

Birth – 2 weeks

1. Have child hear humming and singing by both men and women. Provide a variety of music
2. Surround the child with language. Talk about what you are doing.
3. Tracking with an object that makes noise.

2 weeks – 3 months

1. Imitate the child's sounds. See if the child will imitate your sounds. Laugh. Use descriptive language.
2. Provide a variety of sound—music, rattles, bells, things around the house
3. Music from various sources
4. During daily activities, name right and left, sequences, sounds, colors, textures, etc.
5. Track

3 months – 6 months

1. Make a sound box, with various objects—shakers filled with beans, rice, salt, pebbles, etc.
2. Take the child outdoors and identify sounds.
3. Record voices the child will recognize. Vary the tone, and expression of your voice, as you talk

6 months – 9 months

1. Use words, not just sounds, and vary the inflection in your voice, so the child can see that the tone of voice gives meaning to words
2. Play games and sing nursery rhymes, such as pat-a-cake and ity bitsy spider
3. Listen and describe sounds of people coming home or coming to visit

9 months – 12 months

1. Pretend anger. The child delights in this and knows you are not serious
2. During dyadic gazing, make sounds, and ask the child to repeat them back.
3. Hold the child up to a mirror and makes sounds. See if the child can imitate you.

12 months – 18 months

1. Continue to talk, explain, use descriptive language, show sequences, right and left, label. Have the child repeat what you say.
2. See if the child will ask for things. Be sure to praise the child's efforts.
3. Add items to the sound box. Have two of each item, and play a matching game with the sounds
4. Provide music, and simple rhythm instruments
5. Listen to, and try to imitate sounds around the house, and outdoors.
6. Let the child bang pots and pans while you are working in the kitchen

18 months – 24 months

1. Help the child make loud sounds, soft sounds, and whisper. Listen to silence.
2. Tape familiar voices and help the child identify them.
3. Play "can you hear what I hear?"

Birth – two weeks

1. Provide a stabile, such as a picture on the wall, a poster, a mobile, printed sheets, blankets
2. Track
3. Vary the side of feeding, bathing, and dressing, so that both sides of the baby receive equal touching, as well as seeing and hearing experiences.
4. Provide toys with faces
5. Prone position during the day.

2 weeks – 3 months

1. Take the child on short rides, walks, visits. Talk about what you see.
2. Play "boo," to help the child develop object permanence.
3. Eye-to-eye gazing. Helps with self-esteem, visual focus and increases the attention span
4. Read to the child

3 months – 6 months

1. Hold baby over left should so they can see the world.
2. Children at this age are becoming aware of the difference between the familiar and unfamiliar. They may have stranger anxiety—a fear of strangers.
3. Help the baby see cause and effect with mobiles, and their movement in mirrors
4. Eye –hand coordination has improved so they can grasp. Provide a floor mobile for them to grasp at, swipe, and bat. Also, put a toy slight out of reach for the child to get.
5. Hold up to the window to watch for visitors. Listen to other outdoor sounds.

6 months – 9 months

1. Play "drop and receive," and "drop and retrieve"
2. Provide finger food, small silver ware, and cups to drink out of.
3. Read sturdy board books.
4. Prone position
5. Put toys in a laundry basket or other basket with holes. The child can see them, and play with them at will, and can learn the clean-up process by putting them back in the basket.
6. Abstract thinking begins

9 months – 12 months

1. Containers to drop things into, stacking toys, nested cans, or bowls.
2. Partially hide a toy under a blanket to see if the child can find it. Play hide and seek

12 months – 18 months

1. Matching games. To use more than one sense, match items from the sound or texture boxes
2. Play in front of a mirror—have child point to his/her own finger, then the one in the mirror
3. Read, read, read!
4. Pin clothes pins, hair clips or bag clips on the edge of a box, pan, etc.

1. Have the child follow a beam of light from a flashlight with his or her hands
2. Compare a real object with a picture of an object, and vice versa.
3. Catch a balloon

TACTILE DEVELOPMENT/AWARENESS

b-2 weeks

1. Contact with mother’s skin
2. Stroke under babies chin for more vigorous sucking
3. Stroke under chin to get baby to turn toward breast or bottle
4. Rub above umbilical cord for quieting and soothing an upset baby.

2 weeks - 3 months

1. Comment on textures in child’s world
2. Hold the baby—touching relationships are important for healthy development
3. Vary bath by pouring, splashing, dribbling, sponges, wash clothes, etc., and a variety of toys.

3 – 6 months

1. Provide a variety of safe, interesting objects to mouth and feel.
2. Continue to rock the baby. This provides security and comfort.
3. Mild rough housing and pretend anger.

6 - 9 months

1. Add foods with interesting textures.
2. Explores outdoor textures; cement, grass, bark, leaves, sunshine, rain, metal slides, etc.
3. Continue to hold and rock—babies feel safe and secure with physical contact.

9 - 12 months

1. Texture box
2. Variety of teething toys
3. Stranger anxiety—children want to stay close to parents; provide lots physical reassurance

12-18 months.

1. Safe water play in a variety of places; i.e., sink, tub, bucket, etc.
2. Allow the child to explore whatever he or she wants—within safety and reason
3. Provide quiet moments while reading, cuddling. This helps with attending and concentration.

18 – 24 months

1. Provide a variety of toys with different textures, colors, sizes, etc., that are accessible to the child.
2. Add containers of different sizes to water play.
3. Add more textures to the texture box
4. Continue to hug and cuddle this busy child.

OLFACTORY AWARENESS

9 months – 12 months

1. This is a good age to help a child become aware of the world by using his/her nose.
2. Describe foods around the house—lotion, soap, perfume, shaving lotion, etc.
3. Outdoor smells
4. Kitchen smells—spices, food cooking. Add descriptive language.

1. Don't make a big deal out of unpleasant smells
2. Point out pleasant smells in everyday life
3. Make a smell box—lemon and orange rinds, empty spice, powder, and perfume containers

18 months – 24 months

1. Continue, and add to the activities of the previous months.
2. Add to the smell box. Make it available for the child to play with at will.
3. Combine smelling experiences and tasting experiences.
4. Use descriptive language to enhance linguistic development.

GUSTATORY (taste) AWARENESS/DEVELOPMENT

6 months- 12 months

1. Praise the food you give your child. Provide finger food and let children feed themselves
2. When offering foods that are new, and with new flavors and textures, make sure the child is hungry, give small portions. If the child is not interested, try another time. Also fix new foods in different ways
3. Add new tasting experiences. Describe and label the different tastes in the child's world.

12 months- 18 months

1. Children this age like to help themselves, so provide a variety of nutritious finger foods, and small silverware and plates.
2. Help the child identify different tastes-sweet, sour, pungent, savory, bitter, salty. Make a game of it.
3. Fix the child's favorite foods in different ways. For example, put oranges or strawberries in a salad.

18 months- 24 months

1. Make a flavor box with snacks the child can eat. Let the child choose what to eat, and put the box away when the child should not be snacking.
2. Bring the high chair to the table so the child can be included in family meals.
3. Cut food into finger-food sizes.
4. Use small silverware and small plates, and small servings.

MOTOR DEVELOPMENT

Activities from birth help the child develop motor skills. By about nine months, the child can get around the house by some means. Make sure the home is child-proofed. To further develop motor skills:

9 months – 12 months

1. Let the child follow you around and watch what you do. Have a drawer or cupboard the child can get into while you work in the kitchen. Explain what you are doing.
2. Stand the child on a hard surface or your lap to develop muscles tone for walking.
3. Provide nested bowls, buckets, and toys and use language such as, “on top of,” “beside,” “in front of,” “in back of,” “next to.”

4. Play "give and receive," and "drop and retrieve."
5. Help the child learn how to take things apart and put them back together again.
6. Provide different toys for bath time. In addition to bathing, let the child play with water in the sink, in a bucket, outdoors, etc. Never leave the child unattended.
7. Play with balls-kick, roll, toss them.
8. Outdoors, let the child crawl on a variety of surfaces, such as cement, grass, dirt, leaves, weeds.
9. Provide activities such as sliding, crawling, jumping, and swinging on safe equipment.
10. To provide motor development as well as eye-hand coordination, challenge the child by putting a toy slightly out of reach, so the child has to reach and stretch to get it.
11. Play hide and seek.

12 months – 18 months

1. Play hide and seek.
2. This age child likes to push things, such as strollers, and to make things move, and they like things that move. Rocking chairs, toys that rock are helpful for the child's motor development. They also enjoy bouncing.
3. Play hide and seek with this child. Enlist the whole family in this game.
4. Clap to music or rhythm.
5. Let children lug things around and help carry things for you. The bigger they are, the better!
6. Provide large cardboard boxes for the child to crawl through, crawl in and out of.
7. Provide climbing experiences on safe equipment.
8. If possible, take the child where there are long hallways, long sidewalks, to walk and run in.

18 months – 24 months

1. Let the child walk on an incline, crawl through a maze, slide down a tube, or create an obstacle course, or walk on an uneven surface.
2. Use balls to roll, kick, catch, and to play games. Try to catch a balloon. Try to throw it.
3. Children of this age like to fill a wagon or stroller with items, and take them from room to room, sometimes unloading them.
4. A toy with holes of different shapes and blocks that fit in the shapes are a great toy to help develop fine motor skills.. As you help the child master this toy, name the different shapes and describe how the blocks fit into the holes.
5. Provide large crayons, large paper, large paintbrushes, and let the child "scribble."
6. The child learns to control his or her body with toys that rock, move, slide and swing in different ways, as well as through water play.
7. They like to take things apart and put them back together. Help the child master this skill.
8. They like to watch others and imitate them. Provide chances for make-believe play. Teach skills to help in the clean-up process.

AUTONOMY (INDEPENDENCE) DEVELOPMENT

1. Let the child make simple choices—which shirt to wear, whether to have carrots or peas for dinner, for instance. Only offer reasonable choices; they don't get to decide if they go to bed or not! Temper tantrums may occur around 12-15 months. The child is responding to inner feelings. The child is starting to make simple choices, and what, to us, may seem like something quite simple, is often very

difficult and very important to the child. By providing opportunities for the child to make choices, you are helping the child grow up.

2. Provide finger foods, let children feed themselves, and help get dressed.
3. As the child approaches 18 months, he is learning to say "no," even to things he or she may want, or want to do. The child wants to feel big, and powerful. This is caused by growth. The "no" may be fewer if you follow a routine of activities that you follow each day.
4. Tell the children what they CAN do, rather than what they can't. Rather than scolding, it is easier to engage the child in something they like.
5. Provide child-sized furniture. They like to use it and to carry it around.
6. Right from the start, name body parts as you dress, bath and care for your baby. As the baby gets older, make a game out of it. Say, "Here's my nose. Where's your nose?" Engage family members.
7. "Stranger anxiety"—being afraid of new people and places, may manifest itself at six to nine months. The child needs your presence, your touch, and to know that you understand. It may manifest itself again more strongly, at around 18 months. Staying with the child for a few minutes in a new situation, may relieve the child's fear.

READING DEVELOPMENT

1. Read to the child right from the start.
2. Make books available for the child to "read" and look at.
3. Make-up stories to tell, and encourage the child to make-up stories.
4. Write down the child's stories.
5. Explain words, look for detail in the illustrations. Discuss author, illustrator. Examine different styles of illustrations.

WRITING DEVELOPMENT --Parent-child book reading is a powerful contributor to a range of skills including name writing, letter identification, sound blending, and language skills such as vocabulary knowledge.

1. Show direction of words, and the print spaces between words. Show left and right.
2. Expose children to writing. Show various ways we use writing to communicate in society. Children benefit from opportunities to see how adults use writing. Model writing behavior.
3. Make connections between the child's experience and interests.
4. Show direction of words, and the print spaces between words.
5. Expose children to writing by adding books, book-making materials, and various types of paper and writing implements.
6. Set up play areas with a theme, such as:
 - a. Post Office—Mail notes to each other and to others outside the home. Label shoe boxes with the names of family members. Print their names on envelopes, and have the child match the names by putting the appropriate envelope in the correct box.
 - b. Restaurant—make menus and use notebooks to write customers orders.
 - c. Veterinarians Office—Use stuffed animals as the "patients." Get a stethoscope at a thrift shop. Have the "doctor," or "nurse," examine a patient, then write notes in the patient's chart; and write prescriptions. Put magazines and books in the office for pet owners to read while they wait.
 - d. Doctors' Office—same idea as "c," above., etc.--
 - e. Executive Assistant, Office Worker—a desk, papers, pens, phone.