

Developmental Strategies and Activities: 24 - 36 months

Normal, loving, responsive caregiving seems to provide babies with the ideal environment for encouraging their own exploration, which is always the best route to learning (Zero to Three).

This section will review the following:

- ❖ Ideas to support the family to help their child's development
- ❖ Strategies that fit into infant/toddler and family routines
- ❖ Developmentally appropriate activities

Babies and toddlers grow and develop very rapidly in the early years of life. These skills, or [developmental milestones](#), usually happen by certain ages. Here are some developmental skills and milestones along with possible suggestions for coaching to support the families.

Stay close by while toddlers begin to explore their surroundings and people, and as they begin to play or pretend play.

24-30 months

- Ball games - roll back and forth, throw and catch, throw at a target, kick ball.
- Activities with bubbles - providing the child with opportunities to blow bubbles.
- Create sculptures through play dough activities. Have child name creation.
- Read picture books with child pointing out specific letters and sounds.
- Interlock puzzles.
- Ride a tricycle.
- Walk up and down stairs providing support as needed.
- Use different media to provide opportunities for scribbling activities; crayons, chalk, etc.
- Build a tower and then let child knock it down.
- Build a bridge/tunnel with couch cushions.
- Peg Board activities.



- Activities to encourage finger pointing like asking the child where objects are located from a distance.
- Encourage self-feeding.
- Allow child to help with easy household chores.
- Work on following more complex directions by giving the child 2-3 unrelated tasks.
- Provide opportunities for child to work on undressing.
- Toilet training
- Open and close zippers and large buttons.
- Teach child how to cope with fears.
- Encourage child to feel proud of self and the work the child does.
- Begin to label feelings.
- Engage in pretend play.

30-36 months

- Encourage increased use of verbs, adjectives and adverbs "bring me the blue and green balls," "put the wet towel on the chair," "roll the play dough to make it flat and round."
- Sort by color.
- Sort by size "Big, bigger, biggest," "long, longer, longest."
- Ask what/where/why/who questions and wait for child's answer.
- Help child learn the meaning of "No."
- Set limits.
- Provide opportunities for child to make simple choices. Offer a banana or apple for snack.
- Understand the difference of one and many.
- Use descriptive words for size and attributes of objects ("Is your shirt longer than mine or is it shorter?").
- Encourage labeling of and words for more complex emotions and feelings. Are you feeling mad? Does seeing that doggie make you happy?
- Interact with the child by reciting nursery rhymes and participating in storytelling together.
- Practice having child imitate five word sentences
- Learning opposites (the stove is hot, the ice is ____?).
- Involve child in activities which require hopping, jumping, climbing, running, riding a tricycle, using a playground, jungle gym and obstacle course regularly.



- Continue to encourage scribbling, copying simple shapes, puzzles, blocks, picture books, sand and water play.
- Provide household items for toddlers to sort into groups of similar colors, types, or shapes (socks, cups, plastic lids).
- Help toddlers mix colored water or finger paints and talk about the experience.
- Provide encouragement for trying activities and playing with or meeting new people.

Activity

Many of the enjoyable activities infants and toddlers engage in everyday cross developmental domains. This analysis will allow you to determine which developmental areas are addressed when using a specific activity. Knowing this information is critical when documenting how your SST service helps the child meet his/her developmental outcomes and when explaining to parents and caregivers why you are suggesting certain strategies.

Pick 3-5 activities above and see what skill they fall into. Review your analysis with your supervisor or another experienced EIS.

Activity	Gross Motor	Fine Motor	Cognitive	Social/ Emotional	Self Help	Speech/ Language/ Communication
Kicking ball	Yes – standing, balance, maintenance of balance on one foot while kicking	No	Yes - attention, working memory, inhibitory control, problem solving	Yes - meaningful interaction with significant adult	Yes - balance, following directions, bilateral coordination	Yes – turn-taking, following directions, verbalizations during interaction, requesting

Activity	Gross Motor	Fine Motor	Cognitive	Social/Emotional	Self Help	Speech/ Language/ Communication

Resources

[Zero to Three - Ages and Stages Videos](#)

In the Early Development and Well-Being section you will find “featured resources and videos” that celebrate and support developmental milestones from birth to three years.

[Zero to Three – Help Your Child Develop Early Math Skills](#)

[Zero to Three – Language](#)

[CSEFEL – Helping Children Learn to Manage Their Own Behavior](#)

[CSEFEL – Helping Children Make Transitions between Activities](#)

[CSEFEL – Helping Children Make Transitions between Activities handout](#)

[CSEFEL – Helping Children Understand Routines and Classroom Schedules](#)

[CSEFEL Children Understand Classroom Routines and Schedules handout](#)

