

**LEARN: The Developing Infant and Toddler**

15 minutes

**Purpose:**

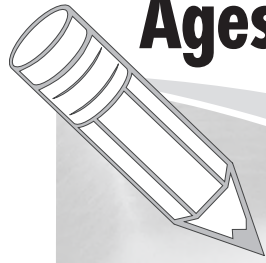
In this activity, participants learn about the various stages of infant and toddler development, and consider the various care needs, play ideas, and behavior help appropriate for each stage of development.

**Materials:**

- Unit 1 Lesson 2 PowerPoint: Slide 5
- *Ages and Needs* worksheet
- *Infant Ages and Stages* handout
- *Toddler Ages and Stages* handout

**Facilitation Steps:**

1. Display *Slide 5* and explain that child development is generally broken down into four different areas: physical, intellectual, emotional, and social. We will be looking at development of infants and toddlers as they relate to these four areas. Also, when we consider ages and stages of child development, it is easier to group them according to a specific time frame, such as infant or toddler.
2. Divide participants into pairs.
3. Give each participant a copy of the *Ages and Needs* worksheet and explain for each age they should provide:
  - One fact for each area of development—physical, intellectual, emotional, and social
  - Two related care issues/needs (i.e., an infant must be carried from one location to another since he cannot walk; he needs to be fed because he is not able to do that for himself)
4. Provide a few examples to help groups get started. Allow 10 minutes to complete the worksheet then lead a class discussion, asking groups to share their ideas.
5. Give each participant a copy of the *Infant Ages and Stages* handout and the *Toddler Ages and Stages* handout and briefly discuss. Refer to any information that was shared during step 4. Point out specific information as you see fit and address any questions participants may have. Tell participants that the specific care needs for infants will be discussed in detail in later lessons.



# Ages and Needs

## Unit One—Lesson Two Infant and Toddler Development

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: For each of the following ages, list one fact for each area of development; two related care issues/needs; two ideas for play; and one or two ideas to help improve behavior, if needed.

### Infant (0-12 months)

|              | Development | Care | Play | Behavior Help  |
|--------------|-------------|------|------|----------------|
| Physical     |             |      |      | Not Applicable |
| Intellectual |             |      |      |                |
| Emotional    |             |      |      |                |
| Social       |             |      |      |                |

### Toddler (12-36 months)

|              | Development | Care | Play | Behavior Help |
|--------------|-------------|------|------|---------------|
| Physical     |             |      |      |               |
| Intellectual |             |      |      |               |
| Emotional    |             |      |      |               |
| Social       |             |      |      |               |



# Infant Ages and Stages

## Physical

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Weight</b>            | Infants gain one to two pounds per month in the first six months and one pound per month in the second six months. The average weight of a one-year-old infant is 20-22 pounds; however, individual infant weight may differ depending on heredity and feeding habits.                                                                                                                                                                               |
| <b>Height</b>            | The average newborn is 20 inches long. By one year, the average infant is about 30 inches tall. Heredity more strongly influences height than weight.                                                                                                                                                                                                                                                                                                |
| <b>Proportion</b>        | An infant's head and abdomen are large in comparison to the rest of the body. The head grows rapidly during the first year to provide room for the developing brain. Over half the total growth of the head occurs during the first year. The skull of a newborn has spaces called "fontanel" which are gaps where bones have not yet joined. These allow the head to grow, and they close around the age of 18 months.                              |
| <b>Sight</b>             | A newborn's eyesight is blurry right after birth. Within a week, the newborn's awareness of his or her surroundings grows. In the second month, infants begin to show depth perception, and can recognize three-dimensional objects. By the third month, they prefer real objects, not pictures. Hand-eye coordination continues to improve throughout the first year.                                                                               |
| <b>Hearing</b>           | Hearing develops before the infant is born. At birth, a newborn can recognize where a sound is coming from. Infants respond better to soothing sounds than to loud sounds.                                                                                                                                                                                                                                                                           |
| <b>Smell &amp; Taste</b> | Research has shown that within 10 days of birth an infant can distinguish by smell, his or her mother from another person. Research also shows that infants can taste the difference between sour, salty, and sweet; infants prefer sweet. Infants use their mouths to learn about their environment during the first year. Because they will put anything into their mouths, caregivers need to be careful about what is within the infant's reach. |

## Intellectual

|                   |                                                                                                                                                                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1-2 months</b> | <ul style="list-style-type: none"><li>• Follows moving objects with eyes</li><li>• Cries to indicate needs</li><li>• Distinguishes between familiar and unfamiliar voices</li><li>• Prefers faces to objects</li><li>• Uses senses to gain information</li></ul>                                                                |
| <b>3-4 months</b> | <ul style="list-style-type: none"><li>• Swipes at objects; grasps objects that touch hand</li><li>• Makes sounds</li><li>• Interested in own hands and feet</li><li>• Recognizes caregivers' faces; distinguishes between familiar and unfamiliar faces</li><li>• Responds when caregiver talks</li></ul>                       |
| <b>5-6 months</b> | <ul style="list-style-type: none"><li>• Plays peek-a-boo</li><li>• Studies objects carefully</li><li>• Recognizes own name</li><li>• Makes sounds to indicate pleasure and displeasure</li><li>• Looks for objects that are dropped</li><li>• Reaches for objects and grasps them with entire hand</li></ul>                    |
| <b>7-8 months</b> | <ul style="list-style-type: none"><li>• Imitates actions of others</li><li>• Begins to understand cause and effect</li><li>• Sorts objects by size</li><li>• Solves simple problems</li><li>• Recognizes some words</li><li>• Babbles to imitate speech</li><li>• Remembers things</li><li>• Smiles at self in mirror</li></ul> |



|                     |                                                                                                                                                                                                                                                                                        |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>9-10 months</b>  | <ul style="list-style-type: none"> <li>• Obeys simple commands or directions</li> <li>• Says a few words</li> <li>• Responds to some words</li> <li>• Plays pat-a-cake</li> <li>• Searches for hidden objects</li> <li>• Handles medium-sized objects skillfully</li> </ul>            |
| <b>11-12 months</b> | <ul style="list-style-type: none"> <li>• Recognizes many words</li> <li>• Likes picture books</li> <li>• Fits blocks inside one another</li> <li>• Knows parts of the body</li> <li>• Uses some words regularly</li> <li>• Picks up small objects with thumb and forefinger</li> </ul> |

## Emotional

|           |                                                                                                   |
|-----------|---------------------------------------------------------------------------------------------------|
| 1 month   | Makes eye contact; cries for help; responds to parents' smiles and voices                         |
| 2 months  | Smiles at people; watches and enjoys playing with people; expresses anger                         |
| 3 months  | Smiles back at people, involving whole body (i.e., arms lift, hands open, legs move)              |
| 4 months  | Laughs out loud; likes to be entertained; cries if play is disrupted                              |
| 5 months  | More assertive                                                                                    |
| 6 months  | Obvious temperament (i.e., easygoing or easily upset, active or gentle)                           |
| 7 months  | Strongly expresses anger                                                                          |
| 8 months  | Shy or anxious with strangers; cries when frustrated or afraid                                    |
| 9 months  | Smiles at own image in mirror; prefers to be near parent; sensitive to presence of other children |
| 10 months | Separation anxiety; development of self-esteem; expresses moods (i.e., sad, happy, angry)         |
| 11 months | Tries to gain approval and avoid disapproval; may be uncooperative                                |
| 12 months | Temper tantrums; development of sense of humor                                                    |

Infants show affection for caregivers first, others second.

## Social

|              |                                                                                               |
|--------------|-----------------------------------------------------------------------------------------------|
| 1 month      | Stops crying when held or touched; face brightens when sees familiar faces                    |
| 2 months     | Smiles at people; watches people                                                              |
| 3 months     | Turns head in response to a voice; wants companionship as well as physical care               |
| 4 months     | Laughs out loud; likes to be entertained                                                      |
| 5 months     | Increased interest in family members other than parents; babbles; may cry when alone          |
| 6 months     | Loves company and attention; likes peek-a-boo games                                           |
| 7 months     | Prefers parents over other family members or strangers                                        |
| 8 months     | Prefers to be with other people; may crawl looking for company                                |
| 9-10 months  | Likes repetitive games (i.e., drop the toy and have someone pick it up)                       |
| 11-12 months | Friendly and happy; tolerant of strangers; sensitive to other's emotions; center of attention |

An upset infant needs to be soothed, but a content infant also needs attention. Take time to hold and cuddle the infant. Carry him or her around as you walk. Respond to the infant's babbling or noises with talking and smiling. Let the crawling infant explore in a safe environment, outside of a playpen if possible.



# Toddler Ages and Stages

**NOTE:** These are only guidelines. Some toddlers go through these stages at slightly different ages.

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical</b>     | <ul style="list-style-type: none"><li>• Physically active and busy</li><li>• Begins to walk with skill; runs well as older toddler</li><li>• Feeds self with hands, then with small spoon</li><li>• Picks up small objects with thumb and forefinger</li><li>• Washes and dries own hands (with help reaching the sink)</li><li>• Starts potty training around two years (age varies with each child)</li><li>• Pulls zippers, turns doorknobs, and stacks blocks</li><li>• Screws lids on containers; draws vertical lines and circles</li></ul> |
| <b>Emotional</b>    | <ul style="list-style-type: none"><li>• Common traits at various ages in this stage:</li><li>• 18 months: defiant</li><li>• 2 years: affectionate</li><li>• 2 ½ years: overwhelmed, frustrated, angry</li><li>• 3 years: happy, eager to help</li><li>• 3 ½ years: bothered by fears</li></ul>                                                                                                                                                                                                                                                    |
| <b>Intellectual</b> | <ul style="list-style-type: none"><li>• Begins talking, using about 50 words by two years old</li><li>• Memory is fairly good by two years</li><li>• Inquisitive; asks a lot of questions; many “why” questions</li><li>• Has basic problem-solving skills; learns through trial and error</li><li>• Enjoys creative play where imagination is used</li><li>• Attention span grows from one to three years</li><li>• Builds with blocks</li></ul>                                                                                                 |
| <b>Social</b>       | <ul style="list-style-type: none"><li>• Imitates adult activities (i.e., talking on the phone, brushing hair)</li><li>• Wants to dress self, but still needs help</li><li>• Drinks from a cup</li><li>• Plays independently along side other children; rarely shares and plays <i>with</i> other children (parallel play)</li></ul>                                                                                                                                                                                                               |