the branch

CHILD DEVELOPMENT
Booklet

What is my child expected to do and learn at a certain age?

This guide will show you how to create expectations and choose goals that are age and developmentally appropriate for your child.

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1. Assess child's **self-regulation** abilities

2. Understand the 4 **developmental domains**

3. Find **age appropriate milestones** in each domain

4. Implement **daily routines and activities** to support these milestones

These are the 4 steps to figure out what your child should be doing and learning right now. The next pages will explain each step in detail and give you examples to inspire you to make goals that make sense for your child.

1

Self-regulation

Self-regulation is how children **take in information** from their bodies and environment, and how they **respond to that information**. This comes with age and also depends on your child's personality, temperament, and any other unique needs she may have.

Usually, children do not master these until age 3 and they may still need support going forward. It's important to consider these areas of self-regulation when creating expectations because your child can only function within the limits of his self-regulation ability.

Self-regulation Area	What This Looks Like	Support Strategies
Physiological	Being able to control and express body cycles like hunger, sleep and elimination.	-Provide labels for feelings like hungry and tired -Teach personal space -Limit overstimulation to focus more on body
Emotional	Being able to identify and manage feelings.	-Be emotionally available -Validate feelings -Use books to demonstrate emotions
Attention	Being able to purposefully focus on an activity for a set amount of time.	-Provide appropriate independent play opportunities -Engage in play together -Limit adult interruptions during independent play
Behavior	Being able to manage and adjust behaviors.	-Prepare child for transitions -Praise desirable behaviors -Be consistent with limit-setting

2

Developmental Domains

These 4 domains make up what your child should be doing and learning at every age. Understanding what each domain is about will help you create well rounded expectations to address all learning needs.

Domain	What It Is
Social/Emotional	-understanding and controlling emotions -identifying what others are feeling -development of attachments to others and interacting with them -development of the ability to cooperate, show empathy, and use moral reasoning
Physical/Movement	-development of physical changes growing in size and strength -development of both gross motor skills and fine motor skills -development of the senses and using them
Language/ Communication	-ability to communicate with others -phonology (creating the sounds of speech) -syntax(grammar--how sentences are put together) -semantics (what words mean) -pragmatics (communicating in social situations both verbally and non-verbally)
Cognitive/ Academics	-intellectual development and creativity -ability to process thoughts, pay attention, develop memories -understand their surroundings -make and implement plans and accomplish them

3

Age Appropriate Milestones

Now that you have a good understanding of self-regulation and the 4 developmental domains, it's time to do some research. To find age appropriate goals for each of the 4 domains you must look into credible and research based resources on what is expected by age or grade level.

There are two main sources typically used as guidelines when coming up with expectations for your child. For younger children ages 0-5 you can use the CDC guidelines. For older children, you can research your State's learning standards such as Common Core. There are also other sources you can find depending on the State you live in. Just make sure you are using resources with research based practices.

1. **<u>CDC website:</u>** This site has milestones for each of the developmental domains up to age 5. They also have a free milestone tracker app. You can explore milestones for a few ages older too so you can see what you should be working towards. Note: For babies, you can check out the Wonder Weeks website. They outline 10 mental leaps that happen when a baby is developmentally growing and these can cause fussy phases including sleep regressions and behavior issues.

2. **<u>Learning Standards:</u>** Every State is required to have learning standards in schools for Language Arts and Math at the very least. Many states have chosen to use the Common Core Learning Standards while others have created their own state learning standards. If you google learning standards in your state you can find what is being used and search learning expectations based on grade level. Most of these standards fall under the cognitive domain unless your state has physical, emotional and language goals. You can use the academic standards to decipher what expectations are appropriate in the other domains by considering what is being asked in the learning standard.

Example of a First grade Common Core Standard (age 6)

CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

From this standard you can come up with a cognitive and language goal.

Cognitive Domain Goal	Language Domain Goal
Understand the point of the story as well as key details.	Being able to retell means the child should be -able to paraphrase -speak in clear sentences

When you're creating your age appropriate goals and expectations, here are some things to consider:

• Are my expectations fair and have I expressed them clearly?
• Does my child understand what I want from them?
• Is my child able to express his/her thoughts and feelings?
• Is my child feeling well? (not hungry, tired, or ill)

4

Daily Routines and Activities

Once you have your goals, you can use them to guide the kind of activities to do with your child. These activities can be embedded in your everyday life or you can create learning opportunities by doing things like setting certain kinds of play up or choosing a specific book to read.

Here are examples of age appropriate expectations within the 4 domains to give you some inspiration.

Age	Title	Social/Emotional	Physical	Language	Cognitive
0-1	Babies (The first year has the most milestones. These are just some to consider)	Crying to get needs met Has favorite things and people Has separation anxiety 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"	Rolling Crawling Starting to use fingers to eat Gets to a sitting position without help Pulls up to stand, walks holding on to furniture May take a few steps without holding on May stand alone	Babbling Making sounds with mouth Responds to simple spoken requests Uses simple gestures, like shaking head "no" or waving "bye-bye" Makes sounds with changes in tone (sounds more like speech) Says "mama" and "dada" and exclamations like "uh-oh!" Tries to say words you say	Explores things in different ways, like shaking, banging, throwing Finds hidden things easily Looks at the right picture or thing when it's named Copies gestures Bangs two things together Puts things in a container, takes things out of a container Pokes with index (pointer) finger Follows simple directions like "pick up the toy"

| Age	Title	Social/Emotional	Physical	Language	Cognitive
1-3	Toddlers	Copies others, especially adults and older children Gets excited when with other children Shows more and more independence Shows defiant behavior (doing what he has been told not to) Plays mainly beside other children, but is beginning to include other children, such as in chase games	Stands on tiptoe Kicks a ball Begins to run Climbs onto and down from furniture without help Walks up and down stairs holding on Throws ball overhand Makes or copies straight lines and circles	Points to things or pictures when they are named Knows names of familiar people and body parts Says sentences with 2 to 4 words Follows simple instructions Repeats words overheard in conversation Points to things in a book	Begins to sort shapes and colors Completes sentences and rhymes in familiar books Plays simple make-believe games Builds towers of 4 or more blocks Names items in a picture book such as a cat, bird, or dog
4-6	Early Ed	Wants to please friends Wants to be like friends More likely to agree with rules Likes to sing, dance, and act Is aware of gender Can tell what's real and what's make-believe	Stands on one foot for 10 seconds or longer Hops; may be able to skip Can do a somersault Uses a fork and spoon Can use the toilet on her own Swings and climb	Speaks very clearly Tells a simple story using full sentences Uses future tense; for example, "Grandma will be here." Says name and address	Counts 10 or more things Can draw a person with at least 6 body parts Can print some letters or numbers Copies a triangle and other geometric shapes Knows about things used everyday, like money and food
7+	Elementary Ed	Establish and maintain relationships with peers Learning to cooperate with peers Know the traits of a good friend Manage emotions and behave appropriately	Running, jumping Can balance and hop on one foot Do several sit-ups and pushups Can dribble ball with ease Cutting and coloring with ease Tying shoes	Enjoys conversations Is reading with purpose Communicates clearly with adults and peers Participates in conversations appropriately, listening to others and speaking one at a time	Understands and uses new words Asks and answers questions about story elements Can count past 100 Understands relationship of addition and subtraction

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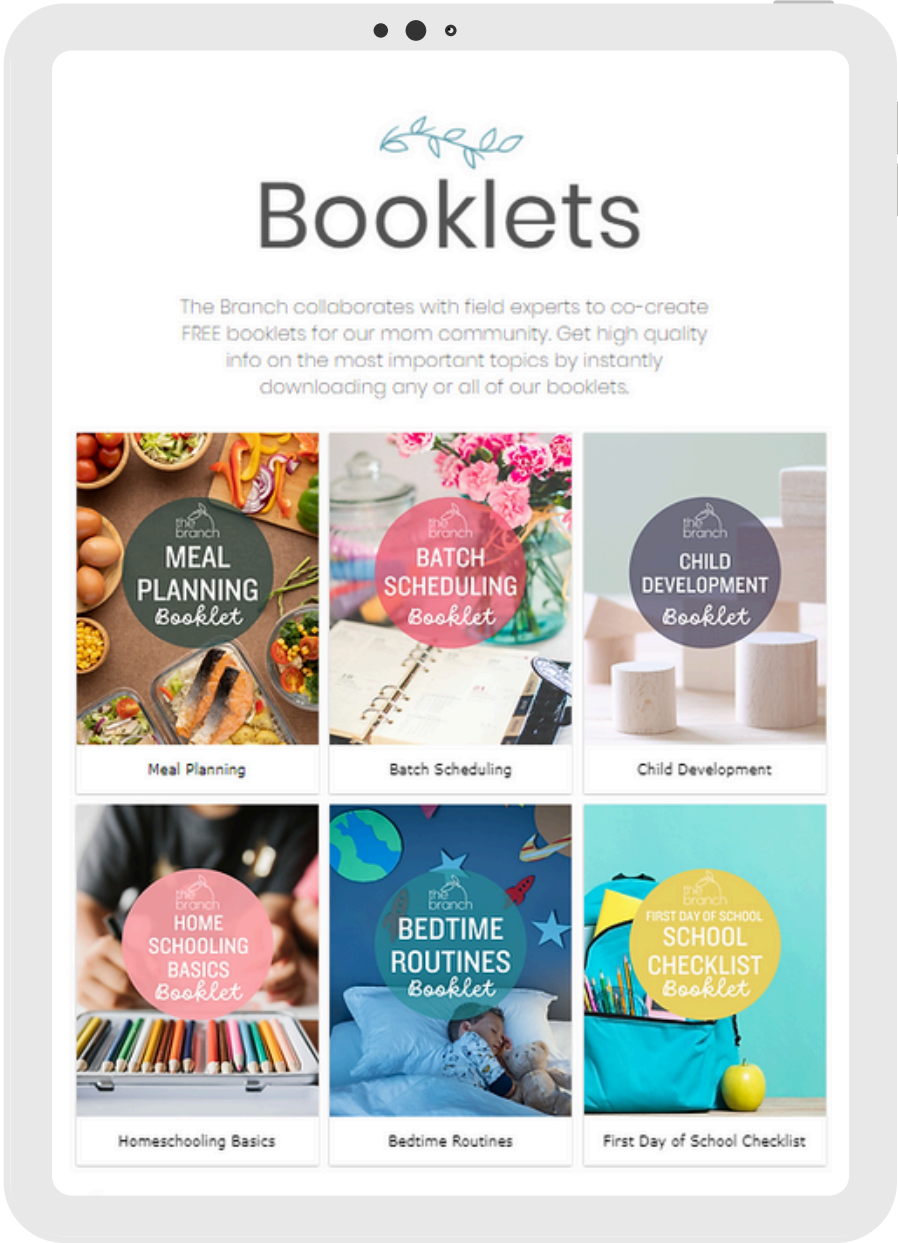
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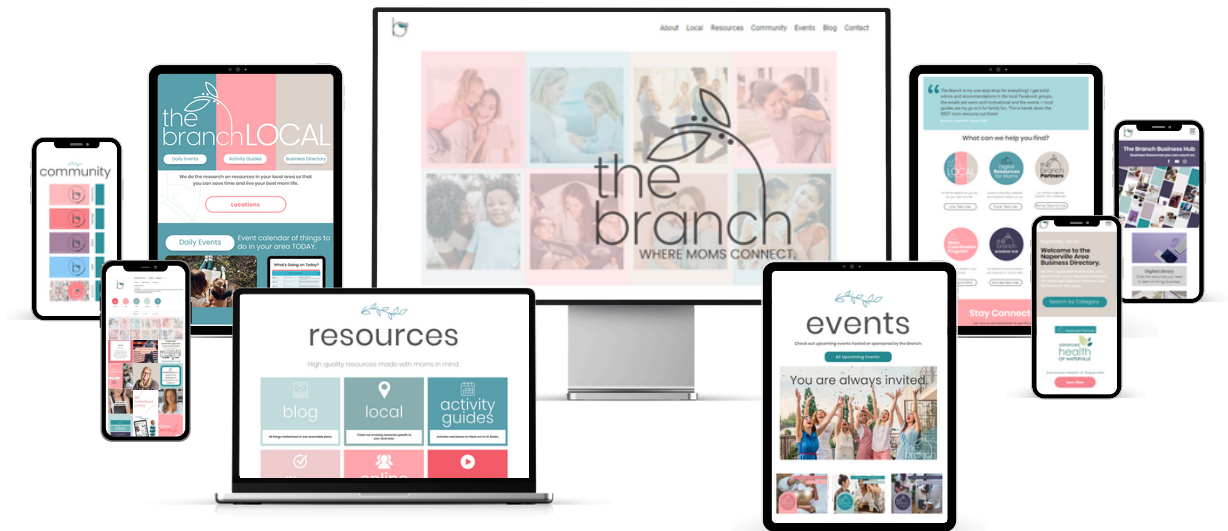
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