

Early Learning and Development Guidelines

Toddlers

16 to 36 Months



“I remember watching an assistant educator get down on the floor with my child who at age 2 spent most of her time lying on her back. He lay down, in the middle of the classroom, on his back to see her view. What an incredible step to building a relationship with a child who has such a unique view of the world. What an extraordinary place for my child with special needs to receive her first educational experiences.”

Colleen Willis, mother of a Kinderling Center graduate
(Kinderling provides early intervention services for very young children with special needs)

WHAT YOU'LL FIND HERE

First there are some questions for families to reflect on. They offer a springboard for families, caregivers, child care professionals and teachers to talk together about fostering each child's growth and learning.

Next under each area of development, the Guidelines are in two columns. "Children may . . ." provides examples of things that children this age are learning to be, do and know. "Ideas to try with children . . ." offers examples of things families, caregivers, child care professionals, teachers and other caring adults can do to help children learn and develop in healthy ways. Different families may encourage learning and development in different ways.

These Guidelines are a resource. They are not an exhaustive guide to child development, and are not intended to be an assessment tool, a curriculum or a tool to collect data on children.

What families already know about their children

Five questions to reflect on

1. What has your child done that surprised you with a new ability, skill or understanding?
2. How does your child go about trying something new?
3. What does your child really enjoy doing?
4. How does your child respond to new situations or challenges?
5. Who among your family and friends does your child enjoy spending time with? What are some of the things that person does with or teaches your child?

“The wonder in their little faces and the sheer joy with each new discovery makes working with young children such a gift. When I follow their lead, wait, watch, listen and help guide their discovery, we learn together.”

Kathy Fortner, mother of two and
Early Intervention Provider



Note: Child continues the growth and learning from the prior age.

1. About me and my family and culture

↓ Children may ...

Family and culture

- Have a relationship with caregivers or family other than the parents or main caregiver.
- Show preference for familiar adults and peers.
- Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).
- Express caution or fear toward unfamiliar people.
- Recognize roles within the family.
- Participate in family routines.
- Enjoy stories, songs and poems about a variety of people and cultures.

Self concept

- Separate from main caregiver when in familiar settings outside the home.
- Recognize and call attention to self in a mirror or in photographs.
- Show awareness of being seen by others (such as repeating an action when sees someone is watching).
- Show self-confidence; try new things.
- Make choices (such as what clothes to wear) and have favorite books, toys and activities.
- Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.
- Name and express many emotions in self, familiar people, pets.
- Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.

↓ Ideas to try with children ...

Family and culture

- Explain and describe family traditions, history, rituals and activities, and continue to involve your child in them.
- Let child talk about self and family.
- Incorporate child's culture into classroom and play settings.
- Give child props and dress-up clothes for pretend play in different family roles.
- Display photos of child and family members at child's eye level.
- Meet with the family/caregiver/teacher individually to become acquainted.

Self concept

- Respond to child's emotional and physical needs.
- Listen to child; show interest, empathy and understanding; respond to questions and requests.
- Name your child's feelings as you notice them. Help your child understand and name feelings.
- Talk about things you and your child have done together, including how he or she felt.
- Help child be successful with challenging activities or tasks (e.g., puzzles, putting on clothes).

↓ Children may ...

Self management

- Remember and follow simple routines and rules some of the time.
- Direct others to follow simple rules and routines, even when he or she does not follow them.
- Have trouble learning new behavior when routines are changed.
- Respond well to adult guidance, most of the time. Test limits and try to be independent.
- Stop an activity or avoid doing something if directed.
- Express strong feelings through tantrums.
- Do things the child has been told not to do.
- Show assertiveness, such as giving orders to others.
- Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.

Learning to learn

- Actively explore the environment.
- Ask questions.
- Try new ways of doing things. Experiment with the effect of own actions on objects and people.
- Insist on some choices. Choose an activity and keep at it for longer periods of time.
- Want to do favorite activities over and over.
- Seek and accept help when encountering a problem.
- Invent new ways to use everyday items.
- Enjoy pretend play and creating things.
- Change behavior based on something the child learned before.

↓ Ideas to try with children ...

Self management

- Give child choices that are okay with you (“Would you like to play with the trucks or the blocks?”).
- Set simple rules and limits and be consistent; know that child’s protests are a typical part of development. Avoid physical punishment.
- Help your child manage and express feelings in safe and appropriate ways. Show ways to express feelings that are acceptable to family and cultural values.
- When your child is angry, talk about how it is okay to show this anger and how it is not.
- Respect that different cultures place different values on independence.
- Recognize and describe child’s appropriate behavior (“You remembered to hang up your coat.”).

Learning to learn

- Give the child opportunities to explore and try new activities and tasks safely.
- Respond to child’s questions even when he or she asks them over and over.
- Ask the child questions about his or her explorations and activities.
- Give your child time to keep at an activity.
- Encourage your child to play pretend and be creative.



“Recently there was the classic two-year old thing about ‘what’s mine is mine, what’s yours is mine’ over a ball. The two-year-old’s mother wanted him to share the ball with another little girl, but he was having none of it. He marched off, and we thought he was just getting his own way. But what he did was to get an alternate ball for the little girl. He came back and offered it to her, and she was more pleased with that one. He wasn’t being self-centered after all, but engaging in You-Win/I-Win problem-solving!”

Janet Russell Alcántara, Program Coordinator,
Angle Lake Family Resource Center,
Lutheran Community Services Northwest

2. Building relationships

↓ Children may ...

Interactions with adults

- Start interactions and play with adults.
- Seek out attention from adults.
- Enjoy turn-taking games with caregivers and may direct adult in his or her role.

Interactions with peers

- Play side-by-side with another child, at times.
- Remember and use the names of familiar peers.
- Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play.
- Begin to include other children in play, such as chase games.

Social behavior

- Be excited to see friends and familiar people. Have a preferred playmate.
- Notice when someone familiar is absent ("Where is Simon?").
- Notice when others are happy or sad and name emotions. ("Mia sad.")
- Notice that what the child likes might not be the same as what others like.
- Follow family routines, such as what the family does at dinner time.
- Be upset when family routines are not followed or change.
- Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.
- Help with simple chores in the family or classroom community.

Problem solving, conflict resolution

- Find it hard to wait for a turn. Use adult help to share and take turns.
- Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.

↓ Ideas to try with children ...

Interactions with adults

- Read books or tell stories involving diverse families and cultures. In a group setting, the books might represent all the cultures of the children in the group.
- Demonstrate fairness and respect for others.

Interactions with peers

- Give child opportunities to play with other children. Provide toys or activities that two or more children can play with at once.
- Help your child learn some words in peers' home language.
- Involve child in activities that a group of children do together, such as singing or movement games.

Social behavior

- Demonstrate how to cooperate in daily activities, such as waiting your turn in grocery checkout line.
- Talk to child about the groups he or she is a member of, such as family, classroom, neighborhood, etc.
- Encourage child to help with household or classroom chores.
- Give child props and dress-up clothes to take on family and community roles at play time.

Problem solving, conflict resolution

- Read, tell stories or give examples about simple conflicts and how the characters solved the conflict.
- Help the child understand others' feelings and actions.
- Talk with child about rules, limits and choices, and how they help people get along.
- Set limits and be consistent; redirect aggressive behavior.

3. Touching, seeing, hearing and moving around

↓ Children may ...

Using the large muscles (gross motor skills)

- Walk and run well, or use a mobility device, if needed. Change speed and direction.
- Climb into and out of bed or onto a steady chair.
- Jump up and down. Squat. Stand on tiptoe.
- Pull toys while walking.
- Walk up and down stairs one at a time.
- Kick a ball that is not moving.
- Throw a ball or beanbag. Catch a large, bounced ball against the body.
- Enjoy being active. Join in active games, dance, outdoor play and other physical activity.

Using the small muscles (fine motor skills)

- Reach, grasp and release with more control.
- Use tools such as spoon, crayon, toy hammer.
- Use fingers to paint, play with clay, line up blocks. Stack a few blocks.
- Grasp small items with thumb and finger.
- Nest up to five cups or other items.

Using the senses (sensorimotor skills)

- Dance or move to music and rhythms.
- Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.
- Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.

↓ Ideas to try with children ...

Using the large muscles (gross motor skills)

- Supervise child's activities.
- Encourage your child's physical activity every day both inside and outdoors. Provide opportunities to walk and climb in a natural environment, if possible.
- Give child opportunities to run, throw, jump, climb. Help your child throw balls or beanbags.
- Encourage child to do activities that promote balance.
- Provide your child with push and pull toys.

Using the small muscles (fine motor skills)

- Give child opportunities to use crayons, markers, paintbrushes.
- Give child opportunities to use toys with parts to take apart and put together.
- Provide opportunities to use fingers to pick up small items, and do finger plays.

Using the senses (sensorimotor skills)

- Dance and sing songs with actions, and play movement games together.
- Provide opportunities to move in variety of spaces such as under, through, between; use furniture or playground equipment.



“As a foster parent of children who attend the Multicultural Day Care Center, I feel extremely supported by the staff. The children here feel like this is their home, the teachers are like family and give more than education. They have created a stable, nurturing community that provides children who have very uncertain lives with the peace and safety they need to grow and succeed.”

Cordell Zakiyyah

“My son was very reserved, not much for talking or opening up. Once the teachers began to work with him and pull him out of his shell, I noticed a higher level of confidence and joy for learning, and a new level of excitement arose because of all his teachers.”

Jenell Parker



4. Growing up healthy

↓ Children may ...

Daily living skills (personal health and hygiene)

- Want to take care of self.
- Dress and undress completely (except for fasteners), with help.
- Have sleeping routines, such as getting and arranging soft toys to take to bed.
- Sleep well. Wake up rested and ready to be active.
- Show interest in toilet training. Use the toilet by about age 3 years, with help.
- Wash and dry hands, with only a little help needed.
- Cooperate with tooth-brushing.

Nutrition and health

- Feed self with a spoon, without help.
- Feed self a sandwich, taking bites.
- Recognize and eat a variety of healthy foods. Choose among food options.
- Name five or six of own body parts.

Safety

- Recognize safety rules, but not always follow them.

↓ Ideas to try with children ...

Daily living skills (personal health and hygiene)

- Give the child opportunities to do daily living skills by self, such as dressing and undressing, helping with brushing teeth, washing and bathing, wiping nose.
- Support child's interest in toileting; teach toileting skills.
- Continue sleep routines and help child calm self before bedtime. Make sure your child gets adequate sleep.
- Respect the personal care methods that some families use to promote independence.

Nutrition and health

- Continue regular health and dental visits, and developmental, vision and hearing screenings.
- Set regular times for meals and snacks. Offer a variety of healthy foods (fruits, vegetables, whole grains, dairy, lean proteins) and beverages (water, milk, up to 4 oz. per day of 100% juice); include foods from home cultures.
- Include child in family-style meals; model serving oneself.
- Talk to child about how food and water help us to be healthy. Help child understand any personal food allergies.
- Reward positive behavior with attention, not with sweets or other food. Instead celebrate with praise and excitement.
- Avoid screen time (viewing television, DVDs, computers, tablet computers) for the child under 2 years old. At 2 years and over, limit screen time at child care to 30 minutes per week, and at home to two hours per day. Consider not having a television in the child's bedroom. (See American Academy of Pediatrics, <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;126/5/1012>)

Safety

- Supervise and guide your child's activities.
- Provide a safe environment (remove choking hazards and poisons; avoid cigarette smoke and mold, etc.).
- Teach your child to tell a trusted adult when he or she is hurt or afraid, or sees something that is not safe.

5. Communicating (literacy)

Note: Communication skills begin before birth. Language is an important part of cultural identity. Language skills begin in the child's home language(s). Tribal children may be learning their tribal language at the same time as a home language. Bilingual and bicultural families may speak more than one language at home.

↓ Children may ...

Speaking and listening (language development)

- Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open.
- Touch correct body parts in songs or games where you identify parts of the body.
- Use more than 100 words. When learning more than one language, the child might not use words equally in both languages.
- Enjoy learning new words.
- Point to and name objects when told their use (“What do you drink with?”).
- Name items in a picture book, such as a cat or tree.
- Use mostly one- and two-syllable words, with some three-syllable words.
- Use three- or four-word sentences with a noun and verb.
- Use negatives (“I don’t want it”).
- Use adjectives in phrases (such as a big bag, or a green hat).
- Ask and answer simple questions, as appropriate for the culture.
- Speak clearly enough in home language to be understood most of the time.
- Begin to follow grammatical rules, though not always correctly.
- Change tone to communicate meaning.
- Recount an event, with help. Communicate about recent activities.
- Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.
- Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.
- Take turns in longer conversations.
- Use gestures or phrases to show respect for others, though need adult prompts sometimes.
- Enjoy making animal sounds to represent familiar animals.

↓ Ideas to try with children ...

Speaking and listening (language development)

- Use as wide a vocabulary as you can when talking with your child in the home language.
- Speak in complete sentences.
- Name new things when introducing them to your child; use descriptive words.
- Give your child word books. Read daily and explain new words.
- Give your child the chance to experiment with new words by giving the first part of a sentence and asking your child to complete the sentence.
- Ask your child questions that need more than a single-word answer, such as why or how questions. Make sure to wait long enough for your child to answer.
- Respond with the correct pronunciation when your child mispronounces something.
- Read books or tell stories in the child's home language and in other languages, if possible. Use props, such as puppets or dolls, with the stories.
- Read or tell the same story often, then ask your child about it.
- Tell your child stories about his or her family, community and culture.
- Use rhymes and songs, and encourage your child to join in.
- Let a child learning two languages ask and answer questions first in his or her home language or dialect. Show that you value the home language.
- Help your child talk on the telephone, and encourage him or her to listen to the person on the other end.
- Give your child the chance to communicate with other children.
- Help your child take turns listening and talking in conversations.
- Show and give your child the chance to practice culturally and socially appropriate courtesies.

↓ Children may ...

Reading

- Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.
- Join in rhyming games and songs with other children.
- Sing songs with or recite letters of the alphabet.
- Begin to understand that print represents words (for example, pretend to read text).
- Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.
- Notice both words and pictures on a page. Describe the action in pictures.
- Recite familiar words in a book when read to.
- Recall characters or actions from familiar stories.
- Anticipate what comes next in known stories.
- Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).
- Ask to be read to, or for storytelling. Request a favorite book or story many times.

Writing

- Label pictures using scribble writing or ask an adult to label the pictures.
- Use symbols or pictures to represent oral language and ideas.
- Scribble and make marks on paper, and tell others what the scribble means.
- Draw horizontal and vertical lines.
- Use a variety of writing tools (pencil, marker, paint brush).

↓ Ideas to try with children ...

Reading

- Read or tell stories to your child every day; ask questions about the story while reading it.
- Make up rhyming songs using your child's name and the names of family members.
- During everyday activities, point out words and sounds that are alike, such as fruits with the same beginning sound (peach, pear, plum).
- Sing alphabet songs together.
- Give your child chances to point out letters and words on street signs, store signs, billboards, etc.
- Encourage your child's efforts to identify letters.
- When reading with your child, show the book cover and read the title and author's name.
- Sometimes while reading, run your finger along the text to show the flow of reading.
- Show your child different forms of printed matter (invitation, flyers, bills, take-out menus) and talk about their purposes.
- Take your child to the library, bookstore or other places to explore books.

Writing

- Praise your child's attempts at writing; offer a variety of writing tools such as pencil, crayon, marker.
- Give your child the chance to draw. Ask about the drawing, and write what the child says at the bottom of the drawing.
- Ask your child to tell a story. Write it down as he or she speaks, then read it back.
- Let your child see you writing, such as making a grocery list.

*“What we learned in our early childhood program
[written by graduates of a multicultural ECEAP/child care]:*

- *Respecting/social skills*
- *Never late to school*
- *Learning more*
- *Getting/asking for help*
- *Learning right from wrong*
- *Homework is getting finished*
- *Meeting new people*
- *Helping out*
- *Caring for other people*
- *Get to know the resources/
nature of the community
you're in*
- *We learn how to have fun . . .
but in the right way”*

Tasia, Amiah, Letecia, Jasie, Kindergarten – 3rd grade students,
Multicultural Child & Family Hope Center, Tacoma



6. Learning about my world

↓ Children may ...

Knowledge (cognition)

- Experiment with the effect of own actions on things and people.
- Know that playing with certain desirable or forbidden things will get adults' attention.
- Make choices, such as which toy to play with.
- Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.
- Connect objects with actions (such as a broom for sweeping).
- Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.
- Explore and use trial and error to solve problems.
- Imitate how others solve problems.
- Ask for help when needed.
- Show recall of people and events, such as by clapping hands when told that a favorite person will visit.
- Recall and follow the order of routines, such as washing and drying hands before eating.
- Play make-believe with props, such as dolls or stuffed animals.
- React to puppets as if they are real and not operated by an adult or another child.

Math

- Count to at least 10 from memory.
- Begin counting small groups of items (up to five).
- Understand the concepts of "one" and "two," such as by following directions to take one cracker.
- Recognize and name a few numerals.
- Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.
- Explore measuring tools, such as measuring cups, or a ruler.
- Match simple flat shapes (circles, squares, triangles).
- Identify two geometric shapes, such as a circle and a square.
- Follow simple directions for position, such as up, down, in, on.

↓ Ideas to try with children ...

Knowledge (cognition)

- Clearly explain cause and effect. For example, if your child reaches for something hot, say "You can't touch that because it's hot and will hurt you."
- Help your child play with materials that change when you put them together, such as mixing flour and water to make dough.
- Involve your child in routine activities, explaining why you do them ("We sweep the floor to clean up the dirt").
- Ask your child to help sort the laundry by color.
- Praise your child for using a past event to make a choice.
- Give your child the chance to work out problems with and without your help. When your child can't work out a problem, describe what is happening and suggest possible solutions.
- Encourage imagination by joining your child's make-believe play. Let your child tell you what your role is in the play and follow your child's directions. Make suggestions and encourage your child to try some of them.
- Dispel your child's fears that come from confusion over what's real and what's not.

Math

- Use numerical concepts in everyday routines. ("Do you want one or two slices of apple?" "Let's cut the cornbread into squares.")
- Continue to practice counting, looking at number books.
- Provide things of different shapes, colors or sizes, such as blocks. Help your child arrange them from smallest to largest, or longest to shortest, or by color. Describe what your child is doing.
- Provide the chance to play with sand, water and containers to pour, fill, scoop, weigh and dump.
- Chart and talk about changes in your child's height and weight.
- Explore outdoors with your child, and look for patterns, size, number and shapes in nature and in the community.



"Wisdom from a two and a half year old: My granddaughter was walking through a puddle, so I asked her not to do that or she would get her shoes muddy. Her response was, 'I like to walk through puddles. That's what little girls do.' How right she is. Children learn by getting messy and experimenting in their environment."

Ruth Geiger

↓ Children may ...

Science

- Look at and handle things to identify what's the same and what's different about them.
- Explore nature using the senses, such as looking at and feeling different leaves.
- Ask simple questions about the natural world ("Where did the rainbow go?").
- Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).
- Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.
- Explore the parts of living things, such as the petals on a flower.
- Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow ("That plant needs water").
- Identify weather, such as sun, rain, snow.
- Know that people and animals can live in different kinds of places, such as fish living in the water.

Social Studies

- Eager for recurring events ("After lunch, I will hear a story").
- Connect new experiences to past experiences.
- Experiment with physical relationships, such as on/under, inside/outside.
- Help with home and class routines that keep things clean.
- Understand roles of various people in the community.

Arts

- Use a variety of materials to express self, such as paint, crayons and musical instruments.
- Sing and make up simple songs and/or music with instruments.
- Explore various ways of moving the body with and without music.
- Imitate movement after watching others perform games or dance.
- Act out familiar stories or events.

↓ Ideas to try with children ...

Science

- Offer things to experience with different senses, such as flowers to smell, water and sand to feel, etc.
- Share the wonders of nature with your child. Provide safe opportunities to explore and play outdoors. Talk with your child about the weather, animals and plants you see around you.
- Talk with your child about the traits of different animals, such as the sounds they make, what they eat, how they move. Explain how to treat wildlife safely and respectfully.
- Read or act out stories and legends from the child's culture and other cultures about plants and animals. Read books about children and animals living in different places and climates.
- Show your child pictures of things in the natural world, such as waterfalls, forests, caves, lakes and mountains.
- Involve your child in activities that support/steward the environment.
- Give your child the chance to think ahead by asking "what if" questions about the natural world.
- Allow your child to observe and help take part in doing safe household chores, repairs and problem solving.

Social Studies

- Use pictures to talk with your child about what happened in the past and will happen in the future.
- Have your child spend time with elders.
- Use position words, such as asking your child to put a magazine under a book that is on the table.
- Make taking care of indoor and outdoor spaces part of the daily routine, and involve your child in helping.
- Introduce your child to a variety of places in the community, such as library, store, community center; talk about what is the same and different; talk about the people who work there.
- Give your child the chance to listen to story CDs and music from the child's own and other cultures.
- Show and explain how assistive technology (such as motorized wheelchairs, hearing aids) helps people.

Arts

- Appreciate and exhibit your child's artwork.
- Display prints and posters with a variety of styles of art.
- Give your child simple musical instruments, such as rhythm sticks, tambourine and drums.
- Give your child the chance to listen to live and recorded music from many cultures and styles.
- Give your child an opportunity to create art and music from natural objects.

See also Parent Help 123 on child development, <http://www.parenthelp123.org/families/child-development>, and more in the Information Resources section.

DIFFERENCES IN DEVELOPMENT

As a parent, you know your toddler best.

You notice things such as how and when your toddler learns new skills, eats new foods and plays with others. What you are seeing is how your toddler is growing through different stages of development.

Every toddler grows and develops at his or her own pace. It is important to talk with your toddler's healthcare provider at every visit about the milestones your toddler has reached and what to expect next. It is also important to tell your child's healthcare provider if you notice any of these signs of possible developmental delay. Please make sure to discuss your concerns if:

By age 18 months, your child:

- Doesn't point to show things to others
- Can't walk
- Doesn't know what familiar things are used for
- Doesn't copy others' actions or words
- Doesn't gain new words
- Doesn't have at least six words
- Doesn't notice when a caregiver leaves or returns
- Loses skills he or she once had

The American Academy of Pediatrics recommends that all children be screened for general development at the 18-month visit. Ask your child's healthcare provider about your child's developmental screening.

By age 2, if your child:

- Doesn't know what to do with common things, such as a brush, phone, fork or spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't use two-word phrases (for example "drink milk")
- Doesn't walk steadily
- Loses skills he or she once had

The American Academy of Pediatrics recommends that all children be screened for general development at the 24-month visit. Ask your child's healthcare provider about your child's developmental screening.

By age 3, if your child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys such as peg boards, simple puzzles, turning a handle
- Doesn't understand simple instructions
- Doesn't speak in sentences
- Doesn't make eye contact when getting your attention (may vary by culture)
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Loses skills he or she once had

For more information:

Talk to your health care provider. If you have concerns about your child's development, call the Family Health Hotline at 1-800-322-2588. This hotline can tell you about free developmental screening and other services, and give you the name of the Family Resources Coordinator (FRC) in your local area. The FRC can help you find out if your child needs further evaluation.

For concerns about children birth to three years old, you can also find information from the state Department of Early Learning's Early Support for Infants and Toddlers (ESIT) program at <http://www.del.wa.gov/esit> or click on http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf for more information on developmental milestones.

The Family Health Hotline can also provide information about immunizations, state-sponsored health insurance, and other resources: www.withinreachwa.org. Parent Help 123 offers information on infant development, screening and other resources: <http://www.parenthelp123.org/infants/child-development>

The federal Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO or at www.cdc.gov/concerned also offers information. See CDC's *Milestone Moments* brochure: http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/MilestoneMomentsEng508.pdf

For children receiving Part C early intervention services: As your child approaches 3 years old, the Family Resources Coordinator (FRC), and team, including you, will work together to create a transition plan to move out of early intervention into other services when your child turns 3. Some children will be eligible for preschool special education services offered by the local school district under Part B of the Individuals with Disabilities Education Act (IDEA). For other children, community-based services may be available.

For children who may be eligible for services offered by the local school district (Part B): Family involvement has a positive impact on educational outcomes for all students. To support family involvement in special education, the Office of Superintendent of Public Instruction provides web visitors with user-friendly information and resources on various special education topics. Visit the website at <http://www.k12.wa.us/SpecialEd/Families/default.aspx> to find information and guidance for families on "*What To Do If You Think Your Child Needs Special Education.*" Also see the "Differences in Development" section for Age 5 and Kindergarten in these Guidelines for the steps involved in a special education evaluation.
