

# Developmental Strategies and Activities: 12 - 24 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

## 12 - 24 months

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.

### **12-18 months**

- Describe in simple language (to the toddler) how toddlers can use their bodies to make things move or change.
- Model how toddlers can do different activities with toys (throw a ball into a basket).
- Provide toys that require pushing, pulling, pouring, sorting, and matching.
- Accept knowing toddlers will need comfort items (blanket, favorite toy, pacifier, etc.) to bring with them on trips or visits to new places.
- Connect with toddlers at naptime or bath time.
- Respond with affection and care when approached by upset or hurt toddlers.
- Stand child with back support by a corner, let child hold large toy which requires 2 hands, like ball play.



- Practice independent standing – hold from behind and briefly let go; place child in standing with a low stool/coffee table in front and encourage activities with both hands (crumpling paper).
- Utilize toys within a home: stacking toys, containers or cups for pouring/drinking, pots and pans, spinning toys, push/pull toys, musical instruments, nesting baskets, in-set puzzles.
- Find a toy when it's being moved/hidden. Hide toy under napkin and say "look under your napkin!"
- Finger paints.
- Wind-up toys.
- Picture books with shapes, colors, objects, sizes and animals.
- Pointing games – pointing to communicate – picture books ask "where is the \_\_\_\_\_", wait for child to point to the correct named picture.
- Play pointing games with friends, extended family and pets.
- Teach child to interpret pointing ("you are pointing to the juice – do you want to drink?").
- Squeaking, textured or books with flaps.
- Give simple directions to encourage listening and following – include two objects ("Give me cup and spoon" and "Thank you for the napkin and cup"). Repeat request if child doesn't follow immediately.
- Identify simple body parts (heads, knees, toes, tummy, etc.).

### **18-24 months**

- Use the terms girl, boy, man, woman as opportunities arise during daily activities. Gender discrimination at this age is based on clothing, hair, and name.
- Identify gender of characters in picture books. Ask "which child is the girl? Where is the boy?"
- Match identical pictures by using family members to match pictures.
- During story time, choose story books with large, colorful, uncomplicated pictures, few words on each page, simple plot and sequence of events, topics relevant to young children, and essential phrases repeated throughout the story (e.g. Brown Bear, Brown Bear).
- Describe the function of body parts when they are named during daily activity (nose to smell flowers, eyes to see colors, ears to hear music).
- Identify objects by their functions. "The dog wants to play. What can he play with?" "What do we \_\_\_\_\_ with?" Questions to ask include "what do we write with? What do we make our hair with? What do we open a lock with?"

- Play sorting games by sorting fruits from clothes, or books from toys.
- Identify body parts in pictures.
- Play house.
- Label objects in the environment in writing.
- At appropriate points during daily activities, teach the child what is safe and what is unsafe.
- Provide child with a dirt or sand and water area with tools, such as cups, scoops, buckets, shovels, or sifters.



### **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. See the example of how to complete the activity.

<b>Activity</b>	<b>Gross Motor</b>	<b>Fine Motor</b>	<b>Cognitive</b>	<b>Social/ Emotional</b>	<b>Self Help</b>	<b>Speech/ Language/ Communication</b>
Points to and labels pictures; answers simple questions, listens to stories read aloud	<b>Yes-</b> positioning (prone/sitting/tall kneel/standing)	<b>Yes –</b> follow with finger/ finger isolation/ visual tracking/ localization	<b>Yes-</b> attention, memory, processing	<b>Yes –</b> bonding/ meaningful interaction	<b>N/A</b>	<b>Yes –</b> receptive and expressive naming (nouns, verbs, adjectives, etc.), wh-questions, auditory attention

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.

### [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](#)

