# Handout: "Key Emotional Milestones"

#### Three Months:

- Begins to develop a social smile
- Enjoys playing with other people and may cry when playing stops
- Becomes more expressive and communicates more with face and body
- Imitates some movements and facial expressions

### 7 months:

- Enjoys social play
- Interested in mirror images
- Responds to other people's expressions of emotion and appears joyful often

#### By end of One Year:

- Shy or anxious with strangers
- Cries when mother or father leaves
- Enjoys imitating people in his play
- Shows specific preferences for certain people and toys
- Tests parental responses to his actions during feedings
- Tests parental responses to his behavior
- May be fearful in some situations
- Prefers mother and/or regular caregiver over all others
- Repeats sounds or gestures for attention

#### By End of Two Years:

- Imitates behavior of others, especially adults and older children
- More aware of herself as separate from others
- More excited about company of other children
- Demonstrates increasing independence
- Begins to show defiant behavior
- Separation anxiety increases toward midyear then fades

#### By End of 3 Years:

- Imitates adults and playmates
- Spontaneously shows affection for familiar playmates
- Can take turns in games
- Understands concept of "mine" and "his/hers"
- Expresses affection openly
- Expresses a wide range of emotions

- By 3, separates easily from parents
- Objects to major changes in routine

## By End of 4 Years:

- Interested in new experiences
- Cooperates with other children
- Plays "Mom" or "Dad"
- Increasingly inventive in fantasy play
- Negotiates solutions to conflicts
- More independent
- Imagines that many unfamiliar images may be "monsters"
- Views self as a whole person involving body, mind, and feelings
- Often cannot tell the difference between fantasy and reality

### By End of Five Years:

- Wants to please friends
- Wants to be like her friends
- More likely to agree to rules
- Shows more independence and may even visit a next-door neighbor by herself
- Aware of gender
- Able to distinguish fantasy from reality
- Sometimes demanding, sometimes

# Activity Work Sheet: Social and Emotional Milestone Checklist

Child's Name:	
Birthdate:	
Age (yrs/mos):	

	Milestones Achieved	Yes	No	Comments
Three	Begins to develop a social smile			
Months:	• Enjoys playing with other people and may cry when playing stops			
	Becomes more expressive and communicates more with face and body			
	• Imitates some movements and facial expressions			
	• Eye to eye social contact			
	• Capacities to self-sooth			
	Begins to make vocalizations along with caregiver			
Seven	<ul> <li>Enjoys social play</li> </ul>			
Months:	<ul> <li>Interested in mirror images</li> </ul>			
	Responds to other people's expressions of emotion and appears			
	joyful often			
	• Focused attachment			
	Distress on approach of stranger			
	Distress upon separation from primary caregivers			
	• Shared meaning in games like peek-a-boo			
	<ul> <li>Makes vocalizations along with caregiver</li> </ul>			
	Smiles back at people			
By End of	Shy or anxious with strangers			
One Year:	• Cries when mother or father leaves			
	<ul> <li>Enjoys imitating people in his play</li> </ul>			
	<ul> <li>Shows specific preferences for certain people and toys</li> </ul>			
	<ul> <li>Tests parental responses to his actions during feedings</li> </ul>			
	• Tests parental responses to his behavior			
	May be fearful in some situations			
	• Prefers mother and/or regular caregiver over all others			
	<ul> <li>Repeats sounds or gestures for attention</li> </ul>			
	• Use emotions to communicate a sense of pride			
	• Respond when told 'no'			
By End of Two Years:	• Imitates behavior of others, especially adults and older children			
	<ul> <li>More aware of herself as separate from others</li> </ul>			
	More excited about company of other children			
	Demonstrates increasing independence			
	<ul> <li>Begins to show defiant behavior</li> </ul>			

	• Separation onvioty increases to 1 11 11 11 11 11 11 11 11 11 11 11 11		
	• Separation anxiety increases toward midyear then fades		
	<ul> <li>Shows moral emotions (expectations of what's right and distress at violations)</li> </ul>		
	<ul> <li>Empathy</li> </ul>		
	• Shame expressions		
By End of	<ul> <li>Imitates adults and playmates</li> </ul>		
Three Years:	<ul> <li>Spontaneously shows affection for familiar playmates</li> </ul>		
	<ul> <li>Can take turns in games</li> </ul>		
	<ul> <li>Understands concept of "mine" and "his/hers"</li> </ul>		
	<ul> <li>Expresses affection openly</li> </ul>		
	• Expresses a wide range of emotions		
	By 3. separates easily from parents		
	Objects to major changes in routine		
	Beginning to use language to share experiences with others		
	Beginning to regulate of emotions		
	• Engage in pretend play		
	• Communicates emotions "I'm happy, I'm sad"		
By End of	• Interested in new experiences		<del></del>
Four Years:	<ul> <li>Cooperates with other children</li> </ul>		
	Plays "Mom" or "Dad"		
	<ul> <li>Increasingly inventive in fantasy play</li> </ul>		
	<ul> <li>Negotiates solutions to conflicts</li> </ul>		
	More independent		
	<ul> <li>Imagines that many unfamiliar images may be "monsters"</li> </ul>		
	• Views self as a whole person involving body, mind, and		
	feelings		
	Often cannot tell the difference between fantasy and reality		
	• Regulation of emotions		
	Ability to use language to share experiences with others		
By End of	Wants to please friends		
Five Years:	• Wants to be like her friends		
	<ul> <li>More likely to agree to rules</li> </ul>		
	Shows more independence and may even visit a next-door neighbor by herself		
	Aware of gender		
	Able to distinguish fantasy from reality		
	Sometimes demanding, sometimes eagerly cooperative		

## Handout: "Six Acquired Skills Needed by Children"

- 1. Attachment the capacity to form and maintain relationships is at the foundation of the creation of a healthy child.
- 2. <u>Self-Regulation</u> the ability to read and respond to internal states appropriately. If children are unable to recognize what's going on inside them, getting along with others and regulating behavior is difficult.
- 3. <u>Affiliation</u> the ability to join with others and contribute to a group is a very important skill. If children haven't developed self-regulation, they will have difficulty with affiliation.
- 4. <u>Awareness</u> the capacity to recognize the needs, interests, strengths, and value in others. Young children see people in simple groups which interferes with seeing people as they really are. Children must be with people who are different. Children must have a chance to be with elderly and children of other ages, too.
- 5. <u>Tolerance</u> a child's capacity to understand and accept how others are different from themselves.
- 6. Respect the capacity to value the variety of gifts and capacities of others and in yourself. This concept is the most difficult. If children can't accept their own shortcomings, self-respect is difficult which causes them to focus on the shortcomings of others in a negative way. When we raise our children with "don't do this, don't do that," the brain spends so much more time focusing on shortcomings rather than strengths. It is important to help children develop in a positive way.

## Handout: Factors Involved in the Development of Healthy Attachment

There are several factors necessary to ensure healthy attachment:

- 1. The sharing of emotional expression strengthens the adult-child bond. Babies vocalize and respond to a joyful face, playful talk, laughter, and responsive reaction with their primary caregiver.
- 2. Practitioners must accept and respond to each child's unique temperament by creating environments that encourage children's strengths and foster their development. A child with an easy temperament establishes predictable routines early in infancy and is usually cheerful and adaptable. A child with a spirited temperament has unpredictable daily routines and tends to react negatively and intensely. A child who is slow-to-warm-up might need more time to get acclimated each day, especially if there are new activities introduced. The practitioner's ability to interact with a child who has a spirited temperament is extremely different from the interaction with a child who has an easy temperament.
- 3. An early childhood practitioner can *match practices to a child's temperament* to teach her to function more adaptively. When the special adult in the child's life does this, it helps her develop strategies that will affect her behavior later in life.
- 4. Sensitive caregiving is attending to children's needs, creating connectedness with others, helping them acquire new skills, providing positive encouragement, ensuring that their daily routines are predictable, helping them enjoy their environment, learning more about their family, developing a positive relationship with their parents, and doing it all with consistency and loving responsiveness.
- 5. The early childhood practitioner who practices these strategies with young children and who creates an *emotionally secure environment* goes a long way to promoting the development of healthy attachment.