

Infancy Visit #21

- 9 Month Growth & Development
 - Baby's 1ST Birthday
- InJoy Videos: Healthy Baby 7-12 Months, Milestones 9 & 10 Months, Play 7 – 9 Months

Topics for Next Visit

- PIPE: Playing is Imitations and Turn Taking

Month 9: What's New?

I'm so bright!
Here are some new things
I've learned this month:



Things I can do with my body

Things I can do with my hands & arms:

Things I can do with my feet & legs:

Things I can do with my voice:

Learning about you...

You are helping me learn to behave!

How do you help me stop doing something I shouldn't do?

What do I do when you tell me to stop?

You are helping me learn to be safe!

These are the most important things to stop for:

What word do you use to mean danger? _____

Some people will tell you to teach me differently.

Use these questions to decide if you're doing what's best for us.

___ Is my baby learning when to stop?

___ Is my baby learning what is not safe?

___ Can I distract or redirect my baby sometimes?

___ Do I feel loving and respectful when I teach limits?

Dad's Days: 9 Months

Dad's
Days:
9 Months

When my baby hears my voice:

SO MUCH TO DO

You might feel stressed out about the things you need to do. Along with being a dad, you may be a son, partner, employee, student, brother... That's a lot to deal with!

Talk with other dads about how they balance it all. And talk with the baby's mom as she is dealing with many of the same issues!

Have you noticed that baby starts play time sometimes? Baby has learned to have fun with daddy!

I follow my baby's lead about what to play and how long to play by:

I help my baby solve problems in play by:

I encourage my baby by:

I make old games new and different by:

Think of people who played with you as a child.

When the play was fun, without fear of making a mistake, what were they doing?

What were they NOT doing?

I can make sure my baby is not afraid to fail by:

Your baby learns so much from you!

Month 9: What's Next?

At nine months I might:

- Regularly use one or more words, like mama or dada
- Poke with my index finger
- Pull to stand
- Make attempts to crawl
- Try to make gestures, like waving goodbye

SAFETY CHECK

Always watch me
when little kids play
with me.

Be sure all my
babysitters are at
least 12 years old.

You can help me learn!

- Read me baby books or colorful magazines. Say the words & point to the pictures. Let me explore the book.
- Turn on music. Help me stand. Let me bounce & dance. Hold my hands & dance with me.
- Say "hi" and wave when we enter a room. Say "bye" & wave when we leave a room. Maybe I will imitate you!
- Let me poke at play telephones & buttons.
- Name body parts as I touch your face.

Your baby at 9 months*

Baby's Name _____

Baby's Age _____

Today's Date _____

Milestones matter! How your baby plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your baby has reached by 9 months. Take this with you and talk with your baby's doctor at every well-child visit about the milestones your baby has reached and what to expect next.



What most babies do by this age:

Social/Emotional Milestones

- ☐ Is shy, clingy, or fearful around strangers
- ☐ Shows several facial expressions, like happy, sad, angry, and surprised
- ☐ Looks when you call her name
- ☐ Reacts when you leave (looks, reaches for you, or cries)
- ☐ Smiles or laughs when you play peek-a-boo

Language/Communication Milestones

- ☐ Makes different sounds like "mamamama" and "babababa"
- ☐ Lifts arms up to be picked up

Cognitive Milestones

(learning, thinking, problem-solving)

- ☐ Looks for objects when dropped out of sight (like his spoon or toy)
- ☐ Bangs two things together

Movement/Physical Development Milestones

- ☐ Gets to a sitting position by herself
- ☐ Moves things from one hand to her other hand
- ☐ Uses fingers to "rake" food towards himself
- ☐ Sits without support

* It's time for developmental screening!

At 9 months, your baby is due for general developmental screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your baby's developmental screening.

Other important things to share with the doctor...

- What are some things you and your baby do together?
- What are some things your baby likes to do?
- Is there anything your baby does or does not do that concerns you?
- Has your baby lost any skills he/she once had?
- Does your baby have any special healthcare needs or was he/she born prematurely?

You know your baby best. Don't wait. If your baby is not meeting one or more milestones, has lost skills he or she once had, or you have other concerns, act early. Talk with your baby's doctor, share your concerns, and ask about developmental screening. If you or the doctor are still concerned:

1. Ask for a referral to a specialist who can evaluate your baby more; and
2. Call your state or territory's early intervention program to find out if your baby can get services to help. Learn more and find the number at cdc.gov/FindEI.

For more on how to help your baby, visit cdc.gov/Concerned.

**Don't wait.
Acting early can make
a real difference!**



Download CDC's
**free Milestone
Tracker app**

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

Help your baby learn and grow

As your baby's first teacher, you can help his or her learning and brain development. Try these simple tips and activities in a safe way. Talk with your baby's doctor and teachers if you have questions or for more ideas on how to help your baby's development.



- Repeat your baby's sounds and say simple words using those sounds. For example, if your baby says "bababa," repeat "bababa," then say "book."
- Place toys on the ground or on a play mat a little out of reach and encourage your baby to crawl, scoot, or roll to get them. Celebrate when she reaches them.
- Teach your baby to wave "bye-bye" or shake his head "no." For example, wave and say "bye-bye" when you are leaving. You can also teach simple baby sign language to help your baby tell you what he wants before he can use words.
- Play games, such as peek-a-boo. You can cover your head with a cloth and see if your baby pulls it off.
- Play with your baby by dumping blocks from a container and putting them back in together.
- Play games with your baby, such as my turn, your turn. Try this by passing a toy back and forth.
- "Read" to your baby. Reading can be talking about pictures. For example, while looking at books or magazines, name the pictures as you point to them.
- Limit screen time (TV, tablets, phones, etc.) to video calling with loved ones. Screen time is not recommended for children younger than 2 years of age. Babies learn by talking, playing, and interacting with others.
- Find out about choking risks and safe foods to feed your baby. Let him practice feeding himself with his fingers and using a cup with a small amount of water. Sit next to your baby and enjoy mealtime together. Expect spills. Learning is messy and fun!
- Ask for behaviors that you want. For example, instead of saying "don't stand," say "time to sit."
- Help your baby get used to foods with different tastes and textures. Foods can be smooth, mashed, or finely chopped. Your baby might not like every food on the first try. Give her a chance to try foods again and again.
- Say a quick and cheerful goodbye instead of sneaking away so your baby knows you are leaving, even if he cries. He will learn to calm himself and what to expect. Let him know when you return by saying "Daddy's back!"

To see more tips and activities download CDC's Milestone Tracker app.

This milestone checklist is not a substitute for a standardized, validated developmental screening tool. These developmental milestones show what most children (75% or more) can do by each age. Subject matter experts selected these milestones based on available data and expert consensus.

www.cdc.gov/ActEarly | 1-800-CDC-INFO (1-800-232-4636)



Download CDC's
free Milestone
Tracker app



Learn the Signs. Act Early.

How You Can Bridge the Word Gap

Talking with your children is important! Trends in amount of talk, vocabulary growth, and style of interaction are established at a young age. Try these fun activities from the **ASQ-3 Learning Activities™** with the children in your program or share them with parents.

Visit www.agesandstages.com for more free tips and handouts.

**0-2
months**

Simple Stories

At quiet times and before sleep, talk to your baby in a soft, gentle voice. Tell her simple stories or talk about the day.

**2-4
months**

Picture Books

With your baby cuddled on your lap, hold a book with simple, clear colorful pictures so that both of you can see. Talk softly about what you see as you point to the pictures.

**4-8
months**

Little Explorer

Now that baby is learning to crawl, she'll want to explore the whole house: "What's under the table? What's behind the chair?" What good exercise for both of you!

**8-12
months**

Reading Fun

Read to your baby every day. Cuddle up, get close, and make this a special time together. Point to pictures in books and ask her to find something. "Where's the kitty? Where are baby's socks?"

**12-16
months**

Big Talk

While you do housework or get a meal together, talk to your baby about what you're doing. Encourage your little one to use two words together to make baby sentences, such as "help me."

**16-20
months**

Chatter Stretchers

Your toddler may use single words for requests, such as "juice" when he wants a drink. Help him stretch his sentence by saying it for him: "Would you like some juice? Say, 'I want juice, please.'"

**20-24
months**

Sing Together

Your child will love learning songs such as "Twinkle, Twinkle, Little Star." Teach your child simple songs you remember from childhood. Later, ask your child to sing for someone else in the family.

**24-30
months**

When You Were Little

Tell your children stories about when he was little: "When you were first born..." or "When you were a little baby." Your child will love to hear these stories again and again.

**30-36
months**

What's Going On?

Ask your child to tell you what is happening in a picture in a book or magazine. "What is the baby doing? What is the dog doing?" Then, listen carefully to your child's interesting story.

**36-42
months**

Who's the Person?

Pretend you suddenly forgot who your child is. Say, "What's your name, little girl? Is it Samantha? Is it Rosita? Do you have another name?" When she tells you her name, you can be very happily surprised!

**42-48
months**

My Own Stories

Encourage your child to begin to make up stories of her own. Write them on a piece of paper as she tells them to you. She might like to draw or paint a picture to go along with the story.

#TalkReadSing



Adapted from *ASQ-3™ Learning Activities* by Elizabeth Twombly, M.S., & Ginger Fink. ©2013 Brookes Publishing. All rights reserved.

Stick with !

Share these quick and easy tips with parents today!

www.agesandstages.com
800-638-3775

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Hold your baby in your lap and softly shake a rattle on one side of his head, then the other side. Shake slowly at first, then faster. Your baby will search for the noise with his eyes.



1-4 months 

Gently rub your baby with a soft cloth, a paper towel, or nylon. Talk about how things feel (soft, rough, slippery). Lotion feels good, too.



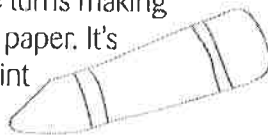
4-8 months 



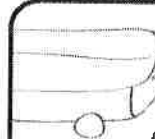
Say "hi" and wave when entering a room with your baby. Encourage your baby to imitate. Help your baby wave to greet others. Waving "hi" and "bye" are early gestures.

8-12 months 

Tape a large piece of drawing paper to a table. Show your baby how to scribble with large nontoxic crayons. Take turns making marks on the paper. It's also fun to paint with water.



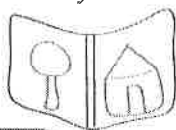
12-16 months 



A favorite pull toy often is a small wagon or an old purse for collecting things. Your toddler can practice putting objects in and out of it. It can also be used to store favorite items.

16-20 months 

Play the "show me" game when looking at books. Ask your toddler to find an object in a picture. Take turns. Let your toddler ask you to find an object in a picture. Let him turn the pages.



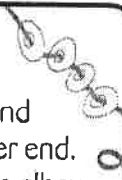
20-24 months 



Make your toddler an outdoor "paint" set by using a large wide paint brush and a bowl or bucket of water. Your toddler will have fun "painting" the side of the house, a fence, or the front porch.

20-24 months 

Wrap tape around one end of a piece of yarn to make it stiff like a needle and put a large knot at the other end. Have your child string large elbow macaroni, buttons, or beads. Make an edible necklace out of Cheerios.



24-30 months 

Encourage your child to try the "elephant walk," bending forward at the waist and letting your arms (hands clasped together) swing freely while taking slow and heavy steps. This is great to do with music.

30-36 months 


While cooking or eating dinner, play the "more or less" game with your child. Ask who has more potatoes and who has less. Try this using same-size glasses or cups, filled with juice or milk.



36-48 months 



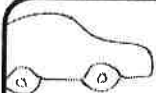
Make a book "about me" for your child. Save pictures, leaves, magazine images of a favorite food, and drawings your child makes. Put them in a photo album, or glue onto sheets of paper and staple together.

36-48 months 

Play "bucket hoops." Have your child stand about 6 feet away and throw a medium-size ball at a large bucket or trash can. For fun outdoors on a summer day, fill the bucket with water.



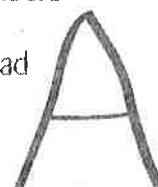
48-60 months 



Encourage your child to learn her full name, address, and telephone number. Make it into a singing or rhyming game. Ask your child to repeat it back to you when you are riding in the car or on the bus.

48-60 months 

After washing hands, practice writing letters and numbers in pudding or thinned mashed potatoes spread on a cookie sheet or cutting board. Licking fingers is allowed!



60-66 months 

16 Actions with Objects by 16 Months

16by16™

Children Should Learn At Least 16 Actions With Objects By 16 Months

Research shows children learn by doing. Discovering what they can do with objects leads to learning to talk and to pretend, which then launches imagination. Children should be learning at least 2 new actions with objects each month from 9 to 16 months. By 16 months, children should use at least 16 actions with objects.



Babies are natural explorers and are motivated to learn from birth. Their drive for learning comes from their fascination with everything that captures their attention.

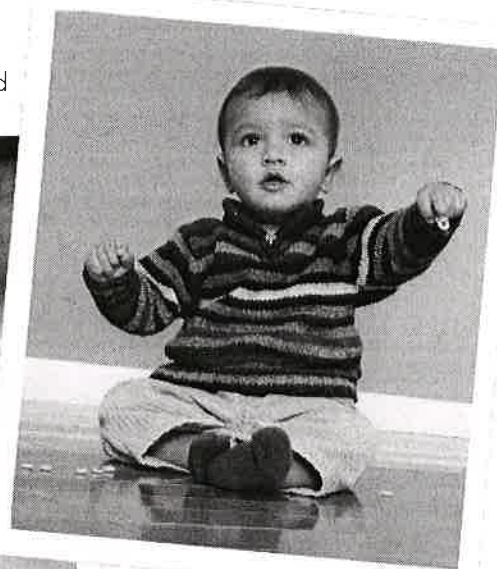
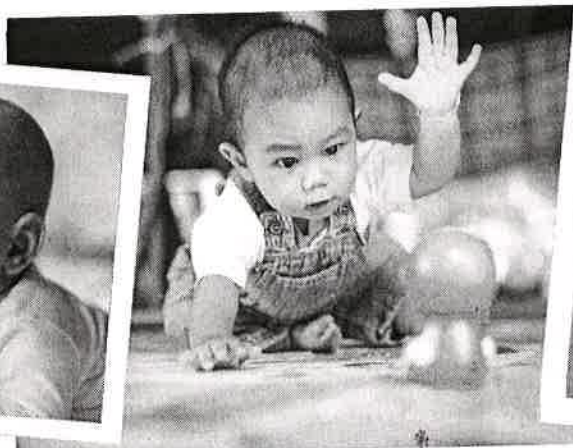
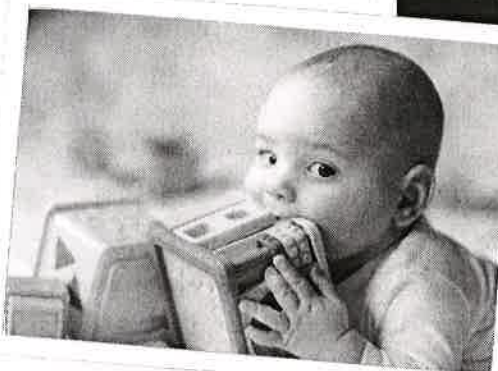


Toddlers are “movers and shakers” — always on the go. They seek information about the world. They experiment to figure out how things work. Their enthusiasm to share their experiences and accomplishments is contagious.



9 MONTHS: MOUTH, BANG, DROP

At 9 months, babies repeat different actions with objects. They mouth objects to explore the features. They bang objects with their hand and bang two objects together to create sounds and actions. They drop objects sometimes by chance and other times on purpose.





10 MONTHS: TAKE OFF, TAKE OUT

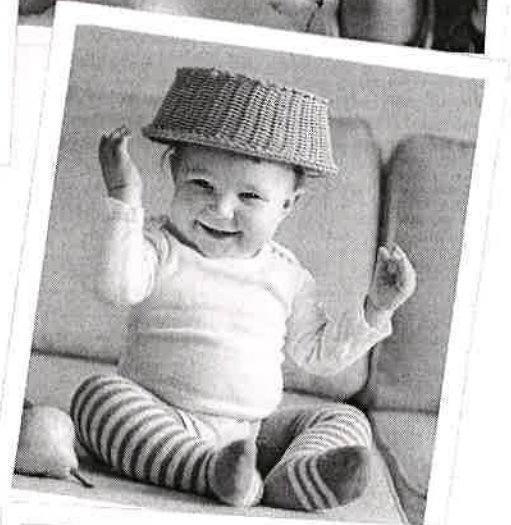
At 10 months, babies learn to grab and pull and take things off, like a sock, shoe, or hat. They grab and pull to take a towel off their head and play peek-a-boo. Babies are drawn to see what's in an open drawer and take things out to explore.



11 MONTHS: PUSH, TURN

At 11 months, babies learn to push. They can push and squish soft stuff or push hard things, like a piano key to make a musical sound and a button on a toy phone or pop-up toy. They can push a toy train to make it move or a tower of cups to knock it down.

Babies learn to turn things. They can turn a ball on their toy mobile, a steering wheel on a toy car, or the faucet in the tub. They can turn a page in a book. And they can turn a basket upside down, put it on their head, and make you laugh.



12 MONTHS: PAT, PUT IN

At 12 months, babies learn to pat. They can pat themselves with a towel to dry off or pat their Teddy bear. Soon, their pat develops into a hug to share their love. Babies are learning functional actions with a purpose in mind. They can put things in, such as put clothes in the dryer or a shape in a puzzle. From "put in" they learn a variety of functional actions. They can put a sippy cup to their mouth to drink, a spoon in a bowl to scoop, and a spoon in their mouth to eat.



13 MONTHS: FEED OTHERS, OPEN & CLOSE

At 13 months, children begin to learn by observing others and copying what they do and say. They can feed Mom with a cup or teddy bear with a bottle, showing they are on the cusp of pretending.

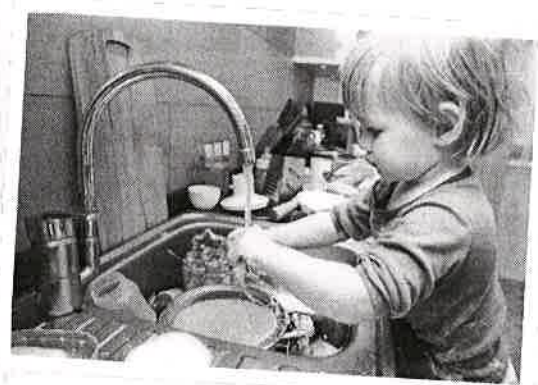
They open and close objects as they learn to use objects as tools. They try to open and close tongs and clothes pins. Toddlers can open and close cupboards and oven doors. As they become more mobile, nothing is out of reach. You can harness this interest by inviting them to do things that are safe and helpful — like open the dishwasher and take out forks and spoons.



14 MONTHS: MOVE OBJECTS BACK & FORTH, UP & DOWN

At 14 months, toddlers learn to move objects back and forth. They can help to brush their teeth and hair. They can push a toy back and forth and pretend they are vacuuming, try to roll a ball to you, and try to help push a rolling pin back and forth.

They learn to move objects up and down and try to cut things, real and pretend. They jiggle a pan to pretend to cook. They move drum sticks up and down, experimenting with sounds and rhythms.



15 MONTHS: POUR, WASH & DRY

At 15 months, children are learning to use two objects together with a plan in mind. They can pour from one object to another such as liquid from a bottle into a cup. They can pour from a shovel into a bucket and from a watering can onto plants.

With a plan in mind, they can help wash and dry dishes and even the car. Toddlers are eager for a role in family chores.

16 MONTHS: STACK, CUT OUT, SCRIBBLE, DRAW

At 16 months, children can make and create things. They can stack 3 or 4 blocks to make a tower. They can make a bigger tower with blocks that connect, and rings on a pole. They can cut out dough to help make cookies. They can cut out Playdoh shapes and put them together to make a creature. Children are learning how to create drawings. They can scribble with a crayon and paint with a paint brush. With a little help and practice, they try to draw with colored pencils.



Having 16 Actions with Objects is a Critical Milestone to Launch Imagination

Watching how a child's actions with objects grow tells you a lot about their development in play—and whether to be concerned if they are not yet talking. The actions a child learns vary depending on their family or culture. But having 16 actions with objects by 16 months is a critical milestone for all children because it launches imagination, and that fuels language learning. By their 2nd birthday, children learn to use words and phrases to describe, inquire, and negotiate with others. It's this ability to talk, imagine, and create new ideas that sets the stage for lifelong learning.



The Best Time to Get Ready for Preschool is From 9 to 16 Months

The richest moments for early language learning are when a child and caregiver share attention on the same thing and the caregiver talks about the child's focus of attention. This creates opportunities to learn that stem from actions with objects... and gestures. By observing early actions with objects and gestures between 9 and 16 months, you can get a critical snapshot of what a child knows and is thinking about.

If a child is not using a variety of actions with objects and gestures from 9 to 16 months, then the parent may not have the chance to respond and follow the child's focus. This limits the child's opportunity for the richest moments to learn to talk. Spotting small gaps in early actions with objects and gestures from 9 to 16 months is the best time to get ready for preschool so children can reach their potential by kindergarten.



About our 16 by 16™ Series

This document is part of the 16 by 16™ series developed by the **FIRST WORDS® Project**. Families and others can learn important social communication milestones that develop by 16 months to launch language, literacy, and a drive for learning. Be inspired by how much children are learning even before they can say a few words. Visit www.FirstWordsProject.com and explore each Lookbook in our 16 by 16 series from your smartphone, tablet, or computer. You can also get our printable documents to download and share. We hope this information will provide a roadmap for you to support your child's early development. This information can also help you spot small delays early in order to prevent bigger delays later. Some children who are late in communicating outgrow delays, but others need extra help to reach their potential. Remember the best time to get ready for preschool is from 9 to 16 months.



A Glimpse of our 16 Actions by 16 Months

16by16™

Research shows children learn by doing. Discovering what they can do with objects leads to learning to talk and to pretend, which then launches imagination. Children should be learning at least 2 new actions with objects each month from 9 to 16 months. By 16 months, children should use at least 16 actions with objects. Click on each of the ages below to see the photos of the new actions each month in the Lookbook.

9 Months: Mouth, bang, drop



10 Months: Take off, take out



11 Months: Push, turn



12 Months: Pat, put in



13 Months: Feed others, open & close



14 Months: Move objects back & forth, up & down



15 Months: Pour, wash & dry



16 Months: Stack, cut out, scribble, draw



Visit www.FirstWordsProject.com to print, download, and share the complete 16 Actions with Objects by 16 Months and explore our Lookbook.

Screen My Child

If your child is between 9 and 18 months, we invite you to participate in our research and have your child screened with the Smart ESAC.

Find out how at

FirstWordsProject.com

While you are there

CHECK OUT OUR GROWTH CHARTS

Learn the Milestones that Matter Most.

16 Gestures by 16 Months

16 by 16



Children Should Learn at Least 16 Gestures by 16 Months

Good communication development starts in the first year of life and goes far beyond learning how to talk. Communication development has its roots in social interaction with parents and other caregivers during everyday activities. Your child's growth in social communication is important because it helps your child connect with you, learn language and play concepts, and sets the stage for learning to read and future success in school. Good communication skills are the best tool to prevent behavior problems and make it easier to work through moments of frustration that all infants and toddlers face.



By observing children's early gestures, you can obtain a critical snapshot of their communication development. Even small lags in communication milestones can add up and impact a child's rate of learning that is difficult to change later. Research with young

children indicates that the development of gestures from 9 to 16 months predicts language ability 2 years later, which is significant because preschool language skills predict academic success. So it's important to remember that by 16 months, children should have at least 16 gestures.

Let's consider how gestures develop. While the order or specific gestures may vary slightly, children should be using at least 2 new gestures each month between 9 and 16 months.

Earlier is Better

Catching communication and language difficulties early can prevent potential problems later with behavior, learning, reading, and social interaction. Research on brain development reminds us that "earlier is better" when teaching young children. The most critical period for learning is during the first three years of a child's life. Pathways in the brain develop as infants and young children learn from exploring and interacting with people and objects in their environment. The brain's architecture is developing the most rapidly during this critical period and is the most sensitive to experiential learning. By age 3, most of the major brain circuits are mature, and later it becomes more difficult to make significant changes in a child's growth trajectory. For more information, see "The Science of Early Childhood Development" at the [Center on the Developing Child | Harvard University](#).



9 Months: Give, Shake head

At 9 months, children's earliest gestures begin to develop from their actions—and the reactions of others. Children first learn to take an object. Then, as they are able to control their hand movements to release and drop an object, they gain experience from their parent holding out their hand to catch it—and they learn to **give**.

Children learn to **shake their head** to indicate "no" by turning away from food they do not like and then looking back to see their parent respond by moving the undesired food away.



10 Months: Reach, Raise arms

At 10 months, children learn to **reach** through exploration and experiences with others, as they reach to take an object and to be picked up.

As they learn to anticipate the reactions of others, they use a reach gesture as a signal—first, with their arm reaching out, then, with their open hand facing up, and with their **arms raised** to ask to be picked up.



11 Months: Show, Wave

At 11 months, children are motivated to share their interests with others. They learn to hold up and **show** objects to get others to look and notice what they're interested in.



Children are also motivated by the social experience of greeting in everyday routines where special people are coming and going. They learn to wiggle their hand to wave, with a mature **wave** developing later.

12 Months: Open-hand Point, Tap

At 12 months, children use an **open-hand point** with the fingers spread, and a **tap** with the fingers together, as an indicative gesture to draw the attention of others to things of interest. Children's gestures become more clearly intentional and are often produced with emphasis and are now accompanied by grunts or early speech sounds.





13 Months: Clap, Blow a kiss

At 13 months, children begin to learn through observation—by observing others and copying what they do and say. They learn to use gestures, such as to **clap** their hands and **blow a kiss**, by watching others and imitating them. The gestures and words children are exposed to shape their vocabulary and drive their interest in learning.

14 Months: Index finger point, Shhh gesture

At 14 months, children **point with the index finger** to reference things at a distance, a sign that observational learning is solid and they are on the cusp of becoming a symbolic communicator. Children also use the index finger for the “**shhh**” gesture. Their growing repertoire of gestures propels the unfolding of spoken words.



15 Months: Head nod, Thumbs up, Hand up

At 15 months, you see symbolic gestures that are like words—a **head nod** or **thumbs up** to indicate “yes”, a **wave** in front of their face to indicate “stinky”, or a **hand up** to indicate “wait”. Gestures now reflect not only what the child is thinking about, but also that they know they are sharing ideas with others.



16 Months: Other symbolic gestures

At 16 months, other symbolic gestures develop—such as “**I dunno**”, “**high 5**”, or even the universal **peace sign**. Gestures now bolster the learning of spoken words.

Having 16 Gestures is a Critical Milestone to Launch Language and Learning

Watching the growth and sophistication of gestures tells you a lot about your child's symbolic communication—and whether to be concerned if your child is not yet talking. While the specific gestures a child learns may vary depending on their family or culture, having 16 gestures by 16 months is a critical milestone for all children because it launches them from early first words into a vocabulary burst at 18 to 21 months. Children now get the idea that everything has a name and they learn new words rapidly.



The richest moments for early language learning are when the child and caregiver are sharing attention on the same thing and the caregiver talks about the child's focus of attention, creating opportunities to learn that stem from social interaction. If a child is not using these early gestures, then the parent may not have the chance to respond and follow the child's focus, which in turn limits the child's opportunity for both language learning and social connectedness.

As a child's gestures are developing between 9 and 16 months, you should also see other social communication milestones—the use of eye gaze and facial expressions to share attention and emotion, an increasing rate of communicating with sounds and gestures, a wider variety of actions in play, and an emerging ability to comprehend the meaning of spoken words. If these early social communication milestones are not solidly in place, it is likely that language will be delayed. It is important to keep in mind that delays in many social communication milestones may indicate risk for autism or other developmental delays. By detecting small gaps in early social communication skills, you can get extra help to support your child's development before significant delays are evident.

About the 16 by 16™ Series

This document is part of the 16 by 16™ series developed by the **FIRST WORDS® Project** to help families and others learn important early social communication milestones that launch language learning and literacy. We hope this information can provide a roadmap for you to support your child's early development. This information can also help you notice small delays early in order to prevent bigger delays later. Some children who are late in communicating outgrow delays, but others need extra help to reach their potential.

References

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Language

Gestures & Meanings

☐ I can use early gestures like giving and reaching to get you to do something.

- Give you my sippy cup to get you to fill it up
- Reach for the crackers I want you to give me
- Turn my head away from something I don't want
- Push away an object I don't want
- Raise my arms to ask you to pick me up



Sounds & Words

☐ I can use my voice to make different sounds to let you know how I feel.

- Make joyful sounds while we play to let you know I am happy
- Use a frustrated tone in my voice when you offer me a snack I don't want
- Make three different vocal sounds, like fussing, laughing, or blowing raspberries
- Make two different vowel sounds like *oooh*, *a-a-a*, or *eee*
- Use consonant and vowel sounds together like *mamama*, *woo woo*, *gaga*, or *dada*

Play

Using Actions with Objects

☐ I can explore objects and repeat different actions with objects.

- Bang the pots and pans to make music
- Chew on my plastic ring, then shake it and bang it
- Bang my sippy cup on my tray, then tip it over, and bang it again
- Tug on my sock and pull it off
- Push the block off the table, smile when you give it back, then drop it again and laugh



Social Sharing with Objects

☐ I enjoy and anticipate your actions.

- Look at you and give you my spoon when I'm done eating
- Pull the cloth off your head, laugh when you say peek-a-boo, and give it back to do it again
- Take my favorite book out of a box and give it to you to read
- Hold my arms up to help you get my shirt on
- Hold out my hand, make a happy noise, and take a cracker you hand me

Social Interaction

Social Attention

☐ I notice you and what you're looking at.

- Watch as you put dishes away while I eat my snack
- Notice a picture you point to in a book, then look at you and look back at the book
- Look at you when you get my favorite bath toy and give it to me
- Watch you as you walk over to my crib and raise my arms for you to pick me up
- Look at you to check in regularly while you push me in the grocery cart



Intentional Communication

☐ I can let you know what I want and what I don't want.

- Reach up and look at you when I want you to pick me up
- Push away the oatmeal bowl when I don't want any more
- Reach toward the banana I want on the counter and look back at you
- Use an upset voice when I have a boo-boo to get you to comfort me
- Make a silly sound and pat your arm to get you to pay attention to me

Emotional Regulation

Sharing & Managing Emotions

☐ I can share happy moments when I interact with you.

- Look toward you when you say I'm gonna get you and then crawl away from you giggling
- Bounce and smile when you walk in the room and raise my arms to be picked up
- Look at you and make playful sounds when you change my diaper
- Pull on the blanket you're hiding under and laugh when I find you
- Look at you, smile, and make a happy sound when you squeak my favorite toy



Regulating Challenging Moments

☐ I can share sad or frustrated feelings to get you to comfort me.

- Cry and reach my arms out to you when I fall down trying to pull up on the furniture
- Use a frustrated tone in my voice and look at you for help when I can't pick up a piece of banana from my tray
- Push your hand away and use a fussy voice to let you know I don't want my jacket on
- Cry, raise my arms, and look at you to get you to hold me when I realize you are leaving for work
- Reach to you for comfort when something scares me

Self-Directed Learner

Understanding Messages

☐ I can guess what you're about to do and use "hints" around me to understand your message.

- Drop toys in the tub when you run the water because I figure out it's time for my bath
- Reach for my bib when you put me in my high chair because I realize it's time to eat
- Put my hands under the running water when you say *Let's wash your hands*
- Get my shoes when you point to them and say *It's time to go*
- Pull up my shirt and giggle when you say I'm gonna get you with a playful voice



Creating New Ideas

☐ I notice you and listen to your voice to guide my actions.

- Respond with a loud voice in my crib to answer back when I hear you call for me
- Crawl into your lap and pull on your sleeve to get your attention when you are on the phone
- Pull off my bib when you say *All done* after snack
- Stop right away when you say *No-no-no* in a firm voice as I touch something I shouldn't
- Hold up my hands and open and close them when you start singing *Twinkle Twinkle Little Star*

Planning Baby's Birthday

A young child's birthday is more a celebration for *the family* than it is for the child. A one or two year old is too young to fully understand the meaning of this special day. But your child can enjoy this day. **And so can you!**

Party? Yes or no?

Have you ever been at a birthday party where the child ended up in tears or angry or in trouble? Young children can get overwhelmed. There may be too many people. Or too much excitement. Young children like to be special. This could be a time to start family traditions that honor your child.

What will work better for my child and my family. A party or a quiet celebration?

How will I start a family tradition for my child's birthday?



How much?

Sometimes people expect a lot for a child's party. But the young child will not remember it much.

I am thinking about the needs of my child and myself and my expenses. How much do I want to spend?

Will I spend on food, decorations, invitations or favors?

Planning Baby's Birthday

How many? Who?

Parties can overwhelm the young child. They can stress the family. Have you ever been to a child's birthday party where the family was exhausted and grumpy? Some people invite one child for every year of age of the child. If you invite children, you might also invite the parents. You'll get their help and the invited child feels more secure. You may have a lot of family members and friends that regularly come to parties.

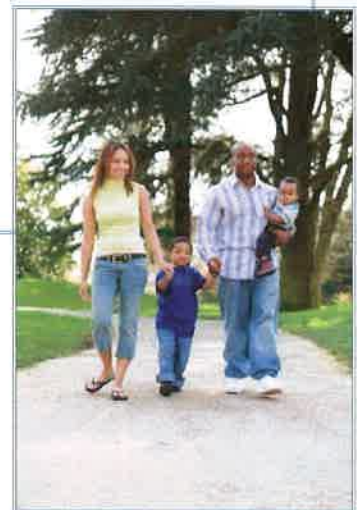
I am thinking about the needs of my child and myself. If we have a party, how many people should I invite?

With which friends and family will my child and I enjoy sharing this special day?

Where?

A young child may feel safer and happier at home. Or somewhere that is familiar and not too crowded or loud. Parties at restaurants, baby gyms and other businesses may work better for older children. You might not want to celebrate at home. A family trip to the zoo or a picnic in the park can be easy and fun. It can be special for a younger child.

Where will we celebrate?



Planning Baby's Birthday

When?

We all have more fun when we are rested and feeling good. Celebrating can happen a day or two before or after the birthday. Plan it for a time when the child is at his or her best. This will make it more fun for everyone.

What is my child's best time of day?

How long can my child enjoy company and exciting activity?

Party planning...

- Invitations – can be homemade or bought at the store. Or just call people and let them know.
- Decorations and party favors— young children won't remember much. You can keep it simple and save now. Spend more when your child can really enjoy decorations and favors. Be sure decorations and favors are safe for little children. *Remember, no balloons, popcorn, or nuts for children under 3 years old.*
- Activities – one and two year olds are happy with some toys, imitation games and singing or listening to songs. Clowns and people in costumes frighten them.
- Menu – you can keep it very simple for little people. Toddlers do best if they have their meals as usual. Birthday treats can come after the meal. You may want to plan more for the adults. Think about your expenses when planning.
- Memories – think about the pictures you would like to have. Can someone help you to get the child with the cake?

Planning Baby's Birthday

For Me...

This is a good time to look back on all the fun you have had with your child during the last year.

How do I want to honor what I've learned and how I've grown?

