

# Session Two

## LIST OF RESOURCES

### 1. Session Two Trainer's Guide

### 2. Handouts

- Developmental Domains-SPECS Chart
- SPECS Developmental Milestones Activity Notes
- SPECS Developmental Milestones Activity Sheet
- SPECS Parental Support by Developmental Domain Activity Notes
- Parental Support by Developmental Domain Chart

### RECOMMENDED READING

"A Child's Developmental Milestones, 0-6 Years." ACT. [http://www.acetonline.org/child\\_dev\\_milestone.pdf](http://www.acetonline.org/child_dev_milestone.pdf)

*Child Development Guide*. Foster Parent Training Programme, Department of Health and Social Services, Washington State.

*Developing Adolescents-A Reference for Professionals*. American Psychological Association, 2002.

"Developmental Milestones Chart." The Institute for Human Services for the Ohio Child Welfare Training Program. October 2007.

Eisenberg, Nancy. "Eight Tips to Developing Caring Kids." The Center for Spiritual and Ethical Education. [http://www.csee.org/files/Documents/Resources/Eight\\_Tips\\_Eisenberg.pdf](http://www.csee.org/files/Documents/Resources/Eight_Tips_Eisenberg.pdf)

Evans, Judith. "What Children Require by Developmental Stage." PowerPoint Presentation. UNICEF ECD Pack, April 2007.

*Promoting Moral Development Through Play During Early Childhood*. Corruption Prevention and Education Division, January 2007.

*Stages of Healthy Adolescent Development*. Iowa Collaboration for Youth Development, 2009.

Thomas, Patrice, and Vanna Lockwood. *Nurturing the Spiritual Child: Compassion, connection and a sense of self*. Early Childhood Australia, 2009.

# Session Two: Developmental Norms and Parental Support

## OBJECTIVES

Participants will be able to:

- List and define each developmental domain in SPECS.
- Explain key developmental milestones for each domain.
- Provide 2-3 examples of parental support for each developmental domain for children ages 0-18 years.

## OVERVIEW

In this session, parents will become familiar with the different aspects of child development from infancy to adolescence according to the five main domains of development: spiritual, physical, emotional, cognitive, and social (SPECS). Although this session will focus on development across the age spectrum, this parenting course focuses primarily on the development of children ages 8 and younger.

## KEY CONCEPTS

- Level and type of parental support changes over the course of child development with parents of newborns and infants needing the most support.
- The most developmental changes occur in children under the age of three. For this reason, it is important that parents provide stimulation and support from birth.
- If a child is not developing normally, there are techniques and strategies parents can use to improve development.
- It is important for parents to regularly monitor child development.

## SESSION OUTLINE

This session should last approximately 2 hours in a group setting or 1 hour in an individual setting. Topics to cover with the parents include:

1. Developmental Domains (SPECS)
  - a. Spiritual
  - b. Physical
  - c. Emotional
  - d. Cognitive
  - e. Social
2. Developmental Milestones by Domain
3. Parent Support to Development by Domain
  - a. Babies 0-6 months
  - b. Babies 6-12 months
  - c. Toddlers 1-3 years
  - d. Preschoolers 3-5 years
  - e. Primary school age 6-10 years
  - f. Early Adolescence 10-12 years
  - g. Adolescents 13-18 years

## MATERIALS NEEDED

- Projector
- Flipchart paper
- Markers

### TO BE HANDED OUT:

- Developmental Domains-SPECS Chart
- SPECS Developmental Milestones Activity Notes
- SPECS Developmental Milestones Activity Sheet
- SPECS Parental Support by Developmental Domain Activity Notes
- Parental Support by Developmental Domain Chart

## ACTIVITIES TO ENGAGE PARENTS

- **Jigsaw Activity 1**—Participants will complete two different jigsaw activities. The first activity will involve placing participants in groups and assigning each group a particular age of development. Participants in each group will be responsible for using the *SPECS Developmental Milestones Activity Notes*, which contains information on each age of development and milestones per developmental domain, to synthesize this material. Groups will then make a mini presentation on their assigned age of development to the rest of the class.
- **Jigsaw Activity 2**—As in the first activity, the second activity will require groups to be assigned to a particular age group and individuals in groups to be assigned to a specific domain. Participants will use the **SPECS Parental Support by Developmental Domain Activity Notes** to summarize different types of parental support for their domain and age group. Groups will then make a mini presentation on their assigned age of development and types of parental support needed to the rest of the class. Groups will also be asked to provide additional types of support parents can offer for each developmental domain and age group.

## FREQUENTLY ASKED QUESTIONS

1. What do I do if my child is not developing normally?
  - Before deciding that your child is not on track developmentally, it is best to consult a primary care physician or other health care professional who can determine the development of your child. Although this session provides certain milestones to look out for, every child is different—some develop faster or slower than others. Sometimes a child may not be on track due to nutritional problems or prolonged illness. Given appropriate strategies and support, your child can catch up and live a normal life.
2. Why does this course add spirituality as a developmental domain? Is this something that can be taught?
  - Spirituality is an important part of development that is often overlooked. Here spirituality does not necessarily mean being religious. Rather, spirituality concerns the development of a moral center and helping a child learn right from wrong. For some families this may also include faith and practicing a particular religion.

## ADDITIONAL READING FOR FACILITATORS

The following resources are recommended for additional reading:

### ARTICLES

“A Child’s Developmental Milestones, 0-6 Years.” ACT. [http://www.acetonline.org/child\\_dev\\_milestone.pdf](http://www.acetonline.org/child_dev_milestone.pdf)

*Child Development Guide*. Foster Parent Training Programme, Department of Health and Social Services, Washington State.

*Developing Adolescents-A Reference for Professionals*. American Psychological Association, 2002.

“Developmental Milestones Chart.” The Institute for Human Services for the Ohio Child Welfare Training Program. October 2007.

Eisenberg, Nancy. “Eight Tips to Developing Caring Kids.” The Center for Spiritual and Ethical Education. [http://www.csee.org/files/Documents/Resources/Eight\\_Tips\\_Eisenberg.pdf](http://www.csee.org/files/Documents/Resources/Eight_Tips_Eisenberg.pdf)

*Promoting Moral Development Through Play During Early Childhood*. Corruption Prevention and Education Division, January 2007.

*Stages of Healthy Adolescent Development*. Iowa Collaboration for Youth Development, 2009.

Thomas, Patrice, and Vanna Lockwood. *Nurturing the Spiritual Child: Compassion, connection and a sense of self*. Early Childhood Australia, 2009.

### MEDIA

Evans, Judith. “What Children Require by Developmental Stage.” PowerPoint Presentation. UNICEF ECD Pack, April 2007.

### WEBSITES

National Center for Cultural Competence, Body/Mind/Spirit [http://nccc.georgetown.edu/body\\_mind\\_spirit/spirituality\\_children.html](http://nccc.georgetown.edu/body_mind_spirit/spirituality_children.html)

Body/Mind/Spirit Resources [http://nccc.georgetown.edu/body\\_mind\\_spirit/resources.html#references\\_biopsychosocial](http://nccc.georgetown.edu/body_mind_spirit/resources.html#references_biopsychosocial)

UNICEF Early Childhood Resource Pack. [http://www.unicef.org/earlychildhood/index\\_42890.html](http://www.unicef.org/earlychildhood/index_42890.html)

## WARM-UP (5 MINUTES)



“Complete the following sentence:

Knowing where my child is developmentally is\_\_\_\_\_. Take 2 minutes to think about this statement and come up with one to two reasons why you think this. You may write down your response if you want. After 2 minutes are up, I will call on volunteers to share their responses with us.”

**(Responses will vary)**

“This week we discuss different developmental stages of growth as well as different activities parents can do with their children to help them develop appropriately. Before we get started, let’s take a few minutes to review our home assignment from last session.”

## REVIEW OF HOME ASSIGNMENT (5 MINUTES)




“For this assignment, you were asked to think about different cultural practices in your community that may affect how you treat your son or daughter. You were also asked to think about how you treat your son or daughter according to these gender roles and determine several ways you can actively alter your perception of your child.”


1. What were some of the different cultural practices in your community that determine how males and females should act?
  - **(Responses will vary)**
2. What were some of the activities you did or ideas you had to treat your child without regard to these gender roles?
  - **(Responses will vary)**
3. Did anyone find this challenging? What did you do?
  - **(Responses will vary)**
4. Did anyone feel successful? What did you do?
  - **(Responses will vary)**




Due to the amount of material to be covered, the majority of this class will be participant-driven to increase engagement.


# 1. Developmental Domains (SPECS)


 “Today we will discuss important patterns of growth from infancy through adolescence. At each stage we will learn about different domains or patterns (areas) of growth and the type of support parents can offer at each stage. Knowing typical patterns of change and growth of a child can be helpful in determining whether or not a child is developing normally as well as providing parents useful strategies to maintain this level of development or to stimulate development in children who may be struggling.”

 “Before we cover developmental milestones, we will first discuss the five main developmental domains. As mentioned previously, a domain is similar to a category or group. When discussing developmental domains, all aspects of a child’s growth While at certain ages, it may seem as though children are displaying growth in only one domain, they are developing in the others simultaneously although often to a lesser extent. This is important to bear in mind as children need stimulation in all domains in order to develop healthily.”


*“These domains include spiritual, physical, emotional, cognitive, and social. An easy mnemonic for remembering these domains is SPECS.”*

 Depending on the curriculum, what is considered a developmental domain may differ to include greater or fewer domains. Most commonly, different agencies focus on social/emotional, physical, and cognitive growth. CRS domains emphasize the spiritual, physical, emotional, cognitive, and social growth of the child.

 **(For the purpose of assessing prior knowledge)** “Who can explain what spiritual means in relation to development? Physical? Emotional? Cognitive? Social?”

 Compare responses to those listed below. Consider writing down relevant responses from participants on the board/other visible place.

**Trainer Action:** Hand out the **Developmental Domains-SPECS Chart** for participants to look at while you discuss each domain.

 “When we discuss spiritual, physical, emotional, cognitive, and social growth the following are definitions that most organizations agree to.”

## SPECS

- **Spiritual**—This domain is not always included in child development and is most closely linked with the emotional and social domains. This domain focuses on the development of a belief system, a set of values, and feelings of self-worth. It does not mean having a particular religious belief but rather it is the development of a system of morals and the ability to determine right from wrong.
- **Physical**—This domain is generally included in all developmental frameworks and is one of the most recognizable domains as it is possible to see growth and change. In this domain, we focus on not just growth in size of limbs and increased height and weight but also the development of skills that utilize the limbs such as motor skills and eyesight/hearing. When discussing physical development, we talk about fine and gross motor skills. Here gross motor refers to large muscles which help coordinate balance while fine motor skills refer to the small muscles needed for more precise movement such as using the hands and fingers to pick up a small object.

- **Emotional**—This domain emphasizes a child’s ability to understand and control his/her emotions, develop empathy, and feelings of self-worth/self-confidence.
- **Cognitive**—This domain includes how children process information in order to think, reason, and problem-solve. The general pattern of development in this domain is for thinking to become more complex and for understanding to go from concrete to abstract. Typically, language acquisition and usage is included in this developmental domain.
- **Social**—This domain involves how children interact with their environment and with others such as communication, developing relationships, and creating a sense of identity and self in relation to individuals and within the larger community or society.



These definitions provide a simple overview of each domain. For more information, refer to the UNICEF Early Childhood Resource Pack. [http://www.unicef.org/earlychildhood/index\\_42890.html](http://www.unicef.org/earlychildhood/index_42890.html)



*“For the next part of this session we will look more closely at each of these domains and normal patterns of growth you should expect to see from 0 months up to 18 years of age.”*



Depending on the age of children represented by the participants in the class, consider focusing more on those age brackets especially if short on time.

## 2. Developmental Milestones by Domain



What follows are several pages of developmental milestones organized by both developmental domain and age category. It is recommended that trainers proceed with the jigsaw activity to allow participants to synthesize the material on their own with trainer support rather than the trainer lecturing on the material. The notes that follow also appear on the **SPECS Developmental Milestones Activity Notes**.



**Trainer Action: Activity 1**—Break up the class into groups of 3-4 individuals. Assign each group one age to focus on for the following developmental age groups:

- Babies 0-6 months
- Babies 6-12 months
- Toddlers 1-3 years
- Preschoolers 3-5
- Primary School Age 6-10 years
- Early Adolescents 10-12 years
- Adolescents 13-18 years



If you do not have enough participants to make a group for each developmental age, consider combining several together such as early adolescents and adolescents. This is not advised for the first three age groups as they contain more specific and in-depth milestones than the other age groups.

**Trainer Action: Activity 1, Continued**—Assign each person in each group 1-2 of the SPECS domains to become an expert in. Explain that while the group as a whole will focus on a particular age group(s), within each group different people will be responsible for learning more about the different milestones associated with that domain(s).

Each group will have 30 minutes to read through the milestones for their developmental age group(s) and summarize the relevant information. Individuals should first read about their domain and then present what they have learned to their groups before creating a group presentation to present to the class. Each group will then present their age group and most important 3-4 milestones according for each domain in that age group(s) to the rest of the class. This activity is called a jigsaw as rather than everyone learning all of the material, they become an expert in one area and then share this with others.



This type of activity relies heavily on having a basic literacy level. Depending on the literacy of participants, modifications may need to take place such as reading the materials out loud and then having groups devise a presentation or placing individuals with higher literacy with individuals with lower literacy.

**Trainer Action:** Hand out the **SPECS Developmental Milestones Activity Notes** and the **SPECS Developmental Milestones Activity Sheet** to each participant. Hand each group flipchart paper and several markers to write with. Remind participants that they have 30 minutes to summarize their domain and make a presentation for their age group(s) with the rest of their group. Encourage the groups to be creative in their presentations by using skits or stories. If groups are finished before time is up, start the class presentations. However, if the majority of groups need more time, consider providing a few extra minutes of work time or assisting with the presentations.

Have groups present their findings in order of age group. Provide assistance as necessary.



While groups are working, it is recommended that you monitor the class by checking in with different individuals and providing feedback as warranted. If the same types of questions/issues continue to arise, stop the class to go over these questions before continuing the rest of the activity.



Below are the same notes on developmental domains and milestones that appear on the **SPECS Developmental Milestones Activity Notes** that participants have.



## BABIES 0-6 MONTHS

This is one of the fastest stages of development. Early on, infants tend to exhibit reflexes which are natural responses to certain stimuli which exist regardless of culture or background. These include sucking or rooting when breast feeding or nursing. Around four months, infants begin to gain coordination in their limbs, particularly in reaching their hands to their mouths. Around this time, infants are also able to pick up objects as well as begin to sit up and turn over with little support.

### 2 MONTHS

#### SPIRITUAL

- Has no concept of right or wrong
- Has no beliefs
- His/her beginning of faith is established with development of basic trust with caregiver

#### PHYSICAL DEVELOPMENT/MOVEMENT

- Can hold head up for short periods of time when held at shoulder
- Begins to push up on arms when lying on tummy
- Jerkiness begins to subside when moving arms and legs
- Has sucking, grasping reflexes
- Moves arms actively
- Is able to follow objects and to focus

#### EMOTIONAL

- Begins to smile
- Briefly calms him/herself (sucking on hand)
- Tries to look at parent

#### COGNITIVE

- Studies faces
- Watches things as they move
- Begins to show boredom if activity doesn't change. This is indicated by an infant being "fussy."

#### SOCIAL

- Coos, makes gurgling sounds
- Turns head toward sounds

## 4 MONTHS

### SPIRITUAL

- Has no concept of right or wrong
- Has no beliefs
- His/her beginning of faith established with development of basic trust with caregiver

### PHYSICAL DEVELOPMENT/MOVEMENT

- Holds head steady and unsupported
- Pushes down on legs when feet are on a hard surface
- May be able to roll over from stomach to back
- Can hold a toy/object and shake it, grasps objects
- Swings/bats at dangling objects
- Brings hands to mouth
- When lying on stomach, pushes up to elbows
- Explores hands and feet
- Puts objects in mouth
- Can sit when propped up, roll over, scoot, bounce
- Reaches, discovers hands and feet
- Makes crawling motions

### EMOTIONAL

- Smiles at people
- Copies some movements and facial expressions such as smiling and frowning
- Begins to develop a sense of self

### COGNITIVE

- Lets you know if he/she is happy or sad
- Responds to affection
- Reaches for toy with one hand
- Uses hands and eyes together such as reaching for an object
- Follows moving things with eyes from side to side
- Watches faces closely
- Recognizes familiar people and things at a distance
- Responds to faces and bright colors
- Learns through all his/her senses

### SOCIAL

- Begins to babble with expression
- Copies sounds that he/she hears
- Cries in different ways to show hunger, pain or fatigue
- If crying, is often soothed when held
- Can laugh and gurgle,
- Responds when spoken to with facial expressions and sounds, will also look in direction of sound
- Likes to play with people
- Prefers parents and older siblings to unknown individuals

## BABIES 6-12 MONTHS

### 6 MONTHS

#### SPIRITUAL

- Has no concept of right or wrong
- Has no beliefs
- His/her beginning of faith established with development of basic trust with caregiver

#### PHYSICAL/ MOVEMENT

- Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and may bounce
- Rocks back and forth when on stomach in an early crawling motion
- Uses both hands to grasp objects
- Has extensive visual interests
- Puts everything in mouth

#### EMOTIONAL

- Responds to other people's emotions
- Often seems happy
- Wants to have needs met
- Develops a sense of security
- Smiles spontaneously and responsively
- Likes movement, to be held and rocked
- Laughs out loud
- Responds to tickling
- Commonly exhibits anxiety
- Smiles and expresses pleasure

#### COGNITIVE

- Looks around at things nearby
- Brings things to mouth
- Shows curiosity about things and tries to get things that are out of reach
- Begins to pass things from one hand to another
- Remembers simple events
- Demonstrates object permanence; knows parents exist and will return (helps child deal with anxiety)

#### SOCIAL

- Responds to sounds by making sounds
- Takes turns with parents while making sounds
- Recognizes and responds to his/her name
- Makes sounds to show happiness and displeasure
- Laughs or squeals
- Begins to make new sound

- Knows familiar faces and begins to recognize when people are strangers
- Socializes with anyone, but knows mother or primary caregiver
- Prefers primary caregiver
- May cry when strangers approach

## 9 MONTHS

### SPIRITUAL

- Has no concept of right or wrong
- Has no beliefs
- His/her beginning of faith established with development of basic trust with caregiver

### PHYSICAL

- Pulls to stand
- Can stand if holding onto something
- Can get into sitting position
- Sits without support, spends more time in upright position
- Crawls
- Can climb stairs with assistance
- Develops eye-hand coordination

### EMOTIONAL

- Demonstrates preference for favorite objects/toys
- Can identify him/herself, body parts, familiar voices

### COGNITIVE

- Watches the path of something as it falls
- Looks for things he/she sees you hide
- Plays peek-a-boo
- Puts things in his/her mouth
- Passes things smoothly from hand to hand
- Can pick up objects with thumb and index finger
- Can explore, bang, shake objects
- Demonstrates intentional behavior, initiates actions

### SOCIAL

- Understands “no”
- Begins to make longer sounds, stringing multiple letters together
- Copies sounds and gestures of others
- Uses finger to point at things
- Understands own name, other common words
- May be afraid of strangers
- May cling to familiar caregivers

## 12 MONTHS

### SPIRITUAL

- Has no concept of right or wrong
- Has no beliefs
- His/her beginning of faith established with development of basic trust with caregiver

### PHYSICAL

- Gets to a sitting position without help
- Pulls up to stand
- Walks with support
- May take a few steps without holding on
- May stand alone

### EMOTIONAL

- Has favorite things or people
- Shows fear in some situations
- Repeats sounds or actions to get attention
- Is able to put out arm or leg to help with dressing

### COGNITIVE

- Finds hidden things easily
- Looks at the right object when it's named
- Copies gestures
- Drinks from cup
- Can bang two objects together
- Points with index finger
- Is interested and understands basic words

### SOCIAL

- Responds to simple, one-step spoken requests ("sit down")
- Uses simple gestures like shaking head no or waving goodbye
- Makes sounds with changes in tone (begins to sound more like speech)
- Tries to repeat words that others say
- Says first meaningful words
- Is shy or nervous with strangers
- Cries when parent leaves

## TODDLERS 1-3 YEARS

### 18 MONTHS

#### SPIRITUAL

- Imitates behavior of others
- Begins to differentiate correct behavior from incorrect behavior based on parents' reactions

#### PHYSICAL

- Walks alone
- May walk up steps and run
- Can help undress self
- Walks steadily, climb stairs, run

#### EMOTIONAL

- May have temper tantrums
- May cling to caregivers in new situations
- Points to show others something interesting
- Recognizes ownership of objects
- Shows pride in accomplishments
- Begins to pretend play

#### COGNITIVE

- Knows what ordinary things are used for
- Points to get the attention of others
- Points to one body part
- Can follow one-step instructions without any gestures (sits when parent says "sit down")
- Solves problems

#### SOCIAL

- Says several single words
- Says and shakes head "no"
- Points to show someone what he/she wants
- Speaks and understands words and ideas
- May be afraid of strangers
- Shows affection to familiar people
- Asserts independence, but prefers familiar people
- Likes to hand things to others as play
- Develops friendships
- Imitates adult actions
- Likes to help with tasks

## 2 YEARS

### SPIRITUAL

- Imitates behavior of others
- Begins to differentiate correct behavior from incorrect behavior based on parents' reactions

### PHYSICAL

- Stands on tiptoe
- Kicks
- Begins to run
- Walks up and down stairs holding on
- Makes or copies straight lines and circles
- Is always on the go
- Gains control of hands and fingers, improved fine motor skills

### EMOTIONAL

- Copies others
- Shows defiant behavior (doing what he/she has been told not to do)
- Can be easily frustrated

### COGNITIVE

- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Might use one hand more than the other (develop handedness)
- Follows 2-step instructions ("Pick up your shoes and bring them here.")
- Names familiar objects with words
- Enjoys learning new skills
- Acts out familiar scenes in stories

### SOCIAL

- Points to things or pictures when they are named
- Knows names of familiar people and body parts
- Says sentences with 2 to 4 words
- Follows simple instructions
- Repeats words overheard in conversation
- Points to things in a book
- Learns language rapidly
- Gets excited when around other children
- Plays mainly beside other children but is beginning to include other children such as in chasing games
- Acts more independent, but are still dependent on parents/caregivers for most things

## **PRESCHOOLERS 3-5 YEARS**

### **3 YEARS**

#### **SPIRITUAL**

- His/her imitation of parents' beliefs and attitudes may become part of daily life. He/she does not necessarily have understanding of concepts
- May assimilate values and beliefs of parent
- Wants to be good to receive rewards and avoid punishment

#### **PHYSICAL**

- Runs easily
- Climbs well
- Walks up and down stairs, one foot on each step (3 years)
- Tests physical skills and courage with caution
- Can turn a door handle

#### **EMOTIONAL**

- Takes turns in games
- Understands the idea of "mine"
- Shows a wide range of emotions
- May get upset with major changes in routine
- Dresses and undresses self
- Does not like to lose
- Acts "silly" or imaginative

#### **COGNITIVE**

- Can work with buttons, levers, moving parts
- Plays make-believe
- Understands basic numeric concepts
- Copies a circle with a pencil or crayon
- Has a longer attention span
- Talks a lot, asks many questions

#### **SOCIAL**

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Says first name and age
- Can say the names of friends
- Speaks well enough for a stranger to understand most of the time
- Uses 2-3 sentences in a conversation
- Copies others
- Shows affection for friends
- Shows concern for others
- Can spend time away from parents/caregivers



## 4 YEARS

### SPIRITUAL

- His/her imitation of parents' beliefs and attitudes may become part of daily life. He/she does not necessarily have understanding of concepts.
- May assimilate values and beliefs of parents
- Wants to be good to receive rewards and avoid punishment

### PHYSICAL

- Hops and stands on one foot up to 2 seconds
- Pours and mashes own food
- Enjoys physical activities such as running, kicking, climbing, jumping, etc.
- Begins to control bladder and bowels towards latter part of this stage
- Is increasingly able to manipulate small objects with hands

### EMOTIONAL

- Enjoys doing new things
- Plays pretend at being a parent/caregiver
- Talks about what he/she likes and what he/she is interested in

### COGNITIVE

- Names some colors and numbers
- Understands the idea of counting
- Remembers parts of a story
- Draws a person with 2-4 body parts
- Tells you what he/she thinks will happen next in a story

### SOCIAL

- Sings a song or says a poem from memory
- Begins to use increasingly correct grammar
- Tells stories
- Can say first and last name
- Would rather play with other children than by him/herself
- Cooperates with other children

## 5 YEARS

### SPIRITUAL

- His/her imitation of parents' beliefs and attitudes may become part of daily life. Does not necessarily have understanding of concepts.
- May assimilate values and beliefs of parents
- Want to be good to stay out of trouble.

### PHYSICAL

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon
- Can use the toilet independently
- Climbs
- Is able to dress and undress self without help
- Has refined coordination and is learning many new skills
- Is very active

### EMOTIONAL

- Agrees with rules
- Likes to sing and dance
- Shows more independence
- Is sometimes demanding and sometimes cooperative
- Becomes aware of limits-will say "no"
- Needs to develop a sense of self and to do some things for him/herself
- Makes simple choices such as what to eat, what to wear and what activity to do

### COGNITIVE

- Counts 10 or more things, does not necessarily know what the numbers mean
- Can print some letters or numbers
- Knows about things used every day like money or food
- Has concrete thinking
- Think that everyone else thinks or feels the same way they do
- May have trouble describing activities in great detail
- Learns to use memory
- Develops self-control

### SOCIAL

- Speaks very clearly
- Tells a simple story using full sentences
- Uses more complex language tenses
- Says name and where he/she lives
- Has a limited vocabulary of 500-3,000 words and is only able to form three to four word sentences
- Wants to please friends
- Wants to be like friends

## PRIMARY SCHOOL AGE, 6-10 YEARS

### SPIRITUAL

- His/her spiritual development mirrors cognitive development
- He/she relates to interactions with other
- Develops interest in religion
- Understand concept of good behavior being rewarded and poor behavior being punished.
- Begins to develop a conscience
- Due to interest in understanding how things work, he/she may question religion and how it works
- Wants to be good to stay out of trouble changes to looking out for self and being fair to those who are also fair-very egocentric view of morality.

### PHYSICAL

- Has increased coordination and strength
- Enjoys using new skills, both gross and fine motor
- Increases in height and weight at steady rates
- By age 6, brain has reached 90% of full weight
- Gains more confidence in physical skills

### EMOTIONAL

- Develops and tests values and beliefs that will guide present and future behaviors
- Needs to develop a sense of mastery and accomplishment based upon physical strength, self-control and school performance
- Becomes more outgoing
- Shares when playing
- Likes to copy the actions of adults
- Uses words to express feelings
- Is developing some independence and self-reliance
- Learns to distinguish between reality and fantasy
- Learns to make connections and distinctions between feelings, thoughts and actions

### COGNITIVE

- Starts logical thinking
- Understands concept of time and date
- Grows even more curious

### SOCIAL

- Shows an increasing interest in numbers, letters, reading and writing
- Can read
- Copies adult speech patterns
- Understands more than can communicate
- His/her vocabulary increases to 8,000 and 14,000 words
- Uses language to learn more about world around them and to describe behavior
- Increased ability to interact with peers

- Has more same-sex friends
- Increased ability to engage in competition
- Has a strong group identity; increasingly defines self through peers
- Is developing ethnic and gender identities

## **EARLY ADOLESCENCE, 10-12 YEARS**

### **SPIRITUAL**

- May begin to question purpose of religion
- Recognizes that prayers are not always answered
- May change or abandon religious practices altogether
- May question or challenge family belief system
- Believes that he/she should be a good person so others think well of him/her and so he/she feels good about himself/herself. Self-esteem and self-image are important

### **PHYSICAL**

- Increased coordination and strength
- Develops body proportions similar to those of an adult
- May begin puberty—evident sexual development, voice changes, and increased body odor are common

### **EMOTIONAL**

- Develops and tests values and beliefs that will guide present and future behaviors
- Defines self-concept partially on success in school

### **COGNITIVE**

- Increased ability to learn and apply skills
- Begins to think abstractly but still uses concrete thought under stress
- No longer views life as black and white
- Recognizes cause and effect
- May have difficulty answering why questions

### **SOCIAL**

- Has a strong group identity
- Identifies self through peers
- Increased ability to interact with peers
- Increased ability to engage in competition

## ADOLESCENTS 13-18 YEARS

### SPIRITUAL

- Is more skeptical of religious standards of family
- May be interested in comparing or trying different religions
- May try to look at religion through scientific lens
- Believes he/she should be good as he/she is a part of a larger social/value system. Feeling of responsibility.

### PHYSICAL

- 95% of adult height reached
- He/she is less concern about physical changes but increased interest in personal attractiveness
- Experiences periods of extreme excitement and physical activity along with periods of lethargy. This is due to rapid growth and maturation associated with puberty.
- Develops secondary sexual characteristics

### EMOTIONAL

- Risk-taking behavior emerges
- Struggles with sense of identity
- Can be moody
- Tries out new values and ideas

### COGNITIVE

- Growth in abstract thought reverts to concrete thought under stress
- Can now understand cause-effect relationships
- Very self-absorbed

### SOCIAL

- May have trouble getting along with family as adolescent tries to assert independence Strong peer allegiances, tends to do what friends do
- Develops relationships with others, particularly romantic ones, become very important
- Goes through periods of experimentation with everything from dress, to speech, to friends, etc.

### 3. Parental Support to Development by Domain



What follows are several pages of types of parental support organized by both developmental domain and age category. It is recommended that trainers proceed with the second jigsaw activity to allow participants to synthesize the material on their own with trainer support rather than the trainer lecturing on the material. The notes that follow also appear on the **SPECS Parental Support by Developmental Domain Activity Notes**.



**Trainer Action: Activity 2**-Break up the class into groups of 3-4 individuals. Consider using the same groups from the last activity. Assign each group one age to focus on for the following developmental age groups:

- Babies 0-6 months
- Babies 6-12 months
- Toddlers 1-3 years
- Preschoolers 3-5
- Primary School Age 6-10 years
- Early Adolescents 10-12 years
- Adolescents 13-18 years



If you do not have enough participants to make a group for each developmental age, consider combining several together such as early adolescents and adolescents.

**Trainer Action: Activity 2, Continued**—Assign each person in each group 1-2 of the SPECS domains. Explain that while the group as a whole will focus on a particular age group(s), within each group different people will be responsible for learning more about the different types of parental support associated with that domain(s).

Each group will have 30 minutes to read through the types of parental support for their developmental age group(s) and determine why those types of parental support help promote growth in their particular developmental domain. In addition, for this activity groups will also be responsible for coming up with 1-2 examples of parental support per domain in addition to what is provided in the note sheet. This works best if individuals first read about their domain and then present what they have learned to their groups before creating a group presentation to present to the class. Each group will then present their age group and most important 3-4 milestones according for each domain in that age group(s) to the rest of the class. This activity is called a jigsaw as rather than everyone learning all of the material, they become an expert in one area and then share this with others.



This type of activity relies heavily on having a basic literacy level. Depending on the literacy of participants, modifications may need to take place such as reading the materials out loud and then having groups devise a presentation or placing individuals with higher literacy with individuals with lower literacy.

**Trainer Action:** Hand out the **SPECS Parental Support by Developmental Domain Activity Notes** and the **SPECS Parental Support by Developmental Domain Activity Sheet** to each participant. Hand each group flipchart paper and several markers to write with. Remind participants that they have 30 minutes to summarize types of parental support for their domain and make a presentation for their age group(s) with the rest of their group. If groups are finished before time is up, start the class

presentations. However, if the majority of groups need more time, consider providing a few extra minutes of work time or assisting with the presentations.

Have groups present their findings in order of age group. Provide assistance as necessary.



While groups are working, it is recommended that you monitor the class by checking in with different individuals and providing feedback as warranted. If the same types of questions/issues continue to arise, stop the class to go over these questions before continuing the rest of the activity.



Below are the same notes on developmental domains and milestones that appear on the **SPECS Parental Support by Developmental Domain Activity Notes** that participants have.

## BABIES 0-6 MONTHS

### SPIRITUAL

- Take child to religious service
- Begin to build a spiritual support network for the child

### PHYSICAL

- Provide adequate nutrition, exclusive breastfeeding is best
- Provide adequate health care (immunization, oral rehydration therapy as required, hygiene)
- Perform “the itsy bitsy spider” or other fun finger plays
- Provide safe, washable toys for children to look at and suck on
- Place toys near and above baby, encouraging him/her to roll over for a better view
- Give him/her interesting things to look at

### EMOTIONAL

- Help the child form an attachment
- Understand and respond to the child’s signals
- Respond quickly to child’s cry-develops basic trust
- Protect him/her from physical danger
- To be held, sung to and rocked
- Foster development of trust by attending to child’s needs
- Hold and soothe child when upset
- Devote time to just focus on your child, not multi-tasking

### COGNITIVE

- Provide daily opportunities to play with a variety of objects
- Provide opportunities to explore the world
- Give your child things to look at, touch, hear, smell, taste
- Make regular eye contact with your child

### SOCIAL

- Provide appropriate language stimulation
- Talk to and hold baby
- Sing and read

## BABIES 6-12 MONTHS

### SPIRITUAL

- Foster development of trust by attending to child's needs
- Hold and soothe child when upset
- Devote time to just focus on your child, not multi-tasking

### PHYSICAL

- Hold baby's hands as he/she takes steps
- Provide safe and steady furniture
- Place interesting things in the environment so the children will want to get them
- Introduce supplementary foods
- Create a safe environment to explore

### EMOTIONAL

- Respond to babies when they are upset and comfort them with physical touch
- Kiss, hug and cuddle babies frequently; this increases their attachment to their caregivers and helps them develop attachment

### COGNITIVE

- Play a mimic game. Put a toy in one hand and then transfer it to the other. Encourage baby to do the same.
- Read to babies
- Sing to babies
- Name objects that are in the baby's line of sight
- Explain what you are doing when you're in their presence

### SOCIAL

- Provide appropriate language stimulation
- Talk with and hold baby
- Sing and read
- Play social games such as peek-a-boo and pata-cake. It helps develop social, language and physical skills.



## TODDLERS 1-3 YEARS

### 1-2 YEARS

#### SPIRITUAL

- Model appropriate behavior
- Demonstrate doing things for others/helping others
- Offer your child praise for doing the right thing
- Take time to explain why things are “good” or “bad”

#### PHYSICAL

- Put small pieces of soft food on baby’s high chair so he/she can practice picking up food
- Take your child on walks
- Play games that involve hand-eye coordination
- Encourage your child to imitate movements such as jumping to develop gross motor skills

#### EMOTIONAL

- Provide a chance to develop some independence
- Help in learning how to control their own behavior
- Create opportunities to begin to learn to care for themselves
- Create opportunities for play and exploration

#### COGNITIVE

- Read to/tell stories daily
- Stick with daily routines to help children develop a sense of order
- Use ordering phrases such as first, next, then to help your child order events

#### SOCIAL

- Provide support in acquiring new motor, language, thinking skills by asking your child questions, reading stories, and singing
- Talk to your child frequently
- Allow your child to play with other children

### 2-3 YEARS

#### SPIRITUAL

- Model appropriate behavior
- Demonstrate doing things for others/helping others
- Offer your child praise for doing the right thing
- Take time to explain why things are “good” or “bad”

#### PHYSICAL

- Play stringing activities are good for developing fine motor skills
- Play games that require balancing
- Practice cutting with scissors on a one-on-one basis
- Help them snap and zip their own coats

### EMOTIONAL

- Provide opportunities to make their own choices
- Encourage children to show off their skills
- Engage in dramatic play
- Sing favorite songs
- Let them help you prepare a snack or other task

### COGNITIVE

- Provide dolls and simple props like cups and plates to encourage imagination and role play
- Put on a play
- Read and write stories together

### SOCIAL

- Try to expand their language. If a toddler says, “ball” say “Yes, this is a big, red ball!”
- Point to objects and ask your child to name them

## PRESCHOOLERS 3-5 YEARS

### SPIRITUAL

- Model appropriate behavior
- Demonstrate doing things for others/helping others
- Offer your child praise for doing the right thing
- Take time to explain why things are “good” or “bad”

### PHYSICAL

- Provide opportunities to develop fine motor skills
- Play tag, catch
- Organize opportunities to play outside with other children

### EMOTIONAL

- Create opportunities for self-expression and creativity (drawing, painting, work with clay or mud)
- Provide opportunities to learn cooperation, helping, sharing
- Provide opportunities for taking responsibility and making choices
- Encourage him/her to develop self-control, cooperation, persistence in completing projects
- Support his/her pride in accomplishments
- Tell child when things will happen
- Give child a warning before time is up

### COGNITIVE

- Encourage creativity
- Use rhythmic movement
- Listen to music of all kinds
- Provide hands-on exploration for learning through action

- Add puzzles to manipulatives area. Help them when they first try a new puzzle.
- Encourage dramatic play with puppets, dress up clothes, etc.

### **SOCIAL**

- Encourage language through talking, reading, singing
- Experiment with pre-writing and pre-reading skills
- Listen to music of all kinds

## **PRIMARY SCHOOL AGE, 6-10 YEARS**

### **SPIRITUAL**

- Show your child how to empathize with others
- Use discipline with love and respect
- Show respect to other family members
- Model your values for your child

### **PHYSICAL**

- Create opportunities to make music, accomplish art, dance
- Organize opportunities to play outside with other children

### **EMOTIONAL**

- Provide opportunities to become self-reliant in terms of personal care
- Support the development of self-control and persistence in completing projects
- Support his/her sense of self-worth and pride in accomplishments
- Motivate and reinforce academic achievement
- Provide opportunities for taking responsibility and making choices

### **COGNITIVE**

- Ensure your child attends basic (primary) education
- Offer hands-on manipulation of objects to support learning
- Provide opportunities to practice questioning and observing

### **SOCIAL**

- Use activities which will further develop a positive sense of mastery
- Have your child practice reading to you
- Provide opportunities to learn cooperation, helping, and teamwork

## EARLY ADOLESCENCE 10-12 YEARS

### SPIRITUAL

- Model caring behaviors with young children
- Help them search for understanding, empathy, and appreciation
- Practice caring for others whether at home or in the community
- Give your child greater responsibility
- Have open discussions about whether things are right or wrong

### PHYSICAL

- Help your child feel proud of who he/she is and what he/she can do
- Avoid assigning gender roles
- Find ways for your child to balance being active such as physical activity with quieter times of reading or resting in order to recharge

### EMOTIONAL

- Schedule times to talk with your child about whatever they would like
- Give your child lots of positive attention and let them help define the rules
- Talk about self-control and making good decisions
- Practice patience
- Teach your child to learn from failure and consider what they can do differently
- Always be alert to the feelings associated with what children tell you
- Give children positive feedback for successes

### COGNITIVE

- Help your child develop problem solving skills by asking what if statements
- If a problem arises at home, ask your child how he/she can solve it
- Practice reading signs, making lists, and counting prices
- Discuss topics of interest with your child, help him/her learn more about this topic

### SOCIAL

- Encourage non-competitive games and set individual goals
- Emphasize sharing and respecting others

## ADOLESCENTS, 13-18 YEARS

### SPIRITUAL

- Establish or participate in rituals to mark significant ages, such as becoming an adult, the beginning of puberty, etc.
- Set standards by modeling right from wrong
- Set high expectations
- Have talks where you provide open ended questions that provoke them to think about morality and what they would do in certain situations
- Remember that your teenager has his/her own moral compass. He/she can make autonomous decisions even if they do not always align with your own beliefs.

### PHYSICAL

- Encourage teens to get enough sleep
- Encourage and model healthy eating habits
- Encourage and model physical activity

### EMOTIONAL

- Don't criticize or compare teens to others, they can be self-conscious
- Be understanding of their desire for space and time away from their family
- Be patient with excessive grooming habits
- Talk to teens about their views and be open to discussing your own
- Give teens an opportunity to establish own behavioral guidelines
- Praise teens for their efforts as well as their abilities
- Continue to provide a structured environment

### COGNITIVE

- When differences arise, listen to your child and try to understand his or her point of view.
- Discuss the consequences of breaking the rules and follow through with them if your teen misbehaves.
- Assist your child with organizational skills

### SOCIAL

- Encourage involvement in school activities and the community

## EXPLANATION OF HOME ASSIGNMENT (5 MINUTES)

**Trainer Action:** Hand out the home assignment. This can either be as a packet or week by week.



*“This week for your home assignment, use the developmental milestones we discussed for the age group of your child and determine where he/she is developmentally. Next, select one type of parent support for each of the five domains, SPECS-spiritual, physical, emotional, cognitive, and social and use this to either maintain or improve your child’s development. Note what happens when you try these activities. We will go over this assignment during our next session.”*

## CLOSING: SUMMARIZATION OF KEY POINTS AND CLOSING (10 MINUTES)

**Trainer Action:** Ask participants the following questions. Try to ask a variety of participants to share their responses. If any responses are not correct, ask other participants to offer support, or ask probing questions to help participant answer the question correctly.



*“Take the next five minutes to think about the following questions:”*

1. *What is the most important thing to keep in mind about children and developmental milestones?*
  - **Responses will vary.**
2. *What is one activity you would like to try with your child before our next session? Which developmental domain will this support? Why?*
  - **Responses will vary.**

**Trainer Action:** Spend the next five minutes selecting participants at random to respond to one or both questions before leading into review. **(Responses will vary)**



*“Now we will review what we have discussed today.”*

1. *What are the five domains of development? Briefly provide a description of each. (Hint: SPECS).*
  - Spiritual-helping a child develop a sense of wrong/right, physical improvements in coordination, weight, and height, emotional-developing a sense of self/identity, cognitive-changes in thinking, reasoning, and problem-solving, social-understanding how one fits into a family, community, and larger society.
2. *What are general trends in growth and development for each of the following domains: spiritual, physical, emotional, cognitive, and social?*
  - Spiritual-children develop a moral center and judge themselves and others against it, physical-children become bigger, stronger, and more coordinated, emotional-children learn to appropriately express their feelings, cognitive-thinking becomes less concrete and more abstract, social-children take more cues from those outside the family, particularly peers in order to understand how they fit into society as a whole.
3. *What can you do if you think your child is not developing normally?*
  - You can write down or note anything that indicates your child is not developing and make an appointment with a health care professional. It is possible to implement the parental strategies discussed today to help a child remain on track developmentally.



*“Does anyone have any questions about what we covered today?”*






**Trainer Action:** Thank parents for attending and remind them of the time/date for the next session. Answer any lingering questions not answered in class.



# Session Two Handouts

- Developmental Domains-SPECS Chart
- SPECS Developmental Milestones Activity Notes
- SPECS Developmental Milestones Activity Sheet
- SPECS Parental Support by Developmental Domain Activity Notes
- Parental Support by Developmental Domain Chart

## Developmental Domains: SPECS

SPIRITUAL	PHYSICAL	EMOTIONAL	COGNITIVE	SOCIAL
 <p>Development of a belief system which is closely connected with social and emotional domains.</p> <p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>• Creating and following a set of values</li> <li>• Feelings of self-worth.</li> <li>• Determination of right from wrong.</li> </ul>	 <p>Growth and coordination of a child and ability to perform tasks using motor skills.</p> <p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>• Changes in physical appearance</li> <li>• Increased coordination such as crawling, walking, running</li> </ul> <p><b>Two Types:</b></p> <p>Gross motor-development of large muscles that help with balance</p> <p>Fine motor-development of muscles that help with precise movement</p>	 <p>Child's mental health and ability to understand and control his/her emotions.</p> <p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>• Developing empathy</li> <li>• Feelings of self-worth</li> <li>• Self-confidence</li> </ul>	 <p>How children process information in order to make sense of their environment.</p> <p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>• Solving problems</li> <li>• Understanding cause and effect</li> <li>• Reasoning</li> <li>• Development of language</li> </ul>	 <p>How children interact with their environment and with others.</p> <p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>• Communicating with others</li> <li>• Developing relationships</li> <li>• Creating sense of identity</li> </ul>



## SPECS Developmental Milestones Activity Notes

For Use in Group Activity

### Babies 0-6 Months

This is one of the fastest stages of development. Early on, infants tend to exhibit reflexes which are natural responses to certain stimuli which exist regardless of culture or background. These include sucking or rooting when breast feeding or nursing. Around four months, infants begin to gain coordination in their limbs, particularly in reaching their hands to their mouths. Around this time, infants are also able to pick up objects as well as begin to sit up and turn over with little support.

Two Months:

#### *Spiritual*

- Has no concept of right or wrong
- Has no beliefs
- His/her beginning of faith is established with development of basic trust with caregiver

#### *Physical Development/Movement*

- Can hold head up for short periods of time when held at shoulder
- Begins to push up on arms when lying on tummy
- Jerkiness begins to subside when moving arms and legs
- Has sucking, grasping reflexes
- Moves arms actively
- Is able to follow objects and to focus

#### *Emotional*

- Begins to smile
- Briefly calms him/herself (sucking on hand)
- Tries to look at parent

#### *Cognitive*

- Studies faces
- Watches things as they move
- Begins to show boredom if activity doesn't change. This is indicated by an infant being "fussy."

#### *Social*

- Coos, makes gurgling sounds
- Turns head toward sounds

## SPECS Developmental Milestones Activity Sheet

Developmental Age(s) Assigned to My Group: \_\_\_\_\_

Domain(s) I Am Assigned to: \_\_\_\_\_

Important Milestones for Children Ages: \_\_\_\_\_

DOMAIN	IMPORTANT MILESTONES	WHY THEY ARE IMPORTANT
Spiritual		
Physical		
Emotional		
Cognitive		
*Language		
Social		

## SPECS Parental Support by Developmental Domain

For Use in Group Activity

### **Babies 0-6 Months**

#### *Spiritual*

- Take child to religious service
- Begin to build a spiritual support network for the child

#### *Physical*

- Provide adequate nutrition, exclusive breastfeeding is best
- Provide adequate health care (immunization, oral rehydration therapy as required, hygiene)
- Perform “the itsy bitsy spider” or other fun finger plays
- Provide safe, washable toys for children to look at and suck on
- Place toys near and above baby, encouraging him/her to roll over for a better view
- Give him/her interesting things to look at

#### *Emotional*

- Help the child form an attachment
- Understand and respond to the child’s signals
- Respond quickly to child’s cry-develops basic trust
- Protect him/her from physical danger
- To be held, sung to and rocked
- Foster development of trust by attending to child’s needs
- Hold and soothe child when upset
- Devote time to just focus on your child, not multi-tasking

#### *Cognitive*

- Provide daily opportunities to play with a variety of objects
- Provide opportunities to explore the world
- Give your child things to look at, touch, hear, smell, taste
- Make regular eye contact with your child

#### *Social*

- Provide appropriate language stimulation
- Talk to and hold baby
- Sing and read

## Babies 6-12 Months

### *Spiritual*

- Foster development of trust by attending to child's needs
- Hold and soothe child when upset
- Devote time to just focus on your child, not multi-tasking

### *Physical/Movement*

- Hold baby's hands as he/she takes steps
- Provide safe and steady furniture
- Place interesting things in the environment so the children will want to get them
- Introduce supplementary foods
- Create a safe environment to explore

### *Emotional*

- Respond to babies when they are upset and comfort them with physical touch
- Kiss, hug and cuddle babies frequently; this increases their attachment to their caregivers and helps them develop attachment

### *Cognitive*

- Play a mimic game. Put a toy in one hand and then transfer it to the other. Encourage baby to do the same.
- Read to babies
- Sing to babies
- Name objects that are in the baby's line of sight
- Explain what you are doing when you're in their presence

### *Social*

- Provide appropriate language stimulation
- Talk with and hold baby
- Sing and read
- Play social games such as peek-a-boo and patty-cake. This helps develop social, language and physical skills.

## Toddlers 1-3 years

1-2 Years:

### *Spiritual*

- Model appropriate behavior
- Demonstrate doing things for others/helping others
- Offer your child praise for doing the right thing
- Take time to explain why things are “good” or “bad”

### *Physical*

- Put small pieces of soft food on baby’s high chair so he/she can practice picking up food
- Take your child on walks
- Play games that involve hand-eye coordination
- Encourage your child to imitate movements such as jumping to develop gross motor skills

### *Emotional*

- Provide a chance to develop some independence
- Help in learning how to control their own behavior
- Create opportunities to begin to learn to care for themselves
- Create opportunities for play and exploration

### *Cognitive*

- Read to/tell stories daily
- Stick with daily routines to help children develop a sense of order
- Use ordering phrases such as first, next, then to help your child order events

### *Social*

- Provide support in acquiring new motor, language, thinking skills by asking your child questions, reading stories, and singing
- Talk to your child frequently
- Allow your child to play with other children

2-3 Years:

### *Spiritual*

- Model appropriate behavior
- Demonstrate doing things for others/helping others
- Offer your child praise for doing the right thing
- Take time to explain why things are “good” or “bad”

### *Physical*

- Play stringing activities are good for developing fine motor skills
- Play games that require balancing
- Practice cutting with scissors on a one-on-one basis
- Help them snap and zip their own coats

### *Emotional*

- Provide opportunities to make their own choices
- Encourage children to show off their skills
- Engage in dramatic play
- Sing favorite songs
- Let them help you prepare a snack or other task

### *Cognitive*

- Provide dolls and simple props like cups and plates to encourage imagination and role play
- Put on a play
- Read and write stories together

### *Social*

- Try to expand their language. If a toddler says, “ball” say “Yes, this is a big, red ball!”
- Point to objects and ask your child to name them

## Preschoolers 3-5 Years

### Three Years

#### *Spiritual*

- Model appropriate behavior
- Demonstrate doing things for others/helping others
- Offer your child praise for doing the right thing
- Take time to explain why things are “good” or “bad”

#### *Physical*

- Provide opportunities to develop fine motor skills
- Play tag, catch
- Organize opportunities to play outside with other children

#### *Emotional*

- Create opportunities for self-expression and creativity (drawing, painting, work with clay or mud)
- Provide opportunities to learn cooperation, helping, sharing
- Provide opportunities for taking responsibility and making choices
- Encourage him/her to develop self-control, cooperation, persistence in completing projects
- Support his/her pride in accomplishments
- Tell child when things will happen
- Give child a warning before time is up

#### *Cognitive*

- Encourage creativity
- Use rhythmic movement
- Listen to music of all kinds
- Provide hands-on exploration for learning through action
- Add puzzles to manipulatives area. Help them when they first try a new puzzle.
- Encourage dramatic play with puppets, dress up clothes, etc.

#### *Social*

- Encourage language through talking, reading, singing
- Experiment with pre-writing and pre-reading skills
- Listen to music of all kinds

## Primary School Age, 6-10 Years

### *Spiritual*

- Show your child how to empathize with others
- Use discipline with love and respect
- Show respect to other family members
- Model your values for your child

### *Physical*

- Create opportunities to make music, accomplish art, dance
- Organize opportunities to play outside with other children

### *Emotional*

- Provide opportunities to become self-reliant in terms of personal care
- Support the development of self-control and persistence in completing projects
- Support his/her sense of self-worth and pride in accomplishments
- Motivate and reinforce academic achievement
- Provide opportunities for taking responsibility and making choices

### *Cognitive*

- Ensure your child attends basic (primary) education
- Offer hands-on manipulation of objects to support learning
- Provide opportunities to practice questioning and observing

### *Social*

- Use activities which will further develop a positive sense of mastery
- Have your child practice reading to you
- Provide opportunities to learn cooperation, helping, and teamwork



## Early Adolescence, 10-12 Years

### *Spiritual*

- Model caring behaviors with young children
- Help them search for understanding, empathy, and appreciation
- Practice caring for others whether at home or in the community
- Give your child greater responsibility
- Have open discussions about whether things are right or wrong

### *Physical*

- Help your child feel proud of who he/she is and what he/she can do
- Avoid assigning gender roles
- Find ways for your child to balance being active such as physical activity with quieter times of reading or resting in order to recharge

### *Emotional*

- Schedule times to talk with your child about whatever they would like
- Give your child lots of positive attention and let them help define the rules
- Talk about self-control and making good decisions
- Practice patience
- Teach your child to learn from failure and consider what they can do differently
- Always be alert to the feelings associated with what children tell you
- Give children positive feedback for successes

### *Cognitive*

- Help your child develop problem solving skills by asking what if statements
- If a problem arises at home, ask your child how he/she can solve it
- Practice reading signs, making lists, and counting prices
- Discuss topics of interest with your child, help him/her learn more about this topic

### *Social*

- Encourage non-competitive games and set individual goals
- Emphasize sharing and respecting others

## **Adolescence, 13-18 years**

### *Spiritual*

- Establish or participate in rituals to mark significant ages, such as becoming an adult, the beginning of puberty, etc.
- Set standards by modeling right from wrong
- Set high expectations
- Have talks where you provide open ended questions that provoke them to think about morality and what they would do in certain situations
- Remember that you teenager has his/her own moral compass. He/she can make autonomous decisions even if they do not always align with your own beliefs.

### *Physical*

- Encourage teens to get enough sleep
- Encourage and model healthy eating habits
- Encourage and model physical activity

### *Emotional*

- Don't criticize or compare teens to others, they can be self-conscious
- Be understanding of their desire for space and time away from their family
- Be patient with excessive grooming habits
- Talk to teens about their views and be open to discussing your own
- Give teens an opportunity to establish own behavioral guidelines
- Praise teens for their efforts as well as their abilities
- Continue to provide a structured environment

### *Cognitive*

- When differences arise, listen to your child and try to understand his or her point of view.
- Discuss the consequences of breaking the rules and follow through with them if your teen misbehaves.
- Assist your child with organizational skills

### *Social*

- Encourage involvement in school activities and the community

## Parental Support by Developmental Milestone

Developmental Age(s) Assigned to My Group: \_\_\_\_\_

Domain(s) I Am Assigned to: \_\_\_\_\_

\*Try to think of 1-2 types of support not listed in the handouts.\*

Types of Parent Support for Children Ages: \_\_\_\_\_

DOMAIN	EXAMPLES OF PARENT SUPPORT	HOW THEY HELP DEVELOPMENT
Spiritual		
Physical		
Emotional		
Cognitive		
*Language		
Social		

