Email info@pncfl.org to obtain other booklets in the series:

Fours
Threes
Twos
Ones
Infants

The series includes booklets for:

Early Childhood Collaborative. It was written by early childhood professionals in your community.

This booklet was originally funded by the Volusia-Watson Board of Flagler County and developed by the Pinellas

A Child Development Checklist and Tips Booklet

The Early Learning Coalition of Pinellas County, Inc. is pleased to present you with:

ONES
Child Development Checklist & Tips
Resources

Community Resources

Medical Emergencies ........................................................................................................... 911
Poison Control ......................................................... 1-800-222-1222
SafeKids (childproof home, car seats, water safety, injury prevention) ........................................... 1-800-756-7233
Pinellas County Health Department (low cost physicals, immunizations) .................................. (727)824-6900
Community Health Centers of Pinellas (referrals, prescriptions) ........................................... (727)821-6701
Florida Kid Care (health insurance) ....................................................................................... 1-888-540-5437
American Red Cross (infant/child first aid & CPR classes) ...................................................... (727)446-2358
US Consumer Product Safety Hotline (unsafe or recalled products) ........................................ 1-800-638-2772
Car Seat Education and Safety ......................................................................................... Call local fire department
Community Resources (clothing, emergency shelter, counseling, parent support) ................................................. 2-1-1 or (727)210-4211
WIC Florida (food for women, infants, and children) .................................................................. 1-800-342-3556
Public Library Information .............................................................................................. (727)441-8408
Reporting Suspected Child Abuse or Neglect ....................................................................... 1-800-96ABUSE
(1-800-962-2873)

Child Care Resources

Child Care Resource & Referral (locate child care centers and homes) ........................................... 2-1-1 or (727)210-4211
Voluntary Prekindergarten (VPK) ....................................................................................... (727)400-4411
School Readiness Child Care Wait List / Eligibility Requirements ....................................... (727)400-4411
Pinellas County Child Care Licensing (history of compliance/complaints) .............................. (727)507-4857

Child Development Resources

The Early Learning Coalition (ELC) Warm Line ........................................................................ (727)545-7536
Early Steps (birth to 36 months) ............................................................................................. (727)767-4403
Early Steps Parent Support ................................................................................................. (727)767-6705
FDLRS Child Find (birth to 21 years) ................................................................................... (727)793-2723
Parenting and Child Guidance .......................................................................................... (Helpline) 211
or (727)210-4211
Project Challenge (concerns about my child’s behavior in child care) ................................... (727)578-5437
Thinking & Reasoning

- Use songs, stories, and nursery rhymes that include body sounds and the sounds they make.
- Keep the play area free of clutter.
- Encourage your child to use materials such as paper and large non-tocak washable crayons or markers.
- Provide opportunities for practical play, toilets, sticky blocks, small toys, blocks, etc.
- Encourage your child to play with play dough, finger paint, and water.
- Provide a variety of sensory experiences with play dough, sand, and water.
- Encourage your child to explore their environment.

Every experience early childhood development has an impact on your child's thinking and reasoning skills best supported when you:

1. Provide developmentally appropriate toys that fit your child's stage.
2. Provide developmentally appropriate activities that fit your child's stage.
3. Provide developmentally appropriate play areas that fit your child's stage.
4. Provide developmentally appropriate environments that fit your child's stage.

Your child is learning the skills they need; and a role model for their development.

Starting Out
Does your child...

...roll a ball back and forth with you? ☐ ☐
...try to help with bathing or dressing? ☐ ☐
...fill a container with toys, dump the toys out, and fill the container again? ☐ ☐
...search for hidden or missing objects or toys? ☐ ☐
...play alongside other children? ☐ ☐
...show a clear preference for certain colors, foods, and clothes? ☐ ☐
...say, “No!” instead of hitting when a child takes her toy? ☐ ☐
...respond to seeing herself in the mirror? ☐ ☐
...insist that some objects are “mine”? ☐ ☐
...poke, drop, push, pull, or squeeze objects to see what will happen? ☐ ☐
...frown and say, “No!” when she doesn’t want to do what you want her to do? ☐ ☐
...try to figure out how things work? ☐ ☐
...imitate what she sees you do, such as cooking, sweeping, or using tools? ☐ ☐
...identify the sounds animals make? (When you ask, “What does the cow say?” she answers, “Moo”) ☐ ☐
...complete a simple 3 piece puzzle? ☐ ☐
...invite you to play by taking you by the hand, leading you to a play area, and giving you a toy? ☐ ☐
...use objects in different ways, such as using a block for a phone or a pot for a hat? ☐ ☐

This is one in a series of five resource booklets on child development. The series also includes booklets on infant, two year old, three year old, and four year old development.

Each booklet begins with sections on Brain Development and Safety followed by Domains of Development that align with the Florida Early Learning and Developmental Standards. The Resources page provides community and Internet resources to help meet the needs of families and young children.

<table>
<thead>
<tr>
<th>BOOKLET SECTIONS</th>
<th>DOMAINS OF DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Development</td>
<td>Physical Development</td>
</tr>
<tr>
<td>Safety</td>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Social and Emotional Development</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>Language and Communication</td>
</tr>
<tr>
<td>Social &amp; Emotional</td>
<td></td>
</tr>
<tr>
<td>Emotional Development</td>
<td></td>
</tr>
<tr>
<td>Listening &amp; Talking</td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
<tr>
<td>Thinking &amp; Reasoning</td>
<td>Cognitive Development and General Knowledge</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
</tbody>
</table>
The Importance of Your Role as a Parent Cannot Be Underestimated

Emotional needs. When you respond to your child's cries and crying with patience and compassion, you are meeting their emotional needs. These interactions with parents and other caregivers will promote brain development.

Listening is important in learning and learning is the foundation of knowledge. This will strengthen learning pathways and help your child become the best they can be. Rational and experiential feedback of your children's actions. This is the source of emotional empathy, and your children's emotional empathy is a receptive and positive experience.

Learning pathways are strengthened through positive reinforcement and challenge.

Your child's brain will react to positive and negative experiences. Experiences are transferred to the brain and contribute to our positive brain growth. Providing developmentally appropriate experiences, promoting nutrition, a safe environment, and regular doctor visits can help shape your child's brain and contribute to their positive brain growth by providing developmentally appropriate experiences.
Does your child....

- bring a book for you to read to her?  
- enjoy listening to you read books?
- talk about the pictures and name objects in books?
- explore a variety of books?
- pretend to read books?
- ask you to repeat favorite rhymes, fingerplays, or stories?
- pick up small objects using her forefinger and thumb (pincer grasp)?
- scribble on paper with a large crayon or marker?
- imitate familiar roles and routines, pretending to be a parent, sibling, or pet?
- use a toy telephone to “talk to” a familiar person?

Yes  Not Yet

---

Read to your child every day and she will grow up to be a reader.

Brain Development Tips

Your child’s brain will develop best when you:
* talk to her often, ask questions, and show an interest in what she is doing and experiencing.
* offer a variety of healthy foods and water throughout the day.
* name, count, and describe objects.
* read to her every day.
* sing songs, play rhyming games, and listen to different kinds of music every day.
* respond to her feelings and provide words she can use to express her emotions.
* provide opportunities for her to play with problem solving toys and puzzles.
* stay calm and happy, avoiding stress and traumatic experiences.
* do not expose her to television or other media. The American Academy of Pediatrics strongly discourages television viewing for children ages two years old or younger.

“It’s not if your child is learning; it’s what your child is learning that’s important.”

“The bottom line on brain research? Love your children. Talk to them. Read to them.”

~ Rob Reiner
Talk to your child

Listen & Talking Tips

- Speak to your child. Your child’s listening and language skills are best supported when you:  
  - ask questions to help him learn the meaning of words (like “what does ‘bye-bye’ mean?”)
  - sort activities into logical groups (e.g., people, places, animals, and other objects in his environment)
  - sing songs, practice nursery rhymes, and play rhyming games together
  - teach him new words by singing simple songs or rhymes (e.g., “Three Little Monkeys”)

Your child’s listening and language skills are best supported when you:

- Watch them change their diaper or fold the laundry, or while you cook dinner, every chance you get.  

- Promote exploration in a safe environment. Provide opportunities for your child and their siblings. Their limb movements are beginning to improve their motor skills.

- Play is one of the best ways for your child to learn. Ask questions that encourage them to think. While they play, ask questions like:“Where is the ball?” or “Tell me about that.”

- Allow your child to respond to your questions and make comments.

- Come down to your child’s level so he knows what he says is interesting and important.

- Kiss or hugging your child.

- Chores and language: Help him learn the meaning of words by talking about what you’re doing: “I’m putting the clothes in the washing machine.”

- Help him learn new words by ordering the words in a logical sequence: “Dress, shoes, socks, pants.”

- Help him develop new language skills by using simple phrases: “Yes, please.”

- Recite rhymes or sing songs that your child enjoys.

- Include your child in everyday family activities. Talk about them as they happen: “We’re going to the park today.”
Listening & Talking

Does your child...

...use one word to express her needs and wants, such as “up”, “more”, or “cup”?

...recognize the names of familiar people and objects?

...point to her body parts when asked, “Where is your nose?” or “Where is your foot?”

...respond to requests, such as “come”, “eat”, or “clap” and follow simple instructions?

...follow two-step directions, such as, “Bring me your shoes and sit down in the chair”.

...repeat familiar words and use new words?

...attempt to sing simple songs?

...pat a picture of a baby in a book when you ask, “Where’s the baby?”

...recognize and name pictures of familiar objects or people?

...use two words together like, “All gone”, or “Drink milk”? 

...ask many questions, especially Why and What questions?

...say “No” frequently?

...talk on a toy telephone during pretend play?


• adjust the water heater temperature to 115°F or less and check bath water temperature before placing her into the water.

• never leave her unattended near water (bathtub, toilet, swimming pool, wading pool, or bucket). Supervise her closely and remember that children can drown in less than 3 inches of water.

• consider her emotional development, physical abilities, health concerns, and frequency of exposure to water before enrolling her in formal swim lessons.

• choose toys that are unbreakable, washable, non-toxic, and at least 2” in diameter.

• do not serve foods that can cause choking, such as grapes, nuts, popcorn, peanut butter, or hotdogs.

• teach her simple safety rules and help her understand the importance of avoiding common dangers, such as hot appliances and moving cars.

• make sure she holds your hand while crossing the street or walking through parking areas.

• keep all guns out of your house or store locked, unloaded, and uncocked guns in an out of reach, locked container. Store ammunition separately.

• attend a first aid and Pediatric CPR (cardiopulmonary resuscitation) training. (See Resources.)

Safety
Social & Emotional Development

- Allow your child to express emotions, such as happiness, sadness, surprise, fear, or anger.
- Allow your child to become comfortable with helping others.
- Do not fear telling your child it is okay to be sadness.
- Provide opportunities for your child to play with other children.
- Model appropriate manners, such as saying “Please” and “Thank you.”
- Develop routines for meals, cleaning, bath time, and bedtime.
- Eat meals as a family.
- Other choices whenever possible (e.g., you want to play with blocks or the puzzle). (untranscribed)
- Encourage the use of common objects (feathers, stuffed toy, doll) to help your child handle
- Understand that the learning by trial and error is normal for her to assert her independence. By saying no, she can be consistent
- Instead of “Don’t…”
- Provide positive guidance (e.g., you know when it is acceptable (say), “Yes, you walking feet.”
- Understand that this is a growing language and may hit or say out of frustration. Calm the
- eat (e.g., support the) and physical development early.
- Hold your child and allow to be with smiles, a happy voice, and laughter.

"We need a hug a day for growth. We need 12 hugs a day for survival. We need 8 hugs a day for love."

Your child’s social and emotional development is best supported when you:

- Choose to eat a variety of healthy foods in adequate amounts.
- Help with dressing by tying her hair or legs.
- Eat with a spoon and drink from a cup (with some spillage). (untranscribed)
- Help with the pages of a book.
- Stack at least 3 small items, such as blocks, boxes, or cans.
- Empty and fill containers.
- Do hand motions toingerplay, such as the “Lady Bug” play.
- Learn a book, reading, or Koosh toy.
- Stand on, step to, reach for objects.
- Can fairly well.
- Push or pull large objects.
- Walk without holding onto anything.
- Wash her hands before meals and brush her teeth before bedtime (with adult help).
Does your child....

...seek help from you or other adults?

...seek you out to play with her?

...actively explore her environment while occasionally making eye contact with you?

...focus during short activities, such as listening to a story or playing with a favorite toy?

...test limits and sometimes refuse to do what you want her to do?

...say, “No” often?

...seek help from you or other adults?

...use words to get her needs met, such as by asking for “more juice”?

...imitate your actions or words?

...sometimes pout, whine, or cry to get what she wants?

...use “I”, “Mine”, and “Me” often?

Physical Development Tips

Your child’s physical development skills are best supported when you:

* offer a variety of healthy foods and water throughout the day.
* set a daily schedule for sleeping, napping, eating, bathing, and tooth brushing (with your help).
* eliminate bottles by 18 months. Bedtime bottles may cause tooth decay, ear infections, or thrush.
* provide opportunities for her to drink healthy beverages from a cup.
* provide finger foods and encourage her to feed herself. Messy eating may be frustrating, but the skills she is learning are important to her development.
* make sure she has regular medical checkups, up-to-date immunizations, and prompt medical attention when needed.
* provide time for her to play outside and get exercise daily.
* provide a space for her to dance, run, spin, sway, and move to music.
* play ball (roll, throw, catch, or kick) with her.
* provide opportunities for her to move around on riding toys.
* provide opportunities for her to play with play dough, fingerpaint, and sand.
* allow her to practice dumping and filling containers of all sizes.
* provide a variety of play materials, such as blocks, puzzles, nesting toys, stacking toys, and pounding/hammering toys.
* avoid exposing her to television or other media. The American Academy of Pediatrics strongly discourages television viewing for children ages two years old or younger.
Your child's unique learning style is best supported when you:

- sing songs, read stories, and practice fingerplays repeatedly with her.
- provide empty containers for her to fill with small toys, dump out, and fill back up again.
- introduce interesting toys, games, and sounds to encourage her curiosity and creativity.
- place her on the floor with a wooden spoon and a variety of pots, pans, cans, and boxes.
- encourage her to try new skills and explore materials by herself.
- provide dress up clothes and props to encourage pretend play.
- model pretend play, such as mommy/daddy roles or babydoll care.
- allow her to try, but help her to be successful when she struggles.

... stamp her feet to loud music and tip-toe to soft music?
... act out everyday activities, pretending to be a mommy, daddy, or baby?
... imitate familiar events, such as cooking, stirring, or talking on the phone?
... view and explore objects from all sides?
... repeatedly try to fit a shape sorter into a shape-sorter until it goes in?
... ask you to read the same book over and over again by saying "more"?
... try to open a container to get an object?
... experiment with new materials, such as play dough or fingerpaint?
... insist on completing some tasks by herself, even if she needs help? (“I do it!”)?
... display curiosity by moving around and exploring all areas of her environment?