



Comfort Play & Teach



Ages and Stages 19 - 24 Months

The Remarkable World of Your Toddler: An Overview of Your Toddler's Development

The toddler stage is a hugely exciting time, as parents begin to get a real sense of their child's personality, especially with their toddler learning to do so many things. Your child will try to be independent but will still be a bit scared of it all. At this stage, it's common for him to cling to you one minute, afraid you will leave, and then want nothing to do with you the next. These sudden shifts of emotions, tantrums and bouts of helplessness are all part of his becoming his own person.

By 24 months, many toddlers play on their own, use their new motor skills to run, kick balls, jump and climb. They also can tackle fine motor tasks such as large puzzles, taking lids off jars, using a fork, pulling off shoes and socks and building bigger and better block towers. Language is exploding at this time, even though his favourite word is "No!" When he talks, you should be able to understand him about half the time. And more and more, he will express his feelings, interests and needs in words.

Your Toddler between 19 to 24 Months

Your toddler is entering a new and exciting stage of life. In this first stage, he will start to:

- Kick a ball.
- Take off shoes, socks and hats.
- Show ownership or possession of objects.
- Show fear, but is able to be settled down.
- Use two word sentences such as 'More juice.'

Knowing your child's **typical skills** and **emerging skills** can help you provide appropriate experiences to enhance her development. And **Comfort, Play & Teach™** is just the place to start.

Remember, the developmental milestones we have outlined are only guidelines. Each child develops at their own pace, with some skills emerging early, and others appearing later. So delight in who your child is, and discover how you can have fun as you go through each stage of this amazing growth together.

If you have any concerns about your child's development, consult your child's physician.



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Ages & Stages:

Six Areas of Child Development

1. Social Development means being able to make friends and get along with others, work as part of a team and be a good leader. These skills are all built on self-confidence, cooperation and trust.
2. Emotional Development means the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. This helps build self-esteem and leads to such deeper qualities as sympathy, caring, resiliency, assertiveness and empathy and the ability to rise to life's challenges.
3. Language Development is the ability to understand and express verbal and non-verbal communication. This is followed by the capacity to use words and sentences in correct grammatical structure in order to communicate wishes, ideas, information and needs.
4. Intellectual Development means being able to think creatively and abstractly, to pay attention, solve problems and develop keen judgement along with a lifelong readiness to learn.
5. Gross Motor Development allows a child to gain balance and bring large muscles under control in order to master physical activities such as sitting, crawling, walking, running, climbing, jumping and generally enjoy all that his body allows him to do.
6. Fine Motor Development means mastering precise and accurate small muscle movements of the fingers and hands in order to reach, grasp and manipulate small objects.



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SOCIAL SKILLS 19-24 Months

Typical Skills

- Enjoys playing alone for a few minutes, e.g., building blocks, drawing, looking at books
- Shows ownership or possession of objects and cannot share easily
- Says 'no' and likes to do things without help
- Helps with simple household chores

Emerging Skills

- Distinguishes herself as a separate person, contrasts herself with others
- Begins to be toilet trained
- Puts on simple clothing without help



Comfort

If you...



Your child will...

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Use everyday routines (e.g., walks, meal times) as a time to talk about family and friends • Follow your child's lead rather than direct the play; suggest things, but let your child decide what she wants to do | <ul style="list-style-type: none"> • Learn the words to use when talking about feelings • Feel comforted and supported to see there are ways to deal with her emotions |
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Play

If you...



Your child will...

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Look at photos of family events so your child can find himself and identify family members • Set up a water play activity with another playmate; give them dolls, sponges, and towels | <ul style="list-style-type: none"> • Begin to associate certain emotions with behaviours • Begin to see what can make others sad, happy, angry, etc. |
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Teach

If you...



Your child will...

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Prepare your child ahead of time for new social events, e.g., "At playgroup we will sing songs and listen to stories" • Let your child help with chores, e.g., wiping spills, putting clothes in drawers | <ul style="list-style-type: none"> • Know he can rely on you to help him cope with his emotions • Begin to develop some strategies to deal with his emotions |
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EMOTIONAL SKILLS 19-24 Months

Typical Skills

- Beginning to develop a range of emotions; is subject to mood swings and tantrums; shows some aggressive tendencies, e.g., biting and hitting
- Shows concern for others
- Shows fears, but can be settled down
- Is pulled between the need to show independence and still being dependent for certain things
- Still cautious around unfamiliar adults i.e. allows self to be drawn into play with a new adult as long as a familiar person is nearby

Emerging Skills

- Uses words such as “NO” a lot
- Shares a piece of food
- Familiar with routines and the order of the day; is unhappy about any changes in routine and likes to do things the same way each day
- Develops a sense of comfort or fear with different experiences and objects, e.g., fear of the dark



Comfort

If you...



Your child will...

- Recognize and name your child’s emotions, e.g., “Your crying tells me you are sad”
- Suggest ways to deal with her feelings, e.g., “When you feel angry, come and get a grown-up for help”

- Learn the words to use when talking about feelings
- Feel comforted and supported to see there are ways to deal with her emotions



Play

If you...



Your child will...

- Sing songs that use emotion words, e.g., “If you’re happy and you know it, clap your hands”
- Read stories that explore different emotions and discuss them simply from the character’s perspective

- Begin to associate certain emotions with behaviours
- Begin to see what can make other sad, happy, angry, etc.



Teach

If you...



Your child will...

- Notice when your child is frustrated and step in to help him deal with his emotions
- Offer your child different choices to help him cope with his feelings

- Know he can rely on you to help him cope with his emotions
- Begin to develop some strategies to deal with his emotions



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LANGUAGE SKILLS 19-24 Months

Typical Skills

- Uses two word sentences, e.g., “more juice” or “want cookie”
- Asks for help using words or actions
- Jabbers in run-on flow of words while talking to stuffed animals or self
- Names some pictures in a book
- Imitates new words and phrases, e.g., “Go bye-bye” and “Mommy’s car”

Emerging Skills

- Sings simple songs with correct words and actions
- Is more articulate; many more words are understood by others outside the family
- Starts to use plurals
- Uses past tense
- Imitates spontaneously or requests new words



Comfort

If you...



Your child will...

- Read books to your child that reflect her reality, e.g., starting child care, going to the doctor, playing with another child

- Begin to recognize common events and situations in printed materials



Play

If you...



Your child will...

- Count fingers, toes, eyes, ears, mouth and nose during bath or play time

- Develop a strong sense of physical self, and learn numbers and words for body parts



Teach

If you...



Your child will...

- Point out familiar sounds when walking or playing outside, e.g., car horns, dogs barking or fire truck sirens

- Begin to distinguish different sounds and learn the names for them



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INTELLECTUAL SKILLS 19-24 Months

Typical Skills

- Understands how familiar objects are used, e.g., spoon for eating, cup for drinking, ball for throwing, hammer for banging, etc.
- Understands the passing of time and the meaning of “not now” and “when we go home”
- Recognizes and names familiar people in photos
- Busy mastering existing skills which leads to the emergence of new ones
- Shows increased memory for details and routines, e.g., says “hot” when reaching for a coffee cup; holds up seat belt in car seat to indicate it needs to be secured; remembers where objects go

Emerging Skills

- Explores one-to-one correspondence
- Has a sense of more than one
- Has intense curiosity to investigate any new person, object or sound
- Understands two-part requests, e.g., “Go to the shelf and bring over the blocks”



Comfort

If you...



Your child will...

- Follow your child’s lead in play, allowing her to be the director of the activities
- Begin to develop a sense of control about what she does and feel that you value her efforts



Play

If you...



Your child will...

- Count fingers, toes, eyes, ears, mouth and nose during bath or play time
- Provide different size containers for water and sand play
- Develop a strong sense of physical self
- Explore relationships of size in objects as well as the concept of empty and full



Teach

If you...



Your child will...

- Offer experiences that allow him to use his skills but challenge him a bit, e.g., if he can stack 3 blocks, add a fourth
- Feel confident enough to try to overcome the challenge



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FINE MOTOR 19-24 Months

Typical Skills

- Takes lids off jars
- Fits cups and boxes inside each other (nesting)
- Takes off shoes, hat and socks
- Strings large beads, using one hand to slide the bead while the other hand holds the string
- Raises and drinks from a cup then replaces it on table

Emerging Skills

- Opens doors by turning knobs
- Imitates horizontal or circular strokes with a crayon
- Snips with scissors
- Folds paper in half



Comfort

If you...

- Allow your child to undress as much as she is capable of
- Provide lots of containers during bath time

Your child will...

- Feel independent while practicing eye-hand coordination
- Enjoy the sensory pleasure of pouring water in and out of containers repeatedly



Play

If you...

- Provide large beads or buttons with a shoelace or string for beading
- Offer simple form boards or shape sorters (no more than 3 shapes)

Your child will...

- Practice the fine motor coordination sequence required for inserting, threading and pulling
- Use his eyes and hands to practice distinguishing differences of shapes, such as circles, squares and triangles



Teach

If you...

- Help your child make pictures using stickers; talk to her about what she is doing
- Invite your child to open and close few plastic containers in your kitchen

Your child will...

- Practice the two step process of peeling/lifting the sticker off and placing it somewhere on the paper
- Use fine motor skills to put on lids
- Display very preliminary use of trial and error to find solutions



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Ages and Stages 19 - 24 Months

GROSS MOTOR 19-24 Months

Typical Skills

- Rides on small wheeled toys
- Carries a large toy while walking
- Kicks a ball
- Squats while playing
- Walks backwards or sideways pulling a toy
- Backs into chair to sit down

Emerging Skills

- Walks on tip-toes
- Throws and retrieves objects
- Jumps in place with both feet
- Catches a large ball



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If you...

- Provide child-sized furniture
- Provide child-sized versions of adult things, e.g., soccer ball

Your child will...

- Feel more in control if he can sit in a small chair and at a small table to do his activities
- Feel like he can do really important things with his body



Play

If you...

- Provide your child with toys that allow her to push and pedal with her feet
- Pretend you are at the zoo and ask your child to move like animals, e.g., hop like a frog, squat like a bird, jump like a rabbit

Your child will...

- Practice climbing on and off ride toys and learn to coordinate her eyes, feet and hands
- Practice and refine new motor abilities



Teach

If you...

- Describe your child's movements and actions as he climbs the stairs, jumps over an object or crawls under a chair
- Play different kinds of music for your child to dance to (e.g., march, rock 'n' roll, waltz)

Your child will...

- Learn to label his own actions and begin to understand words related to position (i.e. up/down, over/under, through)
- Respond creatively by inventing his own movements and physically interpret the mood and speed of music