

EARLY CHILDHOOD DEVELOPMENTAL MILESTONES

What Should 3 to 5 Year Olds Know and Be Able to Do?

PRESCHOOL INITIATIVE

Our primary goals are to:

1

Expand the capacity of state and local MEPs to serve migrant PK children.

2

Ensure that more services are provided to migrant 3-5 year-old children and that these children demonstrate substantial and measurable educational gains.

3

Disseminate evidence-based practices to the national MEP community and other stakeholders.



OBJECTIVE

- Gain an understanding of the developmental milestones that occur in young ages and the ways in which culture can impact those milestones.
- Explore home visiting models.
- Learn activities to use with children to help meet benchmarks in domains that include social/emotional, language, literacy, and math.

DEVELOPMENTAL MILESTONES

Families
know their
children

Common
Language

Professionals
know positive
child
development



THE MILESTONES ARE NOT:

- A guide to child development or a developmental checklist. Children's development is highly individualized and unique to each child.
- An assessment tool or for use to determine children's eligibility for various programs or services.
- A curriculum.

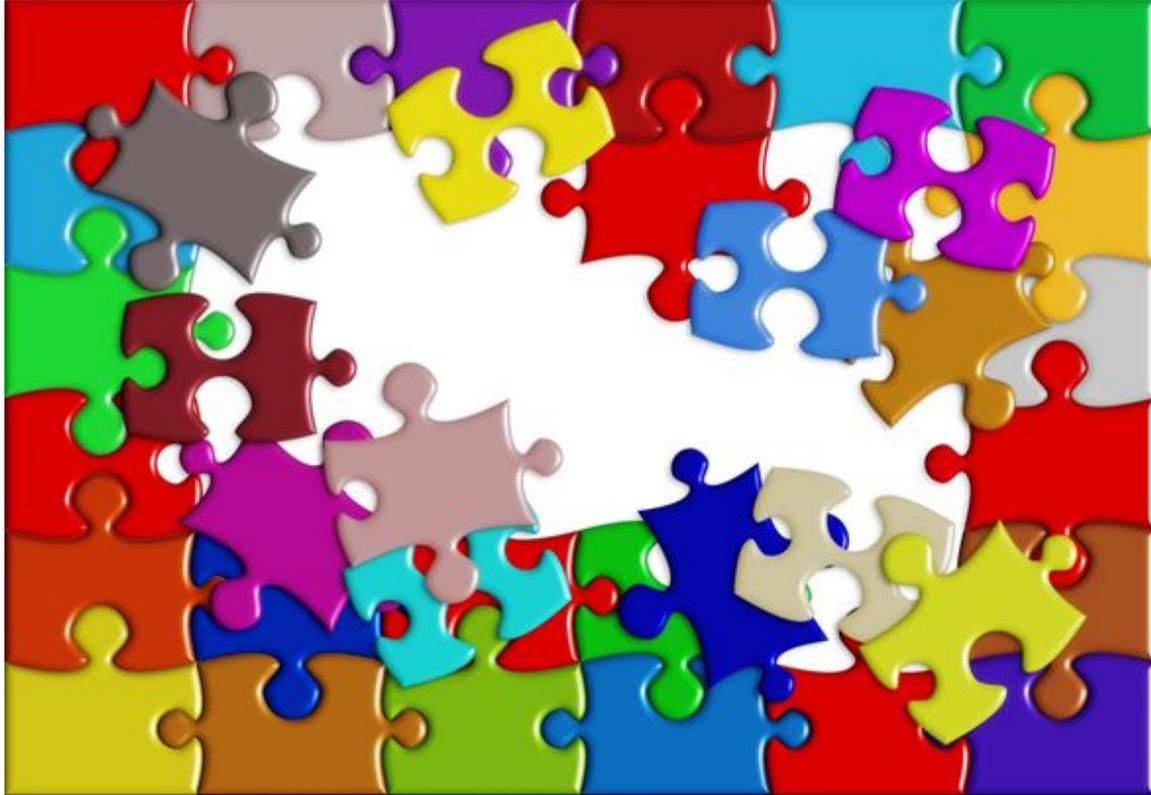
PRESCHOOLERS 3-5 YEARS OF AGE:

- Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).
- As children grow, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family.
- They will want to explore and ask about the things around them.
- Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving.

DEVELOPMENTAL MILESTONES DOMAINS

- social/emotional
- language/communication
- cognitive
- movement/physical

DEVELOPMENTAL MILESTONES PUZZLE:



SOCIAL/EMOTIONAL

Age 3	Age 4	Age 5
<ul style="list-style-type: none">• Copies adults and friends• Shows affection for friends without prompting• Takes turns in games• Shows concern for crying or injured friend• Understands the idea of “mine” and “his” or “hers”• Shows a wide range of emotions• Dresses and undresses self• Separates easily from mom, dad, or family members	<ul style="list-style-type: none">• Enjoys doing new things• Plays “mom” or “dad”• Is more and more creative with make-believe play• Would rather play with other children than by himself• Cooperates with other children• Often can’t tell what’s real and what’s make-believe	<ul style="list-style-type: none">• Wants to please and 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 make-believe• Shows more independence

LANGUAGE/COMMUNICATION

Age 3	Age 4	Age 5
<ul style="list-style-type: none">● Follows instructions with 2 or 3 steps● Understands positional words like “in”, “on”, and “under”● Says first name, age, and gender● Says words like “I”, “me”, “we”, and “you” and some plurals (cars, dogs, cats)● Talks well enough to understand most of the time● Carries on a conversation using 2 to 3 sentences	<ul style="list-style-type: none">● Knows some basic rules of grammar, such as correctly using “he” and “she”● Sings a song or says a poem from memory such as the “itsy, bitsy spider” or the “wheels on the bus”● Tells stories● Can say first and last name	<ul style="list-style-type: none">● Speaks very clearly● Tells a simple story using full sentences● Uses future tense; for example, “Grandma will be here”.● Says name and address, possibly knows phone number

COGNITIVE

Age 3	Age 4	Age 5
<ul style="list-style-type: none">• Can work toys with buttons, levers, and moving parts• Plays make-believe with dolls, animals, and people• Does puzzles with 3 or 4 pieces• Understands what “two” means• Copies a circle with pencil or crayon• Turn book pages one at a time• Builds towers of more than 6 blocks• Screws and unscrews jar lids or turns door handles	<ul style="list-style-type: none">• Names some colors and some numbers• Understands the idea of counting• Starts to understand time• Remembers parts of a story• Understand the idea of “same” and “different”• Draws a person with 2 to 4 body parts• Uses scissors• Starts to copy some capital letters• Plays board or card games• Tells you what he/she thinks is going to happen next in a book or story	<ul style="list-style-type: none">• 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

MOVEMENT/PHYSICAL DEVELOPMENT

Age 3	Age 4	Age 5
<ul style="list-style-type: none">• Climbs well• Runs easily• Pedals a tricycle (3-wheel bike)• Walks up and down stairs, one foot on each step	<ul style="list-style-type: none">• Hops and stands on one foot up to 2 seconds• Catches a bounced ball most of the time• Pours, cuts, with supervision, and mashes own food	<ul style="list-style-type: none">• Stands on one foot for 10 seconds or longer• Hops; may be able to skip• Can do a somersault• Uses a fork and spoon and sometimes a table knife• Can use the toilet independently• Swings and climbs

AGE 3: TALK TO NURSE OR DOCTOR IF YOU NOTICE:

- Falls down a lot or has trouble with stairs,
- Drools or has very unclear speech,
- Can't work simple toys (such as simple puzzles, turning handle),
- Doesn't speak in sentences,
- Doesn't understand simple instructions,
- Doesn't play pretend or make-believe,
- Doesn't want to play with other children or with toys,
- Doesn't make eye contact,
- Loses skills he/she once had.

AGE 4: TALK TO NURSE OR DOCTOR IF YOU NOTICE:

- Can't jump in place,
- Has trouble scribbling;
- Shows no interest in interactive games or make-believe,
- Ignores other children or doesn't respond to people outside the family,
- Resists dressing, sleeping, and using the toilet,
- Can't retell a favorite story,
- Doesn't follow 3-part commands,
- Doesn't understand "same" or "different",
- Doesn't use "me" and "you" correctly,
- Speaks unclearly,
- Loses skills he/she once had.

AGE 5: TALK TO NURSE OR DOCTOR IF YOU NOTICE:

- Doesn't show a wide range of emotions,
- Shows extreme behavior (unusually fearful, aggressive, shy or sad),
- Unusually withdrawn and not active,
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes,
- Doesn't respond to people, or responds only superficially,
- Can't tell what's real and what's make-believe,
- Doesn't play a variety of games and activities,
- Can't give first and last name,
- Doesn't use plurals or past tense properly,
- Doesn't talk about daily activities or experiences,
- Doesn't draw pictures,
- Can't brush teeth, wash and dry hands, or get undressed without help,
- Loses skills he/she once had.

INFLUENCES ON CHILD DEVELOPMENT

Culture beliefs:

- emphasis of certain values and skills, that are passed on from parents

Parenting style:

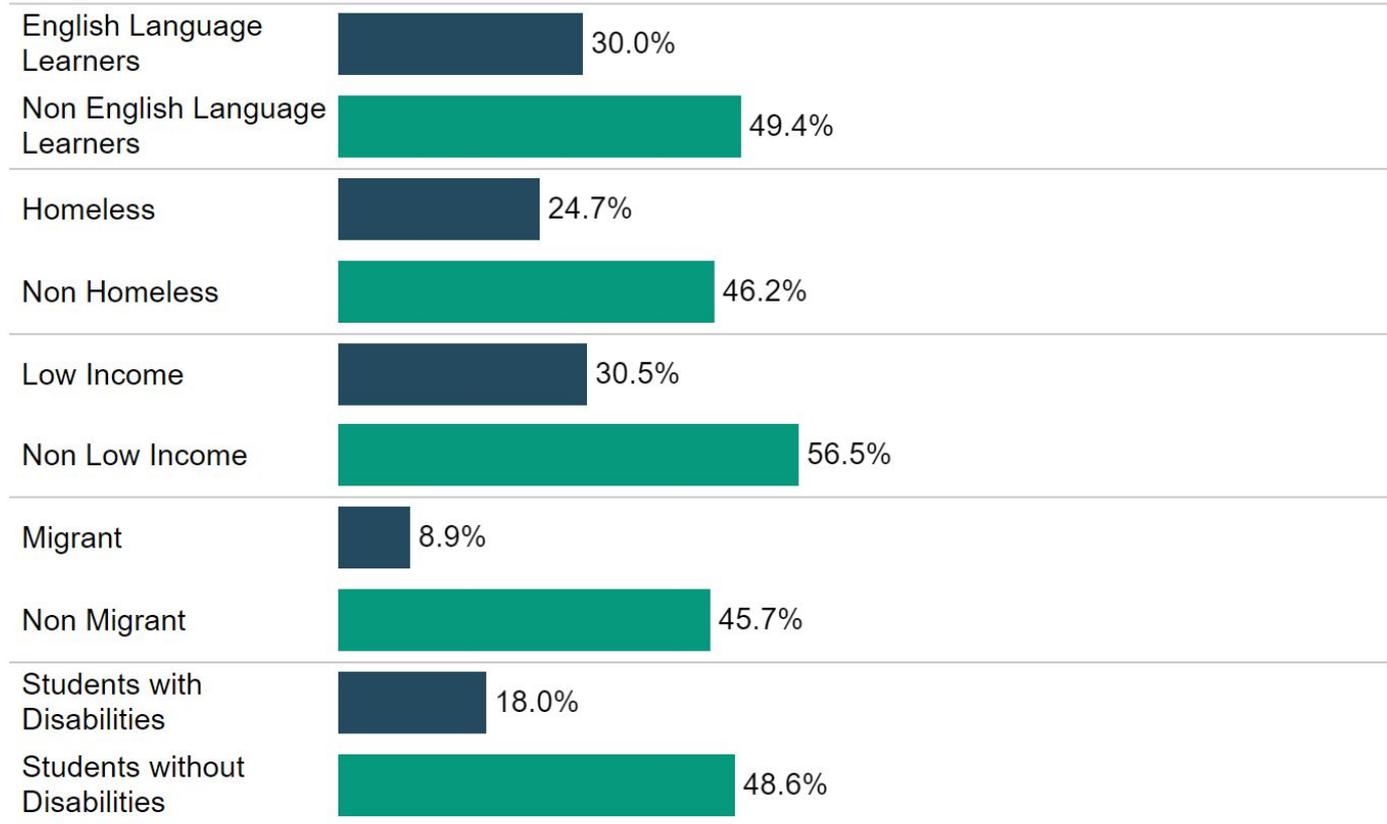
• refers to the way in which parents choose to raise their children. The way that people parent is an important factor in their children's socioemotional growth and development.

Race and other identities

- Are closely linked to class, and people of color are statistically much more likely to lack access to basic resources and experience economic hardship. These resources include:
 - nutrition and healthcare
 - education and government agencies

Washington State

2018-19



STRATEGIES TO CONSIDER

First take into consideration the families beliefs and values.

- Homeschool connections
- Establishing relationships in order to understand cultural & social processes

Second is the child's delay related to his/her caregiving and culture?

- Encourage & value home language

STRATEGIES TO CONSIDER

Next ask what they expect in development for this particular age. Once you get an answer from the family, relate it to the typical American culture and explain that as a program these are the observations and concerns.

Finally work with the family in understanding the impact, taking into consideration their cultural beliefs and respecting that.

- Access Funds of Knowledge
- Strength based approach

BENEFITS OF HOME VISITING

- Increase children's school readiness
- Enhance parents' abilities to support their children's overall development
- Improve child health & development
- Improve family economic self-sufficiency
- Improve maternal health outcomes
- Reduce child abuse & neglect

HOME VISITING MODELS

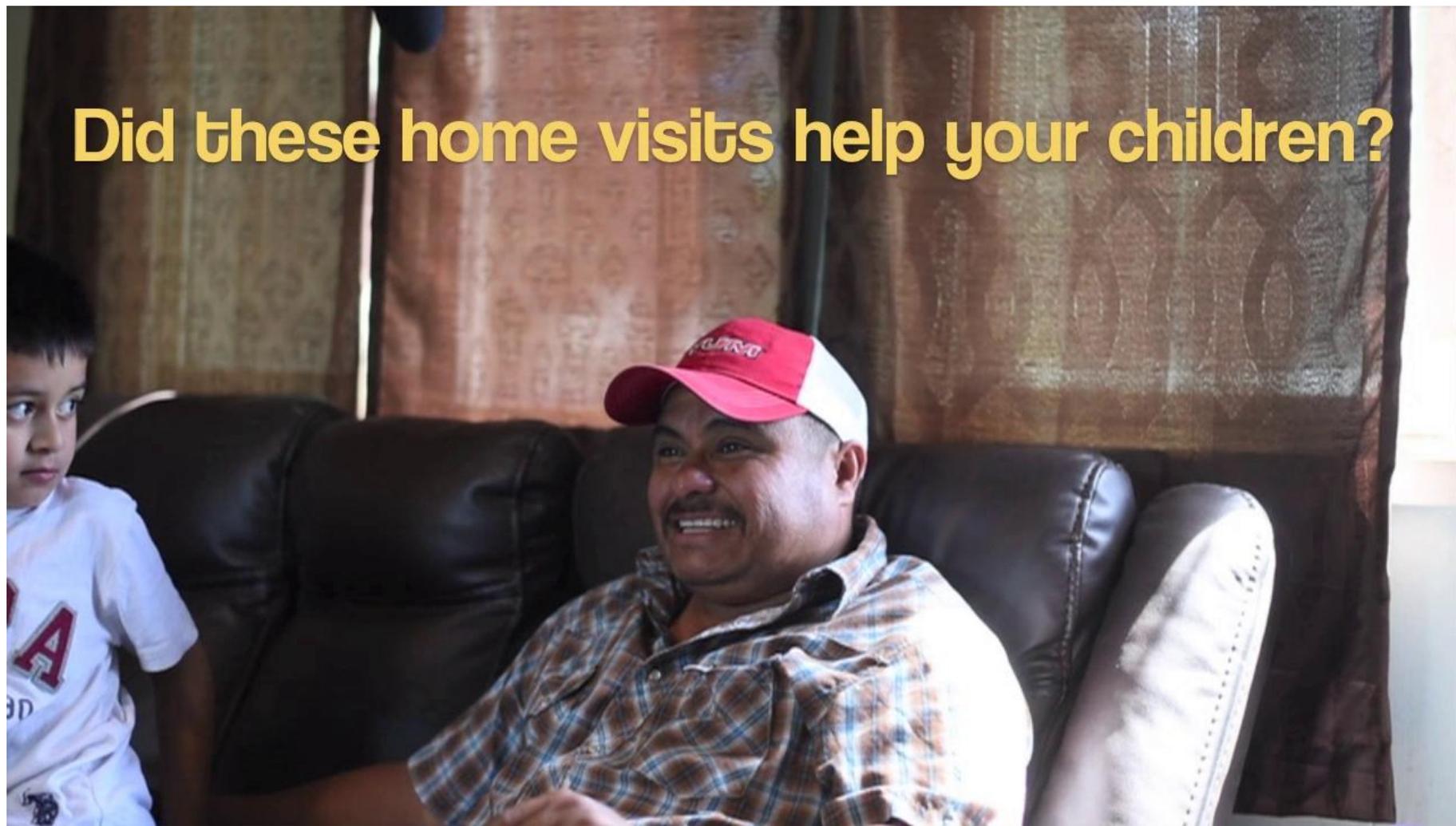


Science & Math with Dancing Tops

Reading from the Migrant Lifestyle Library



Did these home visits help your children?





Families play math games



Everyone engaged in wordless books.

EXPLORING ACTIVITIES

- Pattern Cards
- Numeral Clip Cards
- Social/Emotional Activity
- Wordless Books
- Beginning Sounds Clip Cards
- Syllable Counting Game

MENTIMETER

Please go to www.menti.com

Enter code: 51 56 48



THANK YOU!

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