

# Knowledge is Power

Parent Guidance Chart

By Ruth Fett, Child Development Consultant



Age	Social Abilities	Emotional Development	Physical Development	Parental Approaches
24-36 months	<ul style="list-style-type: none"> <li>-links two words together</li> <li>-favorite words may be “no”, “me” and “mine”</li> <li>-becomes interested in playing with other children, but sharing is a foreign concept</li> <li>-is excited to help with big people work</li> </ul>	<ul style="list-style-type: none"> <li>-will throw tantrums when overwhelmed by restraints or frustrations</li> <li>-impulsive behavior reigns</li> <li>-oppositional, they seem to want whatever it is they do not have</li> <li>-need predictability to give order to life</li> </ul>	<ul style="list-style-type: none"> <li>-loves to climb and explore everything</li> <li>-coordinating the movements of all the body parts is still developing</li> </ul>	<ul style="list-style-type: none"> <li>-Acknowledge feelings and teach social skills</li> <li>-Help children recover from tantrums by validating feelings, staying calm and being understanding</li> <li>-Monitor closely to prevent problems due to impulsiveness</li> <li>-Be very ritualistic in everyday events such as morning routine, mealtimes and bedtime routines</li> <li>-provide opportunities to do “chores”, set the table, put cups away out of dishwasher, put clothes in a drawer</li> </ul>
3 years	<ul style="list-style-type: none"> <li>-able to identify most common objects</li> <li>-speaks up to 900 words</li> <li>-are great imitators of parents, siblings and friends</li> <li>-begin to explore how “power” works, who gets it, how they can attain it and how to use it</li> <li>-continue to develop sense of self-worth</li> <li>-impulsive behavior tends to continue as the child attempts to make sense of the world around them</li> </ul>	<ul style="list-style-type: none"> <li>-is able to begin to use everyday logic</li> <li>-emotional overload may lead to whining</li> <li>-aggressiveness can increase at this age due to frustration and mimicking of others</li> <li>-responds well to being given age appropriate responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-may become coordinated enough to pedal a tricycle</li> <li>-fine motor skills are developing quickly</li> <li>-may be able to draw a person with a head, body, two legs and two arms</li> </ul>	<ul style="list-style-type: none"> <li>-give children opportunities to use everyday logic. “It is snowing out, what will we need to go out to play?”</li> <li>-address the behavior not the child’s character when dealing with whining or aggressiveness</li> <li>-focus on what you do want the child to do</li> <li>-check your own behavior and make sure it is what you would like to see imitated back at you</li> </ul>

<p><b>4 years</b></p>	<ul style="list-style-type: none"> <li>-describes the use of common objects</li> <li>-begins to become more independent in thought and action, stubbornness rises</li> </ul>	<ul style="list-style-type: none"> <li>-exaggerates and brags in an attempt to “look bigger”, they want to leave “baby hood” behind</li> <li>-may tantrum when they feel frustrated with their lack of control of their world</li> </ul>	<ul style="list-style-type: none"> <li>-hand, eye coordination is developing rapidly as they kick, throw and catch balls</li> <li>-begins to be able to color inside the lines and manipulate more complex puzzles</li> </ul>	<ul style="list-style-type: none"> <li>-provide structure by setting and holding to some basic expectations. “Kind words, gentle touches and respect.”</li> <li>-be sure to model the behavior you want to see from your child</li> <li>-allow consequences to be the teacher of many of life’s lessons (do not lecture)</li> </ul>
<p><b>5 years</b></p>	<ul style="list-style-type: none"> <li>-Uses compound and complex sentences</li> <li>-Really pushes hard against authority to establish own independence</li> <li>-may go through stages of stranger danger and separation anxiety</li> </ul>	<ul style="list-style-type: none"> <li>-can be a bundle of intense emotions at times</li> <li>-begins comparing that leads to frequent cries of “it’s not fair”</li> </ul>	<ul style="list-style-type: none"> <li>-has gained enough control over body to swing independently, somersault and balance a two wheel bike</li> </ul>	<ul style="list-style-type: none"> <li>-try not to take the intense emotions personally, they are simply working through issues from their own perspective that may not match your perspective</li> <li>-stay calm and do not sweat the little stuff, find humor in it</li> <li>-allow natural and logical consequences to do the teaching as often as possible</li> </ul>
<p><b>6-7 years</b></p>	<ul style="list-style-type: none"> <li>-confidence level in separating from parents rises</li> <li>-friends take on a larger part of their social life</li> <li>-learning to be able to cooperate in working with others</li> <li>-begin to be able to have empathy for other people’s feelings</li> <li>-resist directions given by authority in an attempt to define their own power</li> <li>-bickers with friends and siblings in an attempt to refine verbal skills</li> </ul>	<ul style="list-style-type: none"> <li>-begin to categorize people and events as good or bad, smart or dumb, fast or slow</li> <li>-hard on self for not being good at everything, smarter than everyone and the fastest which lead to frustration and outburst</li> </ul>	<ul style="list-style-type: none"> <li>-can swing a bat, throw balls with more control and navigate monkey bars until they grow blisters</li> <li>-may be able to draw a person with fingers, feet and all facial characteristics</li> </ul>	<ul style="list-style-type: none"> <li>-be sure to continue to tell the child what you want them to do</li> <li>-focus on the behaviors you see your child doing well and tag them by name. “You kept trying , that was persistent.”</li> <li>-remain calm, losing control only scares the child and will likely lead to further non-compliance</li> <li>-when bickering begins between siblings, stay calm and make an effort to spend time with each child individually, even just 10 minutes a day</li> </ul>

8-9 years	<ul style="list-style-type: none"> <li>-begins to understand cause and effect (consequences for behavior)</li> <li>-learns to work in groups and cooperate for the good of all</li> <li>-develops closer friendships</li> <li>-a slow increase in self-confidence</li> <li>-need endless reminders</li> </ul>	<ul style="list-style-type: none"> <li>-emotional outbursts may still be common as they struggle with new found, not yet mastered abilities to control their environment</li> <li>-sensitive to perceived criticism</li> <li>-deepens understanding of cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>-growth spurts begin to happen with more frequency and can lead to pain in legs if they happen to quickly</li> </ul>	<ul style="list-style-type: none"> <li>-allow your child to have feelings, even if as parents we do not understand or agree with the feeling, it is important to empathize with the feeling</li> <li>-be calm when reminding child of what is expected, remember they are doing the best they can developmentally</li> </ul>
10-12 years	<ul style="list-style-type: none"> <li>-friends come to mean everything</li> <li>-begin to stretch their legs of independence, but can still be unsure at times</li> <li>- need ownership in decision making with parental guidance</li> </ul>	<ul style="list-style-type: none"> <li>-moodiness and irritability increase and become unpredictable</li> <li>-may hide true reason for moodiness from family and friends</li> </ul>	<ul style="list-style-type: none"> <li>-begin to experience changes in the body related to puberty</li> <li>-growth spurts increase</li> <li>-may appear at time uncomfortable in their own body, clumsy</li> </ul>	<ul style="list-style-type: none"> <li>-do not take personally the moodiness or other irrational behaviors</li> <li>-approach issues with a matter of fact attitude</li> <li>-remain consistent in expectations and consequences</li> </ul>

**\*Sources for this chart are “The Primary Growing and Learning in the Heartland report” from the Nebraska Department of Education, the Zero to Three Foundation’s child development charts, “Easy to Love, Difficult to Discipline” by Becky Bailey and “Connection Parenting” by Pam Leo.**