EARLY CHILDHOOD DEVELOPMENTAL MILESTONES

Migrant Preschool Consortium
A group of 12 state MEPS dedicated to:

- Increasing the amount of preschool services to migrant children;
- Improving the quality of those services to meet the needs of migrant children;
- Supporting parents to be able to take a larger, more proactive role in preparing their children for success in school;
- Ensuring migrant children get a strong educational foundation
The purpose of this module is to increase participant understanding of the developmental milestones that occur between the ages of three and five and the ways in which culture can impact those milestones.
2018 Joint CIG Dissemination Event
Families know their children

Common Language

Professionals know positive child development

2018 Joint CIG Dissemination Event
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

- Developmental milestones are things most children can do by a certain 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 Development
Developmental Milestones Puzzle
### Social/Emotional

<table>
<thead>
<tr>
<th>AGE 3</th>
<th>AGE 4</th>
<th>AGE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Copies adults and friends</td>
<td>• Enjoys doing new things</td>
<td>• Wants to please and be like friends</td>
</tr>
<tr>
<td>• Shows affection for friends without prompting</td>
<td>• Plays “Mom” and “Dad”</td>
<td>• More likely to agree with rules</td>
</tr>
<tr>
<td>• Takes turns in games</td>
<td>• Is more and more creative with make-believe play</td>
<td>• Likes to sing, dance, and act</td>
</tr>
<tr>
<td>• Shows concern for crying friend</td>
<td>• Would rather play with other children than by himself</td>
<td>• Is aware of gender</td>
</tr>
<tr>
<td>• Understands the idea of “mine” and “his” or “hers”</td>
<td>• Cooperates with other children</td>
<td>• Can tell what’s real and what’s make-believe</td>
</tr>
<tr>
<td>• Shows a wide range of emotions</td>
<td>• Often can’t tell what’s real and what’s make-believe</td>
<td>• Shows more independence</td>
</tr>
<tr>
<td>• Dresses and undress self</td>
<td></td>
<td>• Is sometimes demanding and sometimes very cooperative</td>
</tr>
<tr>
<td>• Separates easily from mom and dad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

2018 Joint CIG Dissemination Event
<table>
<thead>
<tr>
<th>AGE 3</th>
<th>AGE 4</th>
<th>AGE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Follows instructions with 2 or 3 steps</td>
<td>- Knows some basic rules of grammar, such as correctly</td>
<td>- Speaks very clearly</td>
</tr>
<tr>
<td></td>
<td>using “he” and “she”</td>
<td></td>
</tr>
<tr>
<td>- Understands words like “in,” “on,” and</td>
<td>- Sings a song or says a poem</td>
<td>- Tells a simple story using full</td>
</tr>
<tr>
<td>“under”</td>
<td>from memory such as the “Itsy Bitsy Spider” or the “Wheels</td>
<td>sentences</td>
</tr>
<tr>
<td>- Says first name, age, and sex</td>
<td>on the Bus”</td>
<td>- Uses future tense; for example, “Grandma will be here.”</td>
</tr>
<tr>
<td>- Says words like “I,” “me,” “we,” and</td>
<td>- Tells stories</td>
<td></td>
</tr>
<tr>
<td>“you” and some plurals (cars, dogs, cats)</td>
<td>- Can say first and last name</td>
<td></td>
</tr>
<tr>
<td>- Talks well enough for strangers to</td>
<td></td>
<td>- Says name and address</td>
</tr>
<tr>
<td>understand most of the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Carries on a conversation using 2 to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 sentences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Movement/Physical Development

<table>
<thead>
<tr>
<th>AGE 3</th>
<th>AGE 4</th>
<th>AGE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Climbs well</td>
<td>- Hops and stands on one foot up to 2 seconds</td>
<td>- Stands on one foot for 10 seconds or longer</td>
</tr>
<tr>
<td>- Runs easily</td>
<td>- Catches a bounced ball most of the time</td>
<td>- Hops; may be able to skip</td>
</tr>
<tr>
<td>- Pedals a tricycle (3-wheel bike)</td>
<td>- Pours, cuts with supervision, and mashes own food</td>
<td>- Can do a somersault</td>
</tr>
<tr>
<td>- Walks up and down stairs, one foot on each step</td>
<td></td>
<td>- Uses a fork and spoon and sometimes a table knife</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can use the toilet on her own</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Swings and climbs</td>
</tr>
</tbody>
</table>
Age 3:

Talk to nurse or doctor if you notice your child;

- 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 your child:

- Can’t jump in place,
- Has trouble scribbling;
- Shows not 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 your child;

- 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 everything
    • from proper nutrition and healthcare
    • to good education systems and neighborhood parks

2018 Joint CIG Dissemination Event
Funds of Knowledge
Exploring Funds of Knowledge

1) Review the 10 categories of *Funds of Knowledge*

2) Think about *Funds of Knowledge* for you and your family

3) Fill in your *Funds of Knowledge* on the lines provided.
   Skip categories that don’t pertain to you or your family.
Consider the following:

Within your small group, share the aspects of your *Funds of Knowledge* that you feel comfortable discussing.

- What similarities did you notice among the *Funds of Knowledge* shared in your small group?
- What differences did you notice?
Strategies to Consider

- **First** take into consideration the families' beliefs and values.
- **Second** is the child’s delay related to his/her caregiving and culture?
- **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.
Reflection
Developmental Milestone Information was obtained through the Centers for Disease Control and Prevention.

http://www.cdc.gov/ActEarly

For more information on supporting migrant preschool students, please visit the Preschool Initiative Clearinghouse at www.preschoolinitiative.org