

It Takes You:



Planting Seeds for Learning and Growing



a resource of the
Wayne County Partnership

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Welcome Message

Dear Parents & Guardians -

We are extremely pleased to share the first edition of the *"It Takes You-Planting the Seeds for Learning and Growing in Wayne County"* resource booklet with you. This resource was developed in January, 2019 by a team of early childhood teachers and service providers and is published and provided at no cost by the Wayne County Partnership for Strengthening Families and the Wayne County Community Schools project.

This booklet is full of developmentally appropriate ideas for parents! It is organized into six sections:

- Cognitive
- Social- Emotional
- Gross & Fine Motor Skills
- Communication
- Adaptive Self Help
- Self-Regulation

Within each of these sections you will find specific activities that you can do with your child every day. Each suggested activity provides suggestions that can be used with children at age 1, age 2, age 3, and age 4. In addition, you will find suggestions for helpful internet apps, read-aloud books, and developmental checklists.

The Wayne County Partnership for Strengthening Families is a collaborative partnership between Wayne County agencies, school district representatives, non-profit agencies, faith-based community representatives, and parents. The partnership's mission is to promote collaboration to strengthen individuals and families through agency cooperation and resource alignment.

You are your child's first teacher! It Takes You to promote positive learning, growing, and nurturing experiences with your child.

Wishing you positive, loving, and nurturing learning experiences with your child!

Jay Roscup
Wayne County Community Schools Director



The Wayne County Partnership for Strengthening Families is a consortium of thirty-eight agencies, organizations, and school districts in and around Wayne County that provide valuable services to help, coach, and uplift individuals and families in order to empower them to be their best selves. United in purpose, the Partnership helps to share information, pool resources, and promote cooperation to get partner services to where they can do the most good. The full Partnership meets five times per year, and three work groups meet more frequently to tackle issues surrounding Behavioral Health, Education, and Family Resources. For more information about the Partnership, visit www.wcpsf.org or [www.Facebook.com/WCPSF](https://www.facebook.com/WCPSF).

Activity #1: "Walk with Me"

Where: Anywhere inside or outside	Resources/Materials: The world around us
Developmental Area: Cognitive	Kindergarten Readiness Skills: Learning to learn, intellectual curiosity

What you can do with your one year-old:

Take a walk with your child

- Point at – and talk about – what you see, hear, smell, etc.
- Have your child point to objects in your environment and you identify objects by name

You can do this inside your home, or outside in nature

What to look for at Age 1:

Your child will begin to:

- make eye contact with adult(s)
- follow object(s) with his/her eyes
- begin to imitate sounds

What you can do with your two year-old:

Take a walk with your child

- Ask your child to name or identify objects you point to
- Invite your child to imitate sounds he/she hears
- Talk aloud about the weather (rain, sun, snow, clouds, etc.)
- Talk aloud about temperature (warm, hot, chilly, etc.)
- Talk about colors – name and describe each color

What to look for at Age 2:

Your child will begin to:

- name objects and imitate sounds
- describe weather
- identify colors

What you can do with your three year-old:

Ask your child if he/she can "guess" about sounds you hear

Talk about where you live, giving him/her the name, street, state, etc.

Count aloud steps as you walk

Ask your child what he/she "wonders" about the things he/she sees and hears

Ask your child about the daily weather

What to look for at Age 3:

Your child will begin to:

- name what makes a sound he/she hears
- count aloud
- add more detail to what he/she sees, hears, smells, and wonders about

What you can do with your four year-old:

Look for patterns and shapes in the environment

Build with sticks, rocks, leaves, etc. "gather items"

Play "I Spy"

Ask your child the name of his/her street and town

Point out letters and numbers on signs or buildings

Guess how many steps from one point to another and then test your guess

What to look for at Age 4:

Your child will begin to:

- notice, describe, and predict things that he/she sees, hears, and smells
- know and say where he/she lives
- guess where he/she is
- guess at distances
- notice shapes and letters in his/her environment

Activity #2: “Play with Me”

Where: In the home	Resources/Materials: Toys, books, art materials
Developmental Area: Cognitive	Kindergarten Readiness Skills: Learning to learn, intellectual curiosity

What you can do with your one year-old:

Play with your baby (roll ball back and forth)

Look for hidden objects together

- Hide a ball under a cloth
- Play peek-a-boo

Dump water out of cup during bath time and then fill it back up

What to look for at Age 1:

Your child will begin to:

- hand a toy to you when she/he asks to play
- pick up objects and place them into a basket/container
- point to body parts (nose, tummy, head, etc.) when prompted

What you can do with your two year-old:

Use pots and pans to imitate cooking

Model using toys safely/correctly

Give child simple directions in play (“Hand me a block, please.”)

What to look for at Age 2:

Your child will begin to:

- imitate and act out familiar routines in play
- follow simple, familiar rules
- follow 1- to 2-step directions
- play next to another child (parallel play)
- play alone for 3-5 minutes

What you can do with your three year-old:

Role play (Child pretends to feed doll and put it down for nap)

Play outside (Ride tricycles or engage throwing games such as tossing a ball back-and-forth)

What to look for at Age 3:

Your child will begin to:

- play with 1 or 2 other children
- act out play ideas (firefighter, vet, doctor, "house," etc.)
- engage in pretend play that is more creative and that follows a theme

What you can do with your four year-old:

Play singing and dancing games ("Hokey Pokey," "Ring around the Rosie," etc.)

Play board games ("Candyland," "Chutes and Ladders," etc.)

Coloring and drawing – provide your child with different art materials (crayons, paints, etc.)

Encourage creativity

What to look for at Age 4:

Your child will begin to:

- prefer to play with others more than alone
- take turns
- enjoy playing games with simple rules
- tell a story about his/her drawings

Videos to Watch with Your Child

"Howard B Wigglebottom: Anger Management"

<https://bit.ly/2Edfzi7>

"Sesame Street: The Waiting Game with Guy Smiley"

<https://bit.ly/2iFIVxL>

"Daniel Tiger's Neighborhood: Daniel's Birthday"

<https://bit.ly/2GQ0HVZ>

"Sesame Street: Food Favorites!"

<https://bit.ly/2EyfFSM>

Activity #3: “Count with Me”

Where: In the home and within the community	Resources/Materials: Puzzles, books, shape-sorters, everyday objects
Developmental Area: Cognitive	Kindergarten Readiness Skills: Learning to learn, intellectual curiosity, math skills

What you can do with your one year-old:

Talk with your child about things that you see

- "Name and notice"
- Count aloud up to three while pointing at objects
- Count fingers and toes

Play with your baby

Ask, "Give me one _____."

What to look for at Age 1:

Your child will begin to:

- make eye contact with adult(s)
- follow a moving object with his/her eyes side-to-side and up-and-down
- reach for objects at different distances (things that are close, reaching further)
- hand objects to a person when asked "give me"

What you can do with your two year-old:

Talk with your child about opposites (off/on, hot/cold, up/down, stop/go, big/small, etc.)

Help your child group similar objects by color, size, shape, etc.

Count with shapes and objects up to 3

Count aloud up to . . .

What to look for at Age 2:

Your child will begin to:

- use a few number words
- understand "one" and "two"
- count aloud up to 3
- match identical objects
- complete a 3-4 piece shape puzzle by him/herself
- group objects by color, size, shape, etc.

What you can do with your three year-old:

Talk about the days of the week, months, seasons, or time of day and connect them to your child's day

Help your child order objects (small-to-large, short-to-tall, using words like "first," "next," and "last"

Count aloud with the rhythm or beat of a song or rhyme

Count aloud up to . . .

What to look for at Age 3:

Your child will begin to:

- put things in order by size
- be able to identify "first," "next," "last"
- name 8 colors in a crayon box (red, orange, yellow, green, blue, purple, brown, black)
- talk about things that are the same and different

What you can do with your four year-old:

Count aloud up to

Cut or divide any object into parts; talk about "whole, part, halves" (fruit, paper, etc)

Ask and tell you child his/her age; "How old are you now?" "How old were you last year?" "How old will you be next year?"

Count out one object at a time, naming each number

Count objects together

What to look for at Age 4:

Your child will begin to:

- identify and name numbers (0-9)
- Understand time better (morning, afternoon, night)
- Count aloud up to 10
- Understand the difference between whole and parts

Activity #4: “Read with Me”

Where: In the home and within the community	Resources/Materials: Board and cloth books, textured books, rhyming books, picture books, search-and-find books
Developmental Area: Cognitive	Kindergarten Readiness Skills: Learning to learn, intellectual curiosity, early literacy, reading

What you can do with your one year-old:

Talk to your child all throughout your day

Cuddle, talk, sing, and play together

Listen to the sounds your baby is making and make them back to him or her

Hold your child on your lap and help him or her turn the pages of a board book

Play games like “peek-a-boo” or “patty-cake”

Point at and name things

What to look for at Age 1:

Your child will begin to:

- make different sounds and put sounds together
- pat at pictures in a book
- help turn pages
- respond to her/his name
- Look for familiar people when they are named (Mommy, Daddy, etc.)

What you can do with your two year-old:

Use books in family routines (nap time, bedtime, in the car or on the bus, playtime)

Let your child turn the pages when you are reading to her/him

Keep books where your child can reach them

Take your child to the library for story time

Smile and answer when your child talks or points

Play games like “Simon Says” and “Head, Shoulders, Knees, and Toes” and point to body parts

What to look for at Age 2:

Your child will begin to:

- recognize the covers of favorite books
- answer “who” and “what” questions
- recognize familiar signs like a stop sign
- prefer short, repetitive stories like “Brown Bear, Brown Bear”
- hold a book right-side up, and open it from front to back

What you can do with your three year-old:

Ask your child, “What is that?” when reading together and practice pointing to pictures

Be willing to read the same book over and over

Talk about the pictures while you read

Keep using books in daily routines

Teach your child the “Alphabet Song”

Read stories that are rhyming

Ask your child to fill in the last word of a familiar phrase. (“Twinkle, twinkle little ____.”)

What to look for at Age 3:

Your child will begin to:

- look at books on her/his own and pretend to “read”
- listen to longer stories that you read out loud
- sing the “Alphabet Song” with help
- retell a familiar story
- say whole phrases from a story
- know that words tell a story
- recognize rhymes

What you can do with your four year-old:

Have your child tell a story about the pictures in a book, or find pictures that you name

Ask your child, “What happens next?” in a familiar story

Point to each word as you read it

Encourage writing and drawing

Ask your child to point to letters in a book and talk about the sounds that they make

Help your child to identify her/his written name

What to look for at Age 4:

Your child will begin to:

- know that print is read from left-to-right, top of the page to the bottom of the page
- match some letter sounds to letters
- name some letters
- recognize and "read" familiar signs and logos
- ask, "What does this say?"
- recognize her/his written name
- make rhymes

Helpful Apps for Your Child's Development

(recommended by the Clinical Associates of the Finger Lakes)

Routines/Picture Schedule Apps

- iTouch iLearn – morning routines for preschoolers (wake up, wash hands, wash face, dress, breakfast, brush teeth)
- My Visual Schedule – better for older children, adults, teens – can record own videos, has over 100 videos for steps to the process
- myHomework app – input assignments
- Visual Schedule Planner
- Visual Routine
- Pocket Picture Planner
- Choiceworks (gives timer with the schedule)
- Social Skills Stories – visual schedules of social situations

Behavior Apps

- Kids Chores by How to Raise a Superhero
- Behavior Status (gives green/yellow/red light)
- GoRewards
- iReward Chart

Timers for Behavior Difficulties

- Visual Timer HD
- Visuotimer
- Waitstrip
- Action Timer – in this one you can put pictures in for rewards
- Stop-Go

Activity #5: “Playing”

Where: In the home, at daycare, and within the community	Resources/Materials: Household objects; pretend play objects; cause/effect toys; toys that attract your child's interest
Developmental Area: Social-Emotional	Kindergarten Readiness Skills: Engaging in age-appropriate play

What you can do with your one year-old:

Sit on the floor with your child during play and talk about what you are playing

Play games like “peek-a-boo” and “patty-cake”

Make eye contact during play

Model and give toys to your child for exploration

Let your child lead the play and initiate what they are doing

Show interest and use praise to encourage your child during play: use expressive tones

What to look for at Age 1:

Your child will begin to:

- use cause-and-effect toys (push buttons, pull handles, activate toys) appropriately
- engage adults while playing by seeking adults, making eye contact, and sharing toys or actions
- engage themselves in play for a few minutes at a time
- show personal preferences in toys and activities

What you can do with your two year-old:

Describe what you are doing with play

Join in play with your child – build upon the play that he/she is doing and provide new ideas or concepts

Help your child follow through with a simple play activity (such as to finish a simple puzzle)

Let your child play with simple household items (cups, bowls, etc.)

Allow your child to problem-solve during play: give support as needed

Encourage independent play for short periods of time

Encourage your child to give you a short turn with his/her toys

What to look for at Age 2:

Your child will begin to:

- show interest and/or awareness of other children and play near them
- let adults enter play with him/her
- independently choose toys to play with and stick with it for a few minutes
- seek help when problems arise

What you can do with your three year-old:

Begin to model and support pretend play – build upon your child's ideas to make a play scheme

Encourage your child to play with other children and support him/her

Ask your child to help clean up toys

Begin to introduce your child to turn-taking games

Participate in problem-solving with your child if problems arise during play

Model how to ask others to play

Model turn-taking with your child

What to look for at Age 3:

Your child will begin to:

- do more interactivity play with peers
- initiate play with others
- be able to assist in picking up toys
- solve problems in play with adult support

Useful Web Sites

Mommy Speech Therapy

<http://mommyspeechtherapy.com/>

Wayne MOST

www.waynemost.org

**Wayne County Partnership for
Strengthening Families**

www.wcpsf.org

What you can do with your four year-old:

Engage your child in more elaborate pretend play with a theme or a scheme

Ask your child "How can I play with you?" or "What should I do?"

Play turn-taking games with your child

Practice sharing toys or materials during play

Encourage creativity and novelty in play

What to look for at Age 4:

Your child will begin to:

- show ability to engage in pretend play
- have the ability to direct his/her own play but also begins to negotiate play with others
- stick with play activities for 8-12 minutes at a time
- be able to take turns with adult support
- begin to solve peer conflicts with less adult support

More Helpful Apps for Your Child's Development

(recommended by the Clinical Associates of the Finger Lakes)

Sensory Apps

- My First Yoga
- Relax Melodies
- Breathe to Relax
- Super Stretch Yoga
- Metronomes
- Quiet Please – visual line for noise and will say “shh”
- Too Noisy – meter with a character that smiles or frowns
- Swirlcity – calming, provides visual and auditory stimulation
- Stretch Break – simple movements, but will give alarm during day to remind to stretch
- Zones of Regulation – sensory processing, executive functioning, sensory regulation – coincides with the book and program for zones of regulation
- Me Moves – have to move fingers onscreen, fosters bilateral coordination

Activity #6: “Identify Emotions”

Where: In the home and within the community	Resources/Materials: Photos, books, mirrors, digital photos/media, puppets, dolls, stuffed animals
Developmental Area: Social-Emotional	Kindergarten Readiness Skills: Expressing emotions/Showing empathy

What you can do with your one year-old:

Engage in face-to-face interactions with your child and establish eye contact

Make various exaggerated facial expressions to your child and try to get her/him to copy you

Mimic facial expressions your child is making; turn this into a game

Sing "Feelings" songs to your child

What to look for at Age 1:

Your child will begin to:

- copy facial expressions that caregiver makes
- establish and maintain eye contact
- show a wide range of emotions (happy, excited, calm, frustrated, angry)
- cry when unhappy

What you can do with your two year-old:

Identify and label your child's feelings as she/he experiences them ("You are happy." "You are mad.")

Look at pictures of people your child knows or people in a book and label the feelings you see

Take pictures of your child when she/he is expressing different feelings and label those with your child

Use simple feelings words like "happy," "sad," "mad," "scared."

What to look for at Age 2:

Your child will begin to:

- point to various simple feelings pictures in a book with concern
- observe others and demonstrate awareness of others who are showing strong emotions

What you can do with your three year-old:

Practice making different feeling faces and gestures

Name your own feelings as they occur to model this process for your child ("Mommy feels sad because it rained and I want to go outside.")

Ask your child to look for clues on someone's face to determine how they're feeling and name the feeling

Play "name that feeling" by making faces and asking child to guess how you're feeling

Play with stuffed animals, dolls, or puppets to act out and talk about different feelings

Introduce more advanced feelings words ("angry," "frustrated," "shy.")

What to look for at Age 3:

Your child will begin to:

- show concern for others who are upset
- be able to verbally label simple feelings of others
- independently label some feelings of their own
- demonstrate feeling concepts through pretend play with support

What you can do with your four year-old:

Have child tell about a time that she or he felt _____ (happy, sad, mad, surprised, etc.)

Introduce more advanced vocabulary ("worried," "disappointed," etc.)

Ask your child "How would you feel if" Provide scenarios ("Your blocks all fell down.")

Ask your child to identify the feelings of peers or siblings

What to look for at Age 4:

Your child will begin to:

- show feelings appropriate to the situation (doesn't laugh if peer is crying)
- show more directed empathy
- name other person's feelings in real-life situations
- name their own feelings as they occur

Activity #7: “Managing Strong Emotions”

Where: In the home and at school	Resources/Materials: Comforting items – blankets, teddy bears, emotion books, parental patience
Developmental Area: Social-Emotional	Kindergarten Readiness Skills: Managing emotions

What you can do with your one year-old:

Be responsive – make your child feel safe and build trust

Provide comfort, use kind words, give tangible objects (blanket, teddy bear, etc.)

Have a calming location in your home (rocking chair)

Give your child time with emotion – use quiet calm voices, hold him/her, use loving words

What to look for at Age 1:

Your child will begin to:

- seek you out for comfort when upset
- respond to comfort
- seek out comfort items or person
- self-soothe

What you can do with your two year-old:

Don't over-react to strong emotions

Stay calm and use supportive tone

Use books and videos to introduce emotions

Allow independence and exploration (They're going to say, "Me do it.")

Redirect and give choice and tell child what they CAN do

Empathize with your child's emotions

Set consistent limits

Reinforce positive behavior

What to look for at Age 2:

Your child will begin to:

- demonstrate increased independence
- express strong emotions at this age. (This is normal)
- be very clear about what she/he wants (or doesn't want)
- test limits as she/he is trying to become more independent

Parents must be careful to set reasonable and consistent limits

Parents should seek out opportunities to acknowledge good behavior

What you can do with your three year-old:

Talk about how our bodies feel when we have strong emotions ("My belly feels sick because I'm scared.")

Model and practice calming strategies your child can use when upset (belly breathing, asking for help, getting a hug)

Look for cues when your child BEGINS to become upset

Provide positive reinforcement when your child is able to manage his/her emotions

Discuss with your child that it's okay to have strong feelings

What to look for at Age 3:

Your child will begin to:

- label his/her feelings
- have a sense of what behavior is acceptable and what is not

What you can do with your four year-old:

Talk about how accidents can happen

Talk about situations that trigger strong feelings and discuss ideas to cope with these (what to do if someone takes his/her toy)

Give choices for self-calming (deep breathing, quiet time, etc.)

Prepare your child for situations that may cause strong feelings and discuss appropriate responses

What to look for at Age 4:

Your child will begin to:

- talk about situations that upset him/her
- identify coping strategies with adult support

Activity #8: “Build That Body!”

Where: In the home	Resources/Materials: A comfortable floor
Developmental Area: Gross Motor Skills	Kindergarten Readiness Skills: Strength and posture

What you can do with your one year-old:

Play games with your child lying on her/his belly (lying on top of you while you talk or play together, or on the floor while resting on elbows or hands)

Encourage crawling (over your legs/through a tunnel)

Play games while sitting that require your child to hold her/his arms up above shoulder height (balloon games, finger play in a different position, etc.)

Allow your child to lift, hold, carry, and push toys as she/he moves about

Discourage “w-sitting” (sitting with knees splayed to the side, feet behind your child in a w position)

What to look for at Age 1:

Your child will begin to:

- gain core body strength that prepares her/him for better posture later on
- be more aware of her/his body and how to move it safely and efficiently

As your child stops sitting in a w position, her/his joints will be better aligned as they continue to grow and develop; she/he will develop safer and more appropriate sitting habits early on

What you can do with your two year-old:

Play “airplane” games with your child in a superman position as you “fly” her/him on your lap or around the room

With your child facing you, sitting on your lap and holding your hands, allow her/him to tip backwards and sit back up

With your child facing you, sitting on your lap, play “horsey” and ask your child to stay upright while the horse bounces and tips her/him in different directions

Continue to play games with your child on her/his belly

What to look for at Age 2:

Your child will continue to develop core body strength and begin to develop better control of her/his posture in different positions

What you can do with your three year-old:

Encourage playground play that involves climbing and hanging

Play “wheelbarrow” with your child, having her/him walk on hands while you hold her/him at the hips (easiest), knees (harder), or feet (hardest)

What to look for at Age 3:

Your child will continue building strength throughout the body which will support her/his body as it is learning higher level skills like handwriting and jumping patterns

What you can do with your four year-old:

Have your child walk in animal positions (bear walk, crab walk, walk like a duck, etc.).

Be creative!

What to look for at Age 4:

Your child will be building a variety of muscles and learning how to easily position her/his body in new and different ways

Wayne County Libraries

Clyde-Savannah Public Library, 204 Glasgow Street, Clyde, NY

Lyons Public Library, 122 Broad Street, Lyons, NY

Macedon Public Library, 30 West Main Street, Macedon, NY

Marion Public Library, 4037 Maple Avenue, Marion, NY

Newark Public Library, 121 High Street, Newark, NY

Ontario Public Library, 1850 Ridge Road, Ontario, NY

Palmyra Community Library, 402 East Main Street, Palmyra, NY

Red Creek Free Library, 6817 Main Street, Red Creek, NY

Rose Free Library, 4069 Main Street, Rose, NY

Sodus Community Library, 17 Maple Avenue, Sodus, NY

Walworth-Seely Public Library, 3600 Lorraine Drive, Walworth, NY

Williamson Public Library, 6380 Route 21, Williamson, NY

Wolcott Civic Free Library, 5890 New Hartford Street, Wolcott, NY

Activity #9: “Moving and Grooving”

Where: In the home	Resources/Materials: A comfortable floor and a ball
Developmental Area: Gross and Fine Motor Skills	Kindergarten Readiness Skills: Strength and posture

What you can do with your one year-old:

Encourage your child to play rolling games with his/her body (side-to-side; front-to-back; back-to-front; and in both directions)

Encourage crawling (over, under, through, up, down)

Roll a ball back-and-forth with your child, seeing if he/she can stop it

What to look for at Age 1:

Your child will begin to develop better body coordination while also providing his/her body with lots of great sensory input through his/her skin (for touch), inner ear (for movement and balance), and joints (for body awareness)

Crawling will strengthen the muscles that will eventually support your child during sitting and writing activities

Ball skills will develop hand-eye coordination and a good sense of body in space. These are skills that are needed for future writing tasks

What you can do with your two year-old:

Create simple obstacle courses with your child using household items (couch cushions, chairs, broom sticks, etc.)

Encourage ball play with balloons and/or stuffed animals (catching, kicking, etc.)

What to look for at Age 2:

Your child will begin to:

- think and strategize how to safely and efficiently move his/her body in different positions through space
- develop basic ball skills using toys that are easier to track and manipulate than a round, bouncy ball

What you can do with your three year-old:

Continue to build obstacle courses with your child – allowing him/her to help with the set up

Create an “adventure” at the playground using all of the pieces of equipment

Play “Simon Says” – try using only words (no motions) and then try only motions (no words)

What to look for at Age 3:

Your child will begin to:

- learn how to think of new movement ideas and how to put those ideas into action
- develop spatial awareness, learning about how gravity affects the position of things (and people)
- build strength and coordination
- learn how to move his/her body in specific positions using different body systems to help
- learn how to focus on verbal instructions vs. visual instructions

What you can do with your four year-old:

Play games that encourage your child to walk, run, skip, gallop, hop on one foot, etc.

Play ball games: catching, kicking, throwing, hitting a target, sports-related ball skills, etc.

Household items can be a good substitute for the real thing – a chair makes a good “goal”, a laundry basket makes a good “basketball net,” and a broom or a stick make a good hockey stick and golf club

Attend a music and movement or yoga class or do them for free using DVDs, books, or online materials

What to look for at Age 4:

Your child will begin to:

- practice age-appropriate movement skills that are expected in kindergarten and that will be used for more organized sports later on
- learn that movement can help his/her body feel more calm and in control



Activity # 10: “Handwriting: Here We Go!”

Where: In the home and within the community	Resources/Materials: Building blocks, tactile foods, cups or boxes
Developmental Area: Fine Motor Skills	Kindergarten Readiness Skills: Pre-writing and writing skills

What you can do with your one year-old:

Allow your child to use her/his hands in different ways

Block play

Finger play with fun foods (pudding, whipped cream, etc.)

Put objects into a box, cup, or other container – pull them out again

What to look for at Age 1:

Your child will begin to:

- learn different ways to use her/his hands
- begin isolating fingers for specific purposes

What you can do with your two year-old:

Finger play using foods, pudding, whipped cream – encourage your child to imitate you as you make dots, lines, swirls, etc.

Open/close containers

While monitoring for safety, allow your child to pick up and manipulate small objects (peas, small pieces of fruit, etc. if putting them in the mouth is a concern), beads, dry beans, dry corn, etc. if you are less concerned about putting things in the mouth

Allow your child to hold and explore crayons and pencils, scribble on paper

Tub play – use soap to draw things on tub walls and then “erase them” with water or with a spray bottle

Play with playdough

What to look for at Age 2:

Your child will begin to:

- develop more mature grasp patterns
- continue to improve in her/his ability to isolate certain fingers for specific purposes
- become comfortable with the “task” of writing
- strengthen her/his hand muscles

What you can do with your three year-old:

Play with playdough or putty

Encourage simple lacing activities (shoestring through holes in a piece of cardboard)

Offer opportunities for simple shape tracing and copying

Doodle Boards and Boogie Boards are great, non-electronic ways for your child to practice drawing and writing skills

What to look for at Age 3:

Your child will begin to:

- improve her/his hand strength
- develop more refined hands skills
- draw more accurate shapes and pictures – writing and drawing will begin to have a purpose to your child

What you can do with your four year-old:

Encourage letter and shape tracing or copying (on paper, in the bathtub, using foods or finger paints, etc.)

Allow your child to play with items that require pinching and releasing (clothespins, child-sized tweezers, medicine droppers to collect and drop water, etc.)

What to look for at Age 4:

Your child will begin to:

- display improved hand strength
- Improve her/his grip and hand motions
- be able to draw simple shapes and start to write letters

Activity #11: “Eat with Me/Talk with Me!”

Where: In the home	Resources/Materials: A table/eating space, food, family members
Developmental Area: Communication	Kindergarten Readiness Skills: Social interaction

What you can do with your one year-old:

Use signs (hand gestures) and words for "more," "please," and "thank you"

Sit the child in his/her chair and make eye contact (be on his/her level)

Give partial amounts of food so your child will signal if/when he/she wants more

Encourage your child to eat on his/her own

What to look for at Age 1:

Your child will begin to:

- make eye contact
- vocalize (for example, "more" or "more, please")
- use signs/hand gestures
- show an interest in mealtime
- explore his/her food and begin to use utensils

What you can do with your two year-old:

Put food on a plate (no dividers, please)

Give your child a choice at mealtime of what to eat (ex: peas or carrots?)

Model: "I want something please."

Show him/her choices (visuals)

Be at your child's eye level when speaking to him/her

What to look for at Age 2:

Your child will begin to:

- make choices
- use a phrase, such as "more please," when requesting food items
- point to his/her preference and vocalize (to get something he/she needs to do something)
- maintain eye contact with you

What you can do with your three year-old:

Give choices, have your child participate in getting the meal together (prepping)

Give your child a simple taste while getting the meal ready

Talk about the steps for preparation of the table and food

Ask your child for his/her choice

Talk to your child at the table (conversation)

What to look for at Age 3:

Your child will begin to:

- actively participate when asked to
- follow directions and respond when questioned
- be able to answer questions verbally
- join in conversation ("Do you like the peas? Why?")

What you can do with your four year-old:

Have your child engage in the preparation of the meal

Ask your child to bring food to the table

Take turns prepping the food with you (ex: making a snack)

Create and use a Job Board

What to look for at Age 4:

Your child will begin to:

- be actively engaged in meal preparation and in eating with others
- be able to follow 2-3 step directions
- take turns with siblings while working on a task
- use visual cues and early literacy skills
- begin to understand rules and responsibilities



Activity #12: “Free Play (ten minutes) with Toys”

Where: In the home	Resources/Materials: Simple toys: puzzles, blocks, trucks, cups, bowls, spoons, doll house, etc.
Developmental Area: Communication	Kindergarten Readiness Skills: Cooperative play and sharing

What you can do with your one year-old:

****NO ELECTRONICS FOR ADULT OR CHILD!****

Provide your child with simple toys and play with her/him

Give access to space

Provide boundaries (furniture can be used)

Narrate/explain what you are doing with your child

Get on her/his level (on the floor)

Use expressive sounds (ex: "Vroom! Vroom!" "Choo! Choo!" "Screeeeech!")

Be over-excited!

What to look for at Age 1:

Your child will begin to:

- explore simple toys (reach out for them and hold them)
- show interest in a simple toy
- be able to look for a toy when asked, "Where is the ___?"
- be able to imitate your sounds and movements
- use sounds and movement while holding a toy

What you can do with your two year-old:

Take a more active role in play, but allow your child to move the toy if he/she chooses to

Be task-oriented (play with a specific toy)

Engage in pretend play

Expand on what your child says or does (ex: "We are stacking the blocks.")

Label things (state if it's cup or a bowl)

Use encouragement and positive reinforcement

What to look for at Age 2:

Your child will begin to:

- use a toy for its purpose
- imitate what you are doing
- imitate your words
- express excitement about doing things

What you can do with your three year-old:

Allow your child to take the lead while playing with you

Be an active participant, at their eye level

Increase "feeling vocabulary" ("happy," "sad," "excited," "mad")

Model sequencing steps while playing so your child sees and understands the next step

What to look for at Age 3:

Your child will begin to:

- lead playtime activities
- be able to engage with toys for 10 minutes
- use the toys in a variety of ways that are appropriate

What you can do with your four year-old:

Ask deeper, open-ended questions ("Tell me three things you liked about playing with trains." "What was your favorite part of the trip?")

Decrease your child's level of needing you to keep playing

Allow your child to experience short periods of frustration (no longer than 3 – 5 minutes) and model how to deal with it

Identify and talk about when your child is mad, frustrated, or sad

What to look for at Age 4:

Your child will begin to:

- initiate play with peers or siblings
- take turns with others
- be able to share how she/he feels when mad, frustrated, or sad
- be able to stop the play and clean up

Activity #13: “Talk to Me while Driving!”

Where: In the car, driving to and from a location	Resources/Materials: Child, car, car seat
Developmental Area: Communication	Kindergarten Readiness Skills: Vocabulary development

What you can do with your one year-old:

State what you are doing

Describe the trip – what is – or will be – happening?

Use your child's actual name (not a pet name or nonsense name)

Respond to your child's verbalization when he/she makes sounds or words

Sing!

What to look for at Age 1:

Your child will begin to:

- respond to his/her name
- sing/hum along with you
- look for your voice
- listen to your vocalizations

What you can do with your two year-old:

Respond to babbling by using correct words

Look for items to label – point to things and name them (“Stop sign”)

Talk about where you are going

More singing!

What to look for at Age 2:

Your child will begin to:

- use words (“Bus” instead of “baba”)
- attempt to point and label things
- look at objects that you have labeled (“Stop sign”)
- get into the car, following your directions
- be able to answer when asked, “Where are we going?” by filling in the blank: “We are going to the _____ (one word)”

What you can do with your three year-old:

Give more specifics: "Why don't you show me a tree?"

Singing: Incorporate rhyming things you see on your trip

Talk about where you are going, using directional words

Ask questions: "What did you eat for lunch?" "What did you play with?" (Response time is necessary! Give him/her time to answer)

What to look for at Age 3:

Your child will begin to:

- use correct vocabulary to label objects
- respond to your questions
- be able to be more specific about the objects he/she sees (the colors of a stop sign)

What you can do with your four year-old:

Ask what specific words label objects

Ask more open-ended questions

Keep asking questions, looking for details – don't -forget to give him/her time to answer on his/her own

What to look for at Age 4:

Your child will begin to:

- name objects correctly
- maintain natural conversation
- converse with you using correct words
- give appropriate answers when you ask questions
- expand on his/her answers

Family Fun Activities and Lcales

Newark Pilots Baseball (Newark)

Sodus Bay Lighthouse Museum (Sodus Point)

Crackerbox Palace (Sodus)

Ohmann Theatre (Lyons)

Long Acre Farms (Macedon)

Palace Theatre (Wolcott)

The Apple Shed (Arcadia)

Stoney Elm Alpaca Farm (Walworth)

Activity #14: “Teach Me to Feed Myself!”

Where: In the home and within the community	Resources/Materials: Fork, spoon, plate/bowl, foods with various colors and textures, place-mats, cups, cartons, straws of various size
Developmental Area: Adaptive Self-Help	Kindergarten Readiness Skills: Feeding skills

What you can do with your one year-old:

Encourage the use of spout cups/straw cups

Give fresh fruits/vegetables in mesh feeder

Introduce different food textures

Food play with pudding and Jell-O to encourage bringing food to mouth

Allow your child to get messy at meals

Book: “Feed Your Baby & Toddler Right” by Diane Bahr

What to look for at Age 1:

Your child will begin to:

- hold bottle or cup independently
- use his/her tongue to move food
- pick-up bite-sized pieces of food and bring them to his/her mouth

What you can do with your two year-old:

Discourage the use of pouch feeding

Encourage the use of utensils

Encourage a variety of foods (color, presentation, texture)

Give placement to teach orientation of cup

Give child a napkin to wipe hands and face

Have a tactile bin or bathtub play with cups and utensils

Encourage child to blow on food when it is hot

Book: “Never Feed a Yeti Spaghetti” by Make Believe Ideas

What to look for at Age 2:

Your child will begin to:

- use a cup
- scoop with spoon (some spilling)
- chew food without choking or gagging
- eat a variety of textures (smooth, chunky, crunchy)
- recognize hot vs. cold foods

What you can do with your three year-old:

Play with Play-Dough – use Play-Dough knife to cut

Bake together – stir, mix, pour, frost, etc.

Teach familiar items

Scoop and pour in play

Teach appliance safety

Book: “How to Feed Your Parents Food Variety” by Ryan Miller

What to look for at Age 3:

Your child will begin to:

- drink from fountain/faucet independently
- use a napkin
- use utensils well (she/he will use a fork to pierce soft foods)
- exercise self-control while eating

What you can do with your four year-old:

Sort lids and cups

Put straws into containers

Play with putty to strengthen hands

Give your child time to increase her/his independence

Book: “Good Enough to Eat” by Lizzie Rockwell

What to look for at Age 4:

Your child will begin to:

- use appropriate table manners
- feed herself/himself neatly and cleanly
- be able to pour from a small pitcher
- be able to spread and cut soft foods with a knife

Activity #15: “Teach Me to Dress Myself!”

Where: In the home and within the community	Resources/Materials: Adult & child clothing, adult & child shoes, dress-up doll, necklaces, scarves, gloves, hats, coats
Developmental Area: Adaptive Self-Help	Kindergarten Readiness Skills: Dressing skills

What you can do with your one year-old:

Play belly button game

Play “peek-a-boo”

Encourage your child to identify body parts

Have your child sit up while dressing

Begin working on using fingers to pick up items (pincer grasp)

Begin pulling on socks and let your child remove socks completely

Introduce a variety of clothing with different textures

Read books together and point out clothing (pants, shirts, socks, hats, etc.)

Book: “My Clothes” by Rebecca Emberly

What to look for at Age 1:

Your child will begin to:

- pull up shirt to show belly
- pull cloth or blanket off of his/her face
- sit independently
- push arms into sleeves or through arm holes
- pick up small objects, such as a Cheerio, between his/her thumb and index finger
- take off socks independently
- point to items of clothing when prompted

Watch how your child reacts to clothes that are rough, soft, smooth, have tags, etc.

What you can do with your two year-old:

Read books on dressing or identify clothing and ask your child to point to the prompted item

Assist your child with removing shoes, pants, shirt, etc.

Start a zipper and encourage your child to finish pulling it up

Allow extra time to give your child a chance to practice dressing and undressing

Have a dress-up trunk and allow your child to experiment with a variety of clothing (adult and child)

Book: “I Get Dressed” by David McPhail

What to look for at Age 2:

Your child will begin to:

- put on and take off hats
- cooperate while removing clothing and shoes
- pull down elastic-waist pants, get arms out of shirt, etc.
- be able to unzip a large zipper

What you can do with your three year-old:

Play dress up

Allow extra time for your child to get dressed or undressed

Practice putting on necklaces, scarves, etc.

Lace beads on a string or use lace cards

Let your child experiment with buttons, snaps, Velcro, etc.

Start your child's dressing process and let him/her finish

Book: "Let's Get Dressed" by Caroline Jayne Church

What to look for at Age 3:

Your child will begin to:

- put on elastic-waist pants and pull-over shirts
- be able to pull on ankle socks, easy shoes, etc.

What you can do with your four year-old:

Help your child choose appropriately sized clothing

Help your child choose appropriate clothing for the weather

Play dress-up, dress dolls, etc.

Allow extra time for your child to dress himself/herself

Take your child to a store, let him/her try on coats (make sure they have easy zippers)

What to look for at Age 4:

Your child will begin to:

- be able to dress and undress himself/herself independently
- recognize front and back of clothing
- feel frustration when he/she has difficulty with an item of clothing. Encourage him/her with minimal cues

Activity #16: “Help Me Keep Clean!”

Where: In the home and within the community	Resources/Materials: Bath, washcloths, bath toys
Developmental Area: Adaptive Self-Help	Kindergarten Readiness Skills: Hygiene skills

What you can do with your one year-old:

Set up a regular routine for bathing

Keep diaper area clean to prevent rashes

Change and clean clothing and bedding regularly

Get your child comfortable with having her/his head and face wet

Encourage water play and fun bath-time activities

Clean your child's teeth and gums

Book: “Tubby” by Leslie Patricelli

What to look for at Age 1:

Your child will begin to:

- tolerate bath time
- engage in water play
- sit up in bath tub and play (with constant adult supervision)
- accept things, such as a toothbrush, in mouth

Teeth are coming in and need to be kept clean

What you can do with your two year-old:

Give your child a toothbrush to hold with child-friendly toothpaste

Swim in community pool to reinforce comfort with water

Introduce child to shower with parent

Role model good hygiene (hand washing, hair brushing, tooth brushing, etc.)

Ensure thoroughness with tooth brushing

Take your child to the dentist

Read books about dental visits

Book: “I Can Do It” by Trish Holland and Vanessa Brantley Newton

What to look for at Age 2:

Your child will begin to:

- attempt to brush her/his teeth
- tolerate dental visits
- wipe her/his nose when given a tissue

What you can do with your three year-old:

Visual aids/steps for hand washing

Sing “Alphabet Song” while washing hands to ensure proper time is spent on it

Have your child brush a doll's hair and teeth

Legos and toothbrush to teach good brushing hygiene

Give child time to be independent

Blows bubbles through bubble wand with nose

Book: “Fairy Tales Gone Wrong: Don't Pick Your Nose, Pinocchio” by Steve Smallman

What to look for at Age 3:

Your child will begin to:

- tolerate haircuts
- try to comb/style her/his own hair
- be able to wipe and blow her/his own nose
- be able to dispose of dirty tissues and paper towels
- be able to brush her/his own teeth with minimal assistance

What you can do with your four year-old:

Find tablet apps for caring for self

Play hairdresser, imaginative play

Encourage your child to wash her/his feet and body thoroughly

Remind your child to keep her/his fingers out of nose and/or pants

Discourage biting of fingernails

Set routine for daily hygiene

Use positive reinforcements for success

Book: “Brush Your Hair, Medusa” by Joan Holieb and Leslie Patricelli

What to look for at Age 4:

Your child will begin to:

- bathe or shower herself/himself and dry off after bathing
- brush her/his teeth
- wash/dry her/his hands
- brush her/his hair
- use napkin correctly and consistently
- blow her/his nose and disposes of tissue

Still More Helpful Apps for Your Child's Development

(recommended by the Clinical Associates of the Finger Lakes)

Visual Apps

****Busy Things* (<https://www.busythings.co.uk/apps>) is a great place to find visual perceptual apps***

- Squaresville – take a picture of anything and turn it into a puzzle
- Flow Free
- Jigsaw Puzzle
- My OwnPuzzle
- Jigsaw Puzzle Maker - create and play your own jigsaw puzzles
- Puzzle Family
- Doodle Dots
- Word Search
- iMazing
- Pictureka – visual figure ground
- Doodlefind
- ABC Maze-A-Licious
- Memory Matches
- Letter Reflexes – for children who make letter reversals
- Tunnel Trouble & Falling Wall for visual spatial difficulties
- Captain Lazy Eye – created to address amblyopia for ages 3 - 8
- Dyslexia Quest
- Find It Match It
- Vision Test – tests acuity, astigmatism, color blindness
- Eye Exerciser – oculomotor exercises

Activity #17: “Teach Me to Use the Toilet!”

Where: In the home and within the community	Resources/Materials: Diapers, wipes, timer, visual aids
Developmental Area: Adaptive Self-Help	Kindergarten Readiness Skills: Toileting skills

What you can do with your one year-old:

Perform regular diaper changes

Make eye contact and communicate with child

Be aware as you introduce new foods into your child's diet that there may be changes in his/her bowel and/or bladder habits

Book: “The Perfect Potty Zoo” by Agnes Green & Zhanna Mendel

What to look for at Age 1:

You child will begin to:

- cry when wet or soiled
- tolerate diaper changes, wipes, and lotions

What you can do with your two year-old:

Have your child flush contents of soiled diaper down the toilet

Encourage your child to sit on the toilet for brief periods of time

Read books and watch videos about toilet training with your child

Discourage your child from touching/putting hands in diaper

Book: Everybody Potties” by Cheri Vogel

What to look for at Age 2:

Your child will begin to:

- tell you when he/she is wet or dry when asked
- pull at diaper
- pull pants up or down

What you can do with your three year-old:

Ensure that your child is ready for toileting

Start a toilet routine and use a timer

Cheerio in toilet (as target) for boys

Show positive reinforcement, celebrate successes

Take your child to bathrooms in different environments

Use a reinforcement chart for toileting

Provide visual schedule for toileting steps

Have a change of clothes on hand for accidents

Take breaks from toileting if your child is having difficulty

Book: "Toilet Training without Tantrums" by John Rosemond

What to look for at Age 3:

Your child will begin to:

- be able to tell the difference between need to urinate or have a bowel movement
- indicate need to toilet
- want to wear underwear

Occasional accidents are expected -- support your child through them

What you can do with your four year-old:

Discuss privacy with your child

Teach proper wiping (front-to-back)

Reinforce necessity of handwashing and flushing the toilet

Make sure your child uses the bathroom before bedtime/naptime

What to look for at Age 4:

Your child will:

- close the door when using toilet independently
- have full daytime control over his/her bladder and bowels
- use bathrooms in any environment as needed
- consistently give himself/herself enough time to get to the bathroom

Activity #18: “Transitions”

Where: In the home and within the community	Resources/Materials: Timers (words, clocks, phones), picture cards for schedule, and white board
Developmental Area: Self-Regulation	Kindergarten Readiness Skills: Transitions

What you can do with your one year-old:

Begin to establish expectations by following a home routine

Create a simple signal for what "all done" looks like

Explain "First _____, then _____ ." ("First car, then clean up")

Use the “Clean Up” song

Consistently use a word or phrase, such as, "All done!", or, "Clean up!"

Allow your child to help clean up or help

What to look for at Age 1:

Your child will begin to:

- recognize what is expected and what comes next
- recognize your signals and respond to them
- notice the end of the activity

What you can do with your two year-old:

Continue to use home routine consistently

Introduce playful changes in the home routine

Use a different song to signal tasks

Change the order of daily tasks

Offer strategy to self-soothe if this is difficult

Use a concrete number of turns before all done and remind her/him along the way ("Three more times down the slide." "Two more times")

Continue to use signals for "all done"

What to look for at Age 2:

Your child will begin to:

- be able to tell you what comes next
- develop flexibility when the routine varies
- not be surprised or upset at the end of an activity

What you can do with your three year-old:

Create a visual schedule of daily tasks or activities. If possible, allow your child to pick or choose a part of it

Prepare your child for known changes in the routine. ("Instead of _____, we're going to _____")

Continue using concrete signals that time is almost up (counting down or timers)

Offer a choice for how to transition ("Do you want to walk or be carried?")

What to look for at Age 3:

Your child will begin to:

- anticipate the daily expectations
- handle changes or use self-soothing strategies if she/he becomes anxious
- more easily accept or tolerate the ending of an activity
- feel a sense of control over the situation

You will notice that your child is becoming more independent with transitions

What you can do with your four year-old:

Adjust visual schedule to include school and after-school activities

If your child is ready, allow her/him to begin to choose preferred activities. ("After this do you want to _____ or _____?")

What to look for at Age 4:

Your child will begin to:

- near independence with transitioning calmly
- establish her/his own routine and preferences regarding transitions

Activity #19: “Let’s Play a Waiting Game!”

Where: In the home and within the community	Resources/Materials: Timer, simple games, puzzles, building blocks
Developmental Area: Self-Regulation	Kindergarten Readiness Skills: Impulse Control

What you can do with your one year-old:

To help prepare your child to wait:

- use a slower motion (2-5 seconds) to give him/her something
- place something just outside his/her reach
- play simple hiding games (make him/her look before he/she gets an object)
- turn pages slowly while reading aloud

As long as your child's needs are met, it's okay for him/her to wait for a short period

What to look for at Age 1:

It's normal for your child to expect that his/her demands will be met immediately at this age

What you can do with your two year-old:

Play interactive games, delaying the final result (Hide & Seek with a delayed find ("I'm going to get you!" in slow-motion))

Use "First/Then" language ("First eat lunch, then we can play.")

What to look for at Age 2:

Your child will begin to:

- learn how to wait
- understand that some things need to happen before the desired activity

What you can do with your three year-old:

Play games with varying speeds and stopping/starting (Red Light/Green Light, Mother May I?, Speed up/Slow down games)

Play “Ready, Set, Go!” game, but delay and vary the "go" (“Ready, set, gorilla, girl, goat, go!”)

What to look for at Age 3:

Your child will begin to:

- wait for increasing periods of time
- begin to develop self- and body-control as they move through space

What you can do with your four year-old:

Play games that involve waiting and body control (building games, like Jenga and Lincoln Logs)

Play simple games requiring turn-taking

Continue practicing delayed rewards (set a timer and provide a reward when it goes off, require that he/she completes more of a task before getting a reward, etc.)

What to look for at Age 4:

Your child will begin to:

- be able to control his/her body movements for longer times
- learn to wait in place while other people are doing things
- develop patience without frustration

A Few More Helpful Apps for Your Child's Development

(recommended by the Clinical Associates of the Finger Lakes)

Fine Motor Skills

- Tap the Frog
- Loopz
- Bugs & Buttons
- Bugs & Bubbles
- Dexteria & Dexteria Jr.
- Magic Piano – finger isolation
- Gobble Gator, Hungry Hippos – multiple players
- Fingster
- Finger Fun
- Finger Drums – finger dexterity

Drawing Apps

- Chalk Walk
- How to Draw
- Shape Up
- Squiggles
- Jot Whiteboard
- Trace and Share
- Glow Draw

Activity #20: “Self-Soothing”

Where: In the home and within the community	Resources/Materials: Picture books, board books, favorite item
Developmental Area: Self-Regulation	Kindergarten Readiness Skills: Readiness to Learn

What you can do with your new-born-to-one year-old:

Prepare your child to accept the world around her/him by:

- swaddling her/him
- gently touching or rubbing your child’s skin
- holding and hugging your child
- offering your child a pacifier
- slowly rocking and/or gently swinging your child
- exposing your child to a variety of sounds and volumes throughout the day (talking, music, sounds of appliances, etc.)
- allowing your child to lie and move in different positions (limit time in car seats and other carriers)

Book: “Dealing with Feelings” by Courtney Carbone

What to look for at Age 1:

You will start to notice that some strategies work better than others

Your child will still need your help to self-soothe

What you can do with your two year-old:

Begin to recognize the events that cause your child to become overly excited or frustrated

Offer strategies early on to help your child calm down

Provide a space to be calm – a calming corner

Use calming music or a soothing, quiet voice

Hug or cuddle your child

Slowly rock your child

Allow your child to feel different emotions and work through them with your support

Recognize how your emotions trigger your child

Use quiet voice or fewer words

Let your child hear your slow, deep breathing

What to look for at Age 2:

Your child will begin to:

- choose preferred strategies
- imitate your calming strategies

You will identify triggers and then adjust the situation

Your child will still need your support and time to work through her/his emotions

What you can do with your three year-old:

Begin to use simple words to label emotions ("You're happy," or "You're mad.")

Continue to use strategies to help your child calm down

Make a job of crawling, pushing, pulling things

Employ whole-body movement

Continue to offer calming corner

What to look for at Age 3:

Your child will begin to:

- use words to describe how he/she feels
- choose strategies that help calm him/her

What you can do with your four year-old:

Begin to use more complex words to label emotions ("You're sad because" "You're frustrated/scared/excited/tired because")

Offer two specific choices of successful strategies ("Would you like to do jumping jacks, or get a hug?")

What to look for at Age 4:

Your child will begin to:

- use a variety of words to describe how she/he feels
- make connections between how she/he feels and how she/he reacts
- choose strategies that work for her/him

Suggested Reading with Your Child



“It Takes Two to Talk” by Jan Pepper and Elaine Weitzman

“Angry Octopus: A Relaxation Story” by Lori Lite; illustrated by Max Stasuyk

“Cool Down and Work through Anger” by Cheri Meiners

“Welcome to Kindergarten” by Anne Rockwell

“Kindergarten Rocks!” by Katie Davis

“What about Bear?” by Suzanne Bloom

“I Have a Little Problem, Said the Bear” by Heinz Janisch; illustrated by Silke Leffler

“Talk and Work It Out” by Cheri Meiners

“Join In and Play” by Cheri Meiners

“Why Should I Share?” by Claire Llewellyn; illustrated by Mike Gordon

“Let’s Talk about Being Patient” by Joy Berry; illustrated by Maggie Smith

“Waiting Is Not Easy! (An Elephant and Piggie Book)” by Mo Willems

“Share and Take Turns” by Cheri Meiners

“Let’s Share!” by Jillian Harker

“You Get What You Get” by Julie Gassman; illustrated by Sarah Horne

“When Sophie Gets Angry – Really, Really Angry...” by Molly Bang

“When I Feel Angry (The Way I Feel Books)” by Cornelia Maude Spelman; illustrated by Nancy Cote

“Howard B Wigglebottom Learns to Listen” by Howard Binkow; illustrated by Susan F. Cornelison

“Glad Monster Sad Monster” by Ed Emberley and Anne Miranda

“The Way I Feel” by Janan Cain

Gross Motor Development Checklist

Instructions: Answer all questions up to your child's current age bracket by answering 'Yes' or 'No'.

Interpretation: If you tick 2 or more boxes with a 'Yes' then contact your pediatrician.

Does your child **have difficulty** with:

Age	Skill	Yes	No
0 – 6 months	Rolling over from front-to-back, or back-to-front		
	Bringing feet to hands/mouth while on back		
	Holding head erect in a support position		
	Sitting (initially with support)		
	Pushing body off ground with arms when lying on tummy		

Age	Skill	Yes	No
6 – 12 months	Roll over from front-to-back, or back-to-front		
	Crawling on belly		
	Sitting independently		
	Getting up on all fours		
	Pushing body off ground with arms when lying on tummy		
	Bringing self into a seated position unaided		
	Creeping on hands and knees		
	Transitioning into different positions (e.g.: sitting, all fours, lying on tummy, etc.)		
	Pulling self into standing position		
	Standing momentarily without support		
	Walking while holding onto furniture		
	Taking 2-3 steps without support		
	Rolling a ball in imitation of adult		

Age	Skill	Yes	No
1 – 2 years	Sitting, crawling or walking independently		
	Getting up on all fours		
	Creeping on hands and knees		
	Transitioning into different positions (e.g.: sitting, all fours, lying on tummy, etc.)		
	Pulling self into standing position		
	Standing without support		
	Trying to run (running stiffly, with eyes on floor)		
	Walking while holding a toy		
	Changing direction while walking		
	Rolling a ball in imitation of an adult		

Age	Skill	Yes	No
2 – 3 years	Transitioning into different positions (e.g.: sitting, all fours, lying on tummy, etc.)		
	Walking smoothly and turning corners		
	Running with control (still has wide gait)		
	Climbing onto/down from furniture without assistance		
	Pulling self into standing position		
	Walking up and down steps (with support)		
	Walking while holding a toy		
	Changing direction while walking		
	Picking up toys from the floor without falling over		
	Rolling a ball		

Age	Skill	Yes	No
3 – 4 years	Transitioning into different positions (e.g.: sitting, all fours, lying on tummy, etc.)		
	Imitating an adult standing on one foot		
	Imitating simple bilateral movements of limbs (e.g.: arms up together)		
	Running with control		
	Climbing onto/down from furniture without assistance		
	Climbing on jungle gym and ladders		
	Pedaling a tricycle		
	Changing direction while walking		
	Walking up and down stairs with alternating feet		
	Jumping with two feet together 5 times in a row		
	Walking on tip toes		
	Picking up toys from the floor without falling over		
	Throwing objects with an overarm action at a target		
	Rolling a ball		
	Catching a ball (using the whole body, not just arms)		

Age	Skills	Yes	No
4 – 5 years	Standing on one foot for up to 5 seconds		
	Imitating simple bilateral movements of limbs (e.g.: arms up together)		
	Walking up and down stairs with alternating feet		
	Climbing onto/down from furniture without assistance		
	Climbing on jungle gym and ladders		
	Pedaling a tricycle		
	Kicking a ball forwards		
	Throwing a ball overarm		
	Catching a ball that has been bounced		
	Catching a ball with hands instead of using arms and body		
	Running around obstacles		
	Jumping 10 times in a row, maintaining the distance of jumps		
	Walking on tip toes		
	Walking along a line		
	Safely performing a forward roll		
	Hopping on one foot		
	Jumping over an object and landing with both feet together		

This checklist was designed to serve as a functional screening of developmental skills per age group. It does not constitute an assessment nor reflect strictly standardized research. The information in this checklist was compiled over many years from a variety of sources. This information was then further shaped by years of clinical practice as well as therapeutic consultation with child care, kindergarten, and school teachers in South Australia about the developmental skills necessary for children to meet the demands of these educational environments. In more recent years, it has been further modified by the need for children and their teachers to meet the functional Australian Curriculum, Assessment and Reporting Authority (ACARA) requirements that are not always congruent with standardized research.

Fine Motor Development Checklist

Fine motor skills are finger and hand skills such as writing, cutting, opening lunch boxes, and tying shoelaces. The development of these skills relies upon the age appropriate development of physical skills (such as core trunk control and shoulder strength) providing the stable base from which the arm and hand can then move with control.

Note: Each stage of development assumes that the preceding stages have been successfully achieved.

How to use this chart: Review the skills demonstrated by the child up to their current age. If you notice skills that have not been met below their current age contact your child's pediatrician.

Age	Developmental Milestones	Possible implications if milestones not achieved
0 – 6 months	<ul style="list-style-type: none"> ▪ Reflexive grasp (at birth) ▪ Global ineffective reach for objects (3 months) ▪ Voluntary grasp (3 months) ▪ 2 handed palmar grasp (3 months) ▪ 1 handed palmar grasp (5 months) ▪ Controlled reach (6 months) 	<ul style="list-style-type: none"> ▪ Poor muscle development and control ▪ Delayed ability to play independently ▪ Delayed sensory development due to delayed interaction with toys and other sensory objects
6 – 12 months	<ul style="list-style-type: none"> ▪ Reaches, grasps, puts object in mouth ▪ Controlled release of objects ▪ Static Pincer grasp (thumb and one finger) ▪ Picks things up with pincer grasp (thumb and one finger) ▪ Transfers objects from one hand to another ▪ Drops and picks up toys 	<ul style="list-style-type: none"> ▪ Poor development of hand and finger strength ▪ Poor manipulation of objects resulting in delayed play skills ▪ Delayed sensory development due to lack of sensory play experiences
1 – 2 years	<ul style="list-style-type: none"> ▪ Builds tower of three small blocks ▪ Puts four rings on stick ▪ Places five pegs in pegboard ▪ Turns pages of a book two or three at a time ▪ Scribbles 	<ul style="list-style-type: none"> ▪ Poor development of hand and finger strength ▪ Delayed independent play skills

Age	Developmental Milestones	Possible implications if milestones not achieved
1 – 2 years (continued)	<ul style="list-style-type: none"> ▪ Turns knobs ▪ Paints with whole arm movement, shifts hands, makes strokes ▪ Self-feeds with minimal assistance ▪ Able to use signing to communicate ▪ Brings spoon to mouth ▪ Holds and drinks from cup independently 	<ul style="list-style-type: none"> ▪ Delayed development of self-care skills (such as eating) ▪ Delayed manipulation skills
2 – 3 years	<ul style="list-style-type: none"> ▪ Strings four large beads ▪ Turns single pages of a book ▪ Snips with scissors ▪ Holds crayon with thumb and fingers (not fist) ▪ Uses one hand consistently in most activities ▪ Imitates circular, vertical, and horizontal strokes ▪ Paints with some wrist action, makes dots, lines, circular strokes ▪ Rolls, pounds, squeezes, and pulls playdough ▪ Eats without assistance 	<ul style="list-style-type: none"> ▪ Delayed self-care skills (such as eating) ▪ Delayed pre-writing skill development ▪ Delayed manipulation of small objects such as toys, pencils, and scissors ▪ Frustration when manipulating small toys and objects
3 to 4 years	<ul style="list-style-type: none"> ▪ Builds tower of nine small blocks ▪ Copies circle ▪ Imitates cross ▪ Manipulates clay material (rolls balls, makes snakes, cookies) ▪ Uses non-dominant hand to assist and stabilize the use of objects ▪ Snips paper using scissors 	<ul style="list-style-type: none"> ▪ Delayed pre-writing skill development ▪ Frustration and/or avoidance of pencil based tasks ▪ Poor pencil grasp and pencil control ▪ Poor self-care skills (such as eating) ▪ Delayed drawing skills
4 to 5 years	<ul style="list-style-type: none"> ▪ Cuts on line continuously ▪ Copies cross ▪ Copies square ▪ Writes name ▪ Writes numbers 1 – 5 ▪ Copies letters ▪ Handedness is well established ▪ Dresses and undresses independently 	<ul style="list-style-type: none"> ▪ Difficulties holding and manipulating a pencil ▪ Difficulties learning to write name and other letters of the alphabet ▪ Dependence on caregivers for everyday activities such as dressing ▪ Frustration and/or avoidance of pencil based tasks

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