development of infants born ages birth to twelve months

Baby on the Move: Cruising
What cruising looks like, when to expect it, and why it’s an important milestone on the way to walking. Plus, tips for keeping it safe and fun.
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http://www.cdc.gov/CDCtv/BabySteps/

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## References and Resources

<table>
<thead>
<tr>
<th>Topic</th>
<th>Source</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Development: Infant Development</td>
<td>American Pregnancy Association</td>
<td>Explains the categories of infant development and baby’s development month by month.</td>
<td><a href="http://www.americanpregnancy.org/firstyearoflife/firstyeardevelopment.html">http://www.americanpregnancy.org/firstyearoflife/firstyeardevelopment.html</a></td>
</tr>
<tr>
<td>KidsHealth</td>
<td></td>
<td>Nutrition through variety, how much food do they need, milk matters, and meeting iron needs.</td>
<td><a href="http://kidshealth.org/parent/nutrition_center/healthy_eating/toddler_food.html">http://kidshealth.org/parent/nutrition_center/healthy_eating/toddler_food.html</a></td>
</tr>
<tr>
<td>Baby and Toddler Milestones</td>
<td>YouTube™</td>
<td>In this public service video for parents, Lisa Shulman, M.D., uses video of babies and toddlers to show the communication milestones expected in typically developing children.</td>
<td><a href="http://youtu.be/pZSjm0drIGM">http://youtu.be/pZSjm0drIGM</a></td>
</tr>
</tbody>
</table>