



Educational Booklet





The earliest years of a child's life set the stage for future learning and development. To make a real difference in the lives of children, United Way of America, with funding from Bank of America, started Success By 6 to ensure that every child enters school ready to learn and succeed.

Success By 6 of Blount County developed the Behavioral Health Resource Center to address the social-emotional needs of young children. This booklet provides information on your child's growth and development. The booklet includes:

- Æ Growing Children: Ages 0-5 (developmental stages)
- Æ Games, Toys, and Activities
- Æ Positive Discipline
- Æ Getting Ready For Kindergarten
- Æ When to Seek Help (for developmental or behavioral concerns)
- Æ Important Phone Numbers for Families

Remember that every child grows at his/her own rate. The following stages are just a guide to help you encourage your child's growth.

The Behavioral Health Resource Center offers information, resources, and training for families and educators of young children. The center also offers free behavioral screenings and referrals. Call Success By 6 of Blount County at 977-4441 with any questions or concerns.

Best Wishes,

Success By 6 of Blount County
United Way of Blount County
421 High Street
Maryville, TN 37804
865-977-4441



Thanks to the many Success By 6 volunteers that helped compile this information!
Thanks to Bank of America and United Way for your support!

Growing Children: Developmental Milestones and Stages

Every child is unique and will learn in his or her own special way. Some stages of development are similar for all children. The following stages are a guide for understanding your child as he or she grows. These stages may help you identify needs or concerns. Remember, this is only a guide. There is no need to worry if your child's development doesn't fit this guide exactly. Children will develop at different paces.

Baby's First Year

In the first year, baby will grow and learn by leaps and bounds. Baby will go from sleeping and eating most of the day to waving bye-bye, saying first word(s), crawling, and walking holding onto your hand.

At 1 - 3 months baby will

- Follow things with her eyes
- Smile back at you
- Make different cries for pain, hunger, and discomfort

At 3 - 6 months baby will

- Try to grasp objects
- Turn to find sounds
- Sit with support

At 6 - 9 months baby will

- Sit without being supported for a few minutes
- Begin to feed himself with fingers
- Explore objects by looking, banging, shaking, and feeling them
- Begin to wave bye-bye
- Respond to his name



At 9 – 12 months baby will

- Stand alone without support and may begin to take a few steps
- Follow simple directions
- Understand “no” or sound of voice when caregiver says “no”
- Babbles, says “mama” or “dada”
- Sometimes fuss at having diaper changed
- Feed self with fingers

Baby Turns 1

From 1 to 2 years old, children have lots of energy: walking, running, pulling, taking things apart, carrying, and climbing. They are busy, but can have short attention spans if not involved in an activity. They enjoy copying the sounds and actions of others. They may be clingy at times and independent at other times. They like to express their independence by saying “NO”. One year olds can play alone (supervised) and alongside other children. Children at this age are beginning to see how they are the same and different from other children.

At this age, children need a safe place for exploring. They also need a chance to make their own choices (Do you want the red ball or the green ball?). Children should have limits that are clear and reasonable. They need chances to learn about kindness and caring about others’ feelings. Chances to build language and words are very important too. It is also a great time for children to begin to learn about cause and effect (when blocks are stacked too high, they may fall).

At 12 – 15 months children will

- Walk for a short time without support
- Feed self with a spoon (there will be some spills)
- Point to people, toys, and animals she knows
- Have a limited attention span

At 15 - 18 months children will

- Turn pages in a book (2 or 3 at a time)
- Point to about 3 body parts
- Say “hi” and “bye”

At 18 - 21 months children will

- Run, but sometimes fall.
- Repeat single words that they hear
- Say “no” a lot

At 21 - 24 months children will

- Walk up and down stairs with both feet on the same step
- Know first name when asked
- Say “mine” a lot
- Have temper tantrums at times
- Point and/or label common things in picture books



The Terrific Twos _____

Two year olds enjoy pretend play and are able to jump, hop, roll, and climb. They can be stubborn and have temper tantrums at times. They are learning more about their own and other's feelings. They are learning more words and are making sentences. They are very interested in other children and enjoy being around other children.

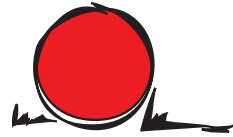
At this age, children need the chance to play with other children. They need chances to sing, talk, and try different ways to move their bodies. They will also enjoy the chance to do some more things for themselves (Example: dressing themselves). Trips to libraries, parks, zoos, museums, and restaurants are great ways for children to learn about places around them.

At 24 – 27 months children can

- Kick a ball
- Combine noun and verb (“daddy gone”)
- Respond to simple requests

At 27 – 30 months children can

- Jump on both feet
- Make three word sentences
- Point to 6 body parts
- Help put things away



At 30 – 33 months children will

- Pedal on a tricycle that's the right size
- Cut with scissors
- Know if he/ she is a boy or a girl
- Give one object when asked
- Sometimes defend toys by hitting

At 33 – 36 months children can

- Walk up stairs with one foot on each stair
- Put on shoes and socks
- Tantrum if not understood
- Listen to a short story



Three: Triple the Fun _____

Three- year olds begin to play with other children rather than beside them. They are more cooperative and enjoy trying new things. They are more likely to share and take turns. They are beginning to understand that other people have feelings and rights. This is an age where children may develop an imaginary friend. They may also develop fears (“there’s a monster under my bed”). Threes like riddles, silly humor, and practical jokes.

This is a great time to help children learn more self-help skills (dressing, brushing hair, etc.). Playing with other children will help them learn to take turns and share. Reading books, playing games, singing songs, and art are all ways to help build language and intelligence. Active games, drawing with crayons, building things, and pretending are fun activities.

At 36 – 42 months children will

- Pedal a tricycle (make sure it's the right size)
- Handle small objects with ease
- Cut with scissors (not necessarily correctly)
- Give first and last name
- Know whether he/she is a boy or girl
- Name most common objects and actions
- Listen to short stories
- Answer simple questions
- Work 3 - 4 piece puzzle
- Perform toilet activities
- Begin night bladder control
- Begin to play cooperatively
- Feed self with little spilling
- Stutter at times
- Perform for others
- Ask lots of “why” questions

At 42 – 48 months children will

- Climb small ladders and jungle gym equipment
- Run
- Build with blocks. Put things together (Legos, TinkerToys).
- Run up to and kick a large, moving ball
- Tie a bow knot
- Cut with scissors following a line
- Speak without “baby talk”
- Begin to play competitive exercise games



Four - year olds are learning more words and self-help skills. They are building physical skills and enjoy playing games. They enjoy make believe and dramatic play. Four- year olds are learning more about playing with other children too. They know rhymes and songs and like to ask questions.

Fun activities for four-year olds include: reading stories, drawing, and playing make believe (house, etc.). Fours enjoy helping with small household chores, movement games, swinging, hopping, & sit down games. They like playing with blocks, coloring, drawing, arts and crafts, and playing with other children.

At 48 - 54 months children can

- Catch a large ball
- Print a few capital letters
- Engage in short conversation
- Talk in a way that is easy to understand most of the time
- Try to use new words
- Say age and birthday
- Completely care for self at toilet
- Separate from caregiver easily
- Understand sharing and taking turns
- Be bossy at times
- Go through phases of name-calling
- Control bladder at night
- Listen and pay attention well to short stories

At 54 - 60 months children will

- Skip, alternating feet
- Begin to say nursery rhymes
- Sing simple songs
- Ask many questions
- Identify some colors
- Ask “how” and “why” questions
- Play with others and play games with others



Fabulous Five

Five year olds still enjoy dramatic play like “dress-up”. Their language and physical coordination continue to improve. They are learning more about working and playing with other children. They enjoy helping and can help with simple chores at home. They will begin to ask the meaning of words they don’t know. They gain confidence in doing things by themselves such as dressing or brushing their teeth. Five - year olds like to explore and try new things. They are able to focus on a single activity for a longer period.

You can help to prepare your child for school. Provide your child with support to be independent and confident. Encourage your child to explore and try new activities. Spend time reading, drawing, and being creative. This builds language and problem solving skills. Help your child practice cooperation and sharing. Teach them to express thoughts and feelings by asking them what they think or feel. Be positive about your child starting school. Build a relationship with the school. This will help them to feel more comfortable and secure about the experience. These skills will help your child to be ready to make new friends, try new activities and succeed in school.

At 60 - 72 months children will

- Hit a large ball with a bat
- Catch a small ball
- Cut out shapes from paper
- Lace and tie shoes
- Copy some numbers: 1-10
- Talk about how they feel
- Recognize several letters
- Point to several printed words
- Tell time to the hour
- Identify first and last name
- Begin to leave family for school and friends
- Be easily frustrated
- Be bossy at times
- Show a positive attitude toward school
- Ask peers for help
- Sometimes argue with peers
- Recognize feelings of others and show sympathy for others
- Understand differences between socially acceptable and unacceptable behavior



Games, Toys, and Activities

Children learn by playing and exploring the world around them. Playing with and reading to your child will help him/her grow and develop. Simple games and story-time help your child's mind grow. Making homemade toys can be lots of fun, too. Make sure that your child's toys are safe for his/her age. The most important thing is to spend time with your child.

The Observer

Birth to 3 Months

Toys	Mobiles, musical toys, rattles and unbreakable mirrors
Games & Activities	Teach me to kick and splash in the bathtub. Sing, read and speak softly to me. Move my legs and arms while you sing to me. Play with me on the floor.

3-6 Months

Toys	Small rattles, soft toys, fabric balls, music boxes
Games & Activities	Place a toy out of my reach and I will try to get it. Hold me and dance around slowly to music. Put me on a blanket close to you and talk to me as you work. Talk with me and imitate the sounds I make. Show me objects around the house. Hold me up to look in the mirror.



The Toucher

6–9 Months

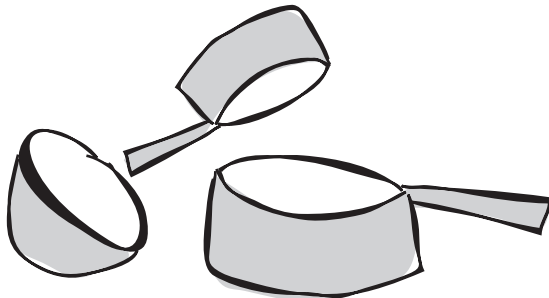
Toys Soft, squeaky toys; plastic keys on a ring; cloth books

Games & Activities Play Peek-a-Boo and Pat-a-Cake with me and laugh when I laugh.
Read to me every day! Cuddle me in your lap and let me look at the pictures.
Give me toys that I can bang together.
Let me play with plastic measuring cups, bowls, and spoons.
I like to hear songs and stories with repetition.

9–12 Months

Toys Pails that can be filled and emptied, push toys, books and play phones

Games & Activities Play imitation games with me such as Peek-a-Boo and clapping games.
Read to me! Hold me while we look at family photo albums and name the people.
Roll a ball back and forth with me. Talk to me while we play!
Let me bang on pots and pans to make music.
Play “bye, bye” with waves and kisses.



The Mover

12-15 Months

Toys Jack-in-the-Box, paper and crayons for scribbling, plastic stacking cups

Games & Activities While you read to me, teach me how to hold the book and turn the pages gently. Play lots of singing games with actions for me to imitate.
Let me try to feed myself with a spoon.
Let me touch things and make messes.

15-18 Months

Toys Push and pull toys such as doll stroller or grocery cart, blocks for stacking

Games & Activities I want to be just like you! Let me help you with simple chores like dusting.
Take a walk with me and tell me what you see.
Play with me as I feed my dolls and stuffed animals.
Let me flip through books.
I like to play in water trays and sand trays.

The Toddler

18- 24 Months

Toys Riding toys, blocks and puzzles

Games & Activities Tell me short nursery rhymes such as “Twinkle, Twinkle Little Star.”
I enjoy throwing soft toys in a basket or box.
I like to point to animals in my picture books and am beginning to say their sounds.
Let me build with blocks.
Start pretend games with me like pretending to feed a baby doll.

24-27 Months

Toys

Toy telephone, books, dolls and blocks

Games & Activities

I begin matching sounds to pictures of animals.

I like to unwrap presents and play with the gift wrap as much as the gift!

I like to sing and act out favorite songs and nursery rhymes.

The Helper

27- 30 Months

Toys

Touch and Feel books, toy farms, dollhouses and puppets

Games & Activities

Ask me to point to the named body parts. Have me look in the mirror and name the parts of my face.

Look through a magazine with me and help me to name the people and what they are doing.

Let me play with dress up clothes.

I like to help with simple household chores.

The Talker

30- 33 Months

Toys

Sidewalk chalk, matching games and doll clothes

Games & Activities

Play a game of Tea with me and help me to dress my dolls/stuffed animals.

Using stuffed animals, demonstrate the concepts of in, on, out, under, over, beside, etc.

Show me how to blow and play with bubbles.

Let me read my favorite story to you.
Ripping and tearing paper are fun.
Let me see you read.

33- 36 Months

Toys Puppets, play dough, plastic cookie cutters,
and fat crayons

Games & Activities Use family puppets to act out the family
roles with me.
Make a grab bag and help me pick one out
and describe what it is.
Allow me to spend time with friends close
to my own age.
Play copycat with me.
Let me blow bubbles.
Sing nursery rhymes with me.

The Questioner

36- 39 Months

Toys Dress up clothes, memory games, balls,
books and tricycles

Games & Activities Help me safely cut out pictures and paste
them on paper.
Play a game starting with three objects and
take one away. I will tell you what is
missing.
Tell me the beginning of a story and let me
make up the ending.
Take me for a walk to look for bugs
and rocks.
I like to play pretend games.
Let me work puzzles (5-10 piece puzzles).

The Preschooler

45- 48 Months

Toys

Items to count and sort, puzzles

Games & Activities

Play board games designed for children my age.
Build a playhouse using sheets.
Take nature walks and be on the lookout for interesting plants and bugs.
Build a pretend house.
Let me help make a grocery list and find things at the store.
Let me help sort laundry.

48- 51 Months

Toys

Large boxes, wooden spoons, brooms, plastic bowls, and Legos.

Games & Activities

Play games like “tag” and “hide and go seek”
Let me choose a book and read to me daily.
Encourage me to name things as we walk or ride in the car.
Write stories that we make up together and let me draw the story.
I like to play with puzzles (18-25 pieces).
I love to play on the playground.

51- 54 Months

Toys

Digging tools that I can’t get hurt on, children’s scissors, glue and markers or crayons

Games & Activities

Design and make a color card game.
Teach me to use roller skates and a bicycle with training wheels and safety gear.
Help me practice tying my shoes.
Let’s go on a scavenger hunt.
Help me make a number or letter book.
Let me practice cutting strips of newspaper.

54- 57 Months

Toys

Clay, art supplies, books, and the child's imagination!

Games & Activities

Take me on trips to the library! Then read the books I chose with me.

Help me learn my whole name. Make a game, rhyme or song out of it!
Make it fun!

Have me pretend I am an animal and then you guess what I am!

Let me help you plan a weekend or a meal.

Let me write a letter to grandmother.

57- 60 Months

Toys

Books, music and the great outdoors!

Games & Activities

Gather buttons of all sizes, colors and shapes. Help me sort them or string them together.

Let me help put groceries away. I am old enough and I think it is fun to help you!

Take me to visit your workplace. Tell me about your job.

Watch TV with me and talk about real and fantasy.

Mark my growth on a doorframe or wall.

Let me help cut out coupons.



The Kindergartener

60- 66 Months

Toys Paper, pencils, crayons, glue, yarn and glitter

Games & Activities Play games that help me learn to take turns such as “Duck, Duck, Goose.”
Let me pretend to read a book to you. I can tell it back to you in my own words.
Take me to visit my school before it opens.
Be positive about it and I will, too!
Let’s make paper airplanes!
Let me help wrap presents and decorate.
Talk about feelings of other people.
Make cookies or a sandwich together.

66- 72 Months

Toys Books, bathtub toys and friends my own age

Games & Activities I will learn a lot of new things when I begin kindergarten. Listen to me tell you about my new experiences and friends. Ask me questions about my day and answer any questions I have.

Positive Discipline

Teachers, parents and caregivers all struggle with some behaviors and actions of the children in our care. It would be nice to have THE ANSWER that will work in all situations, but it just doesn't happen like that. When children "act up", usually it is because they haven't built the skills yet to be independent and self-controlled. They need our help to develop these skills. Discipline is what we use to teach children what the rules are and how to follow them. Here are a few ideas to build positive discipline:

Make Good Rules

Help your child behave through setting good rules and expectations. Good rules are:

- **Clear and Concise** - Your child understands what you expect. Use simple words. For example, "Pick up the blocks and put them on the shelf."
- **Realistic** - Your child is able to do what you expect.
- **Consistent** - Your rules are the same each day.

Praise Your Child

You get more of what you pay attention to, so pay attention to the positive! This can make your child feel better about herself. Be sure to praise good behavior (example: "You cleaned your room. Great!"). Avoid comments that focus on your own feelings (example: "It makes me happy when you clean your room."). It works best to focus on the behavior (what the child did).

Change the Focus _____

When your child is misbehaving, offer other activities, change the subject or take your child to another area. For example, if a child is arguing with another child over a toy, you might say, “I see no one is playing with the blocks.”

Offer Choices _____

Allow the child to decide between behaving and facing consequences. “You can play with the blocks without throwing them or Mommy can put them away.” Choices allow your child some control and help you remain calm. If the child continues to misbehave, you can tell him, “I see that you have decided that Mommy needs to put away the toys.” The choice becomes the child’s.

Time Out and Time Away to Calm Down _____

Interrupt the misbehavior by removing the child from the activity to a time out/time away area. Time out is used to help the child calm down. If the child is having a tantrum, the time out should start when the child can calmly move to the time away area. Example: “You are hitting. Go to Time Out until you can control yourself and keep your hands to yourself.” When the child has calmed down, he should be allowed to return to the activity.



React Quickly and Calmly

A child needs to connect the misbehavior with the consequence, so the discipline should occur as soon after the problem as possible. The consequence should also be related to the misbehavior. (i.e., if a child threw his brothers toys all over the room, the consequence should be to clean up the toys. It would make less sense for the child to miss a favorite TV program). Try to stay calm and keep your feelings under control. Don't let your child control your feelings!

Parents, teachers, caregivers and children can all benefit by creating an atmosphere that supports and nurtures the child. Good discipline never makes children feel shameful, or that they are bad.



Getting Ready for Kindergarten

Starting Kindergarten is an exciting time for you and your child. It can also be a little scary because it's a change for everyone. There are many different activities you can do to help prepare your child for Kindergarten. These activities range from playing games to teaching them about healthy snacks. The following activities are important because they teach skills needed for the first year of school.

Language and General Knowledge: _____

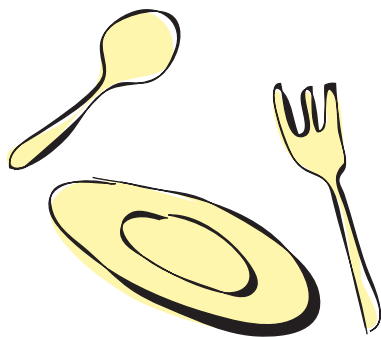
- Language is one of the most important preschool skills. Talking, listening, exploring, singing, and reading with your child are great ways to build language.
- Encourage your child to read or look at books just before bedtime. This will help start a habit of daily reading.
- Begin to talk about time (past/ present). For example, "In 2 hours, we will be going to Grandma's house".
- Take your child to story time at the library or book store. This will build a love of language and reading.
- Teach your child important information like their first and last name, address, phone number, and parents' names.
- Help your child learn to count to 10, identify colors and shapes, and name basic body parts.
- Give your child the chance to explore the world, to see and touch objects, smell and taste foods, hear new sounds, and watch things move.
- Help your child tell the difference between fantasy and reality.

Health and Physical Well-Being: _____

- Make sure your child gets 8 hours of sleep or more each night.
- Make sure your child eats a balanced diet, especially a good breakfast and healthy snacks.
- Allow your child to plan a healthy meal.
- Talk about good foods and bad foods.
- Encourage your child to play and exercise outdoors. This builds their large muscles.
- Encourage them to color, write, paint, and work puzzles to develop small muscles.
- Allow your child to eat with a fork and cut food with a knife.
- Get regular medical and dental check-ups.
- Reinforce tooth brushing and hand washing.

Social and Emotional Well-Being: _____

- Play games that require your child to wait or take turns, such as “London Bridge” or “Duck, Duck, Goose”.
- Allow your child to spend time in a preschool program or play group setting. This will help your child to learn to separate from you and play with other children.
- Help your child recognize feelings in self and others.
- Help your child learn to handle anger in appropriate ways.
- Encourage your child to solve problems by talking through situations and thinking about consequences.



- Encourage confidence to explore and try new things.
- Provide opportunities for your child to learn to cooperate with others.
- Teach your child to accept limits set by an adult
- Encourage your child to finish chores before playing or taking breaks. This helps him/her learn to follow through with tasks.
- Encourage patience in your child.
- Provide opportunities for your child to develop their own games and rules.



When to Seek Professional Help

It is easy to notice when a child has a high fever or a cold. But social and emotional needs or developmental delays may be a little harder to identify. Families can't possibly be experts in every developmental area, so asking for help is a good idea. Finding help is one of the ways you care for your child. It is important to remember that some behaviors may be natural for the child's developmental stage. Below are some tips for knowing when to ask for professional help.

Tips for Knowing When to Seek Help

- SAFETY. When a child is in danger of hurting him self or others, stay calm and find help quickly. The child's and other's safety must be dealt with right away.
- Behind in his or her development. All children grow at different rates, but you may want to look for help if your child is behind in several different areas.
- Stressful life situations (death or illness in family, divorce, etc.)
- No interest in favorite activities. Doesn't seem to enjoy things that used to be fun.
- Major changes in sleep patterns. (ex. Can't sleep or wants to sleep all the time)
- Nightmares often.
- Not speaking at age level. (i.e., baby talk at 9 years old).
- Strong worries or fears compared to other children of the same age.
- Slow to gain weight or grow.
- Very low energy lasting for a long time.
- Very difficult to calm and comfort.
- Increased angry behavior and temper tantrums (more than other children of the same age).
- Hurts or kills animals on purpose.
- Often refuses to go to school.
- Temper tantrums that seem to be worse or more often than other children of the same age.

- You would like help with discipline /“getting your child to mind”.
- You don't know what to do.
- You are afraid that you may hurt your child.
- You feel you are having a hard time understanding what your child needs.
- You often feel upset with your child's behavior.

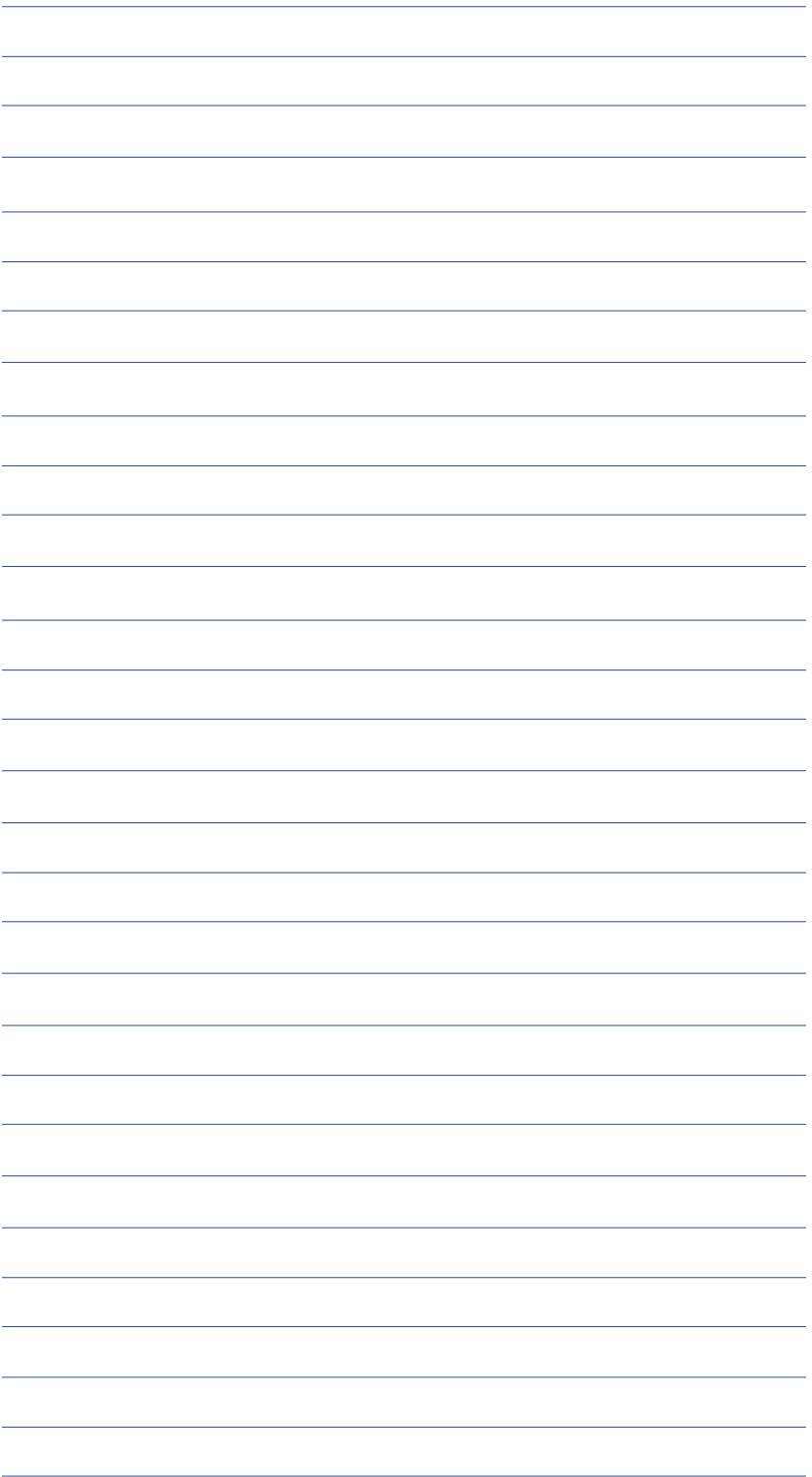
Parenting instinct is often the best guide for deciding when to get help. When looking at a child's feelings and behaviors, it is important to consider how severe the behaviors are at home, at school, preschool, or daycare, and in getting along with other children. You may consider looking for help at any point, but if a child is having problems in 2 to 3 of the above areas you probably need to seek help.

If you would like additional information, educational information, or help finding assistance, please call the Success By 6 Behavioral Resource Center at 977-4441. Success By 6 can complete a behavioral screening for free.



Important Phone Numbers

Emergency, Fire, Etc.	911
Child Abuse	981-2366
Child and Family Services	983-9390
Child Care Resource Center	974-7750
Cherokee Health Systems	380-4390
Domestic Violence Unit	273-5000
Head Start of Blount County	982-1141
Haven House (Women's Shelter)	983-6818
Mobile Crisis (Emotional Health Emergency)	539-2409
Peninsula Behavioral Health	970-9800
Poison Control	1-800-288-9999
School Systems Alcoa Schools Blount County Schools Maryville City Schools	
TennCare	1-800-669-1851
TennCare Transportation	1-800-671-4018



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