

Threes



A child development checklist and tips booklet

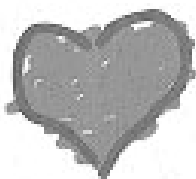


This booklet was a project of the Pinellas Early Childhood Collaborative and was written by early childhood professionals in the community. The project was funded by a grant from the Juvenile Welfare Board.

The booklet is one in a series of resource booklets on child development. The series contains:

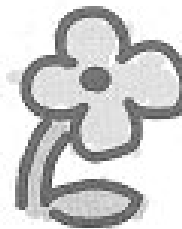
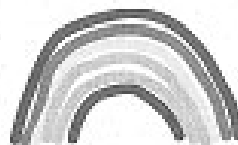
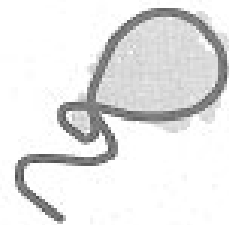
- **Infants**
- **Ones**
- **Twos**
- **Threes**
- **Fours**

To obtain booklets in this series please call 727-547-5800.



Early Learning Coalition

of Pinellas County, Inc.





Introduction

Starting Out

You are your child's first and most important teacher. Every day, your child is learning as you talk, play, and work together.

Your child's development is a combination of age, individual growth, and experience. Your child will develop at his/her own rate. A three-year-old may exhibit behavior more typical of a two-year-old, but might also have the verbal skills and possibly the large muscle skills of an older child. The key is to maintain appropriate expectations for your child.

Children learn by doing and play is an essential part of learning. Your child will learn best when involved in activities that are interesting and fun.

This booklet is designed to help you look at your three year old child's physical, social, emotional, and cognitive (concept and language) development.

It provides checklists and tips to help guide you as you work and play with your child.

The checklists contain items that are important to your child's ongoing development. These checklists are designed to be used with three year olds. The criteria for many items on the checklists should not be applied to children younger than three years of age.

This booklet is one in a series of resource booklets on child development. The series also contains a booklet on infant, one year old, two year old, and four year old development.

To obtain any of the other booklets in this series, please call 727-547-5800.



Brain Development

Your child was born with 100 billion brain cells. These cells need to be stimulated in order for your child's brain to properly develop the pathways of learning that will be used throughout his/her life. Activities that are done over and over by repeated early experiences form permanent learning pathways in the brain. Without these activities or experiences the learning pathways do not develop. When a learning pathway is not used, it often tends to disappear.

Brain research has confirmed what wise parents have always known; children need time and attention from the adults in their lives. The importance of your role as a parent cannot be underestimated.

The first three years of life are critical for a child's growth and development. Brain development does not end, however, at the age of three.

Therefore, it is important that you continue to take advantage of your child's natural curiosity by providing activities and experiences that will help your child become the best he/she can be.

Three-year-old's learn by doing!

Brain Development Tips

"The bottom line on brain research? Love your children. Talk to them. Read to them. Open their minds to the magic of the world." - Rob Reiner

Parents can help this process by:

- Recognizing that your child is a unique person who will develop at his/her own pace.
- Noticing and responding to your child's moods and providing words to use to express emotions.
- Reading a variety of literature with your child, singing to and with your child and providing opportunities for listening to music every day.
- Giving your child large amounts of uninterrupted time to move, play, and explore in a safe environment.
- Establishing routines for daily events, such as mornings, meals, naps, and bedtime.
- Limiting the amount of time your child spends watching television and using computer games.
- Offering your child water throughout the day in order to keep his/her brain active.



For additional information and ideas you can use as you work with your child, please read on!

Concept Development

DOES YOUR CHILD...	Yes	Not Yet
...recognize and name colors?	<input type="checkbox"/>	<input type="checkbox"/>
...match or sort items by color, shape, size, or texture?	<input type="checkbox"/>	<input type="checkbox"/>
...show an interest in numbers and counting?	<input type="checkbox"/>	<input type="checkbox"/>
...understand concepts (e.g., in, out, under, on, off, front, back, full, empty, heavy, light)?	<input type="checkbox"/>	<input type="checkbox"/>
...name body parts and their functions (e.g., head, hands, arms, knees, legs, chin, feet, face parts)?	<input type="checkbox"/>	<input type="checkbox"/>
...act out a simple story, sequencing the events?	<input type="checkbox"/>	<input type="checkbox"/>
...use stuffed animals, dolls, and other objects in pretend play?	<input type="checkbox"/>	<input type="checkbox"/>
...identify objects by size (e.g., biggest, smallest, longest, shortest)?	<input type="checkbox"/>	<input type="checkbox"/>
...demonstrate curiosity, persistence, and exploratory behavior?	<input type="checkbox"/>	<input type="checkbox"/>

Concept Development Tips

Young children construct their own understanding of concepts as they interact and work with real materials, people, events, and ideas in a creative and playful way.

Parents can help this process by:

- Providing age appropriate toys which encourage thinking and problem solving, such as 6-9 piece puzzles, blocks, or sorting toys. Talk about similarities and differences as you play with toys.
- Offering safe items from around the house (e.g., empty boxes, cardboard tubes) to use for creative play.
- Encouraging your child to help with daily activities (e.g., setting the table, matching socks, simple cooking).
- Singing counting songs, reciting fingerplays, and playing games with your child (e.g., “Hokey-Pokey”, “I Spy”).
- Providing age appropriate toys (e.g., dolls, stuffed animals, dress-up clothes) that stimulate imaginative play.
- Talking about shapes that can be seen in the environment.
- Allowing your child to fill in missing words in familiar books, nursery rhymes or songs.



Physical Development

DOES YOUR CHILD...

	Yes	Not Yet
...wash his/her hands using soap and drying off with a towel independently?	<input type="checkbox"/>	<input type="checkbox"/>
...scoop food from a serving dish onto his/her plate using utensils at mealtime?	<input type="checkbox"/>	<input type="checkbox"/>
...engage in manipulative play (e.g., string beads, large pegs/pegboards, lacing activities)?	<input type="checkbox"/>	<input type="checkbox"/>
...copy simple shapes, such as a circle or cross?	<input type="checkbox"/>	<input type="checkbox"/>
...snip with scissors?	<input type="checkbox"/>	<input type="checkbox"/>
...use crayons or markers (holding them appropriately) to scribble and draw?	<input type="checkbox"/>	<input type="checkbox"/>
...use a fork and spoon when eating?	<input type="checkbox"/>	<input type="checkbox"/>
...put on clothing such as a jacket or sweater without help?	<input type="checkbox"/>	<input type="checkbox"/>
...pedal a tricycle or riding toy?	<input type="checkbox"/>	<input type="checkbox"/>
...catch a ball with both hands?	<input type="checkbox"/>	<input type="checkbox"/>
...climb up a ladder and go down a slide without help?	<input type="checkbox"/>	<input type="checkbox"/>

Physical Development Tips

“You have brains in your head and feet in your shoes.
You can steer yourself any direction you choose.” – Dr. Seuss

Parents can help this process by:

- Providing appropriately sized puzzles, pegs and pegboards, stringing beads, and other manipulatives.
- Providing experiences with scissors such as cutting playdough and snipping and/or cutting paper.
- Giving your child opportunities to enjoy fingerpainting, playdough, crayons, and markers.
- Providing sand and water play with accessories (e.g., cups, shovels) for pouring, filling, and dumping.
- Providing experiences with blocks and/or construction sets.
- Encouraging your child to use a fork and spoon correctly when eating.
- Choosing clothes that are easy to put on and take off, encouraging your child to zip, snap, and button.
- Encouraging your child to enjoy outdoor activities, such as running, jumping, climbing.
- Allowing your child to play on outdoor play equipment and to use riding toys and tricycles.



Health and Safety

DOES YOUR CHILD...

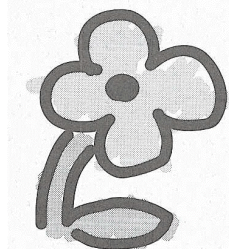
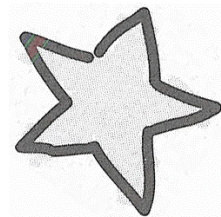
	Yes	Not Yet
...have a set routine and schedule for preparing for bed (e.g., brushing teeth, taking a bath), going to sleep, and eating meals?	<input type="checkbox"/>	<input type="checkbox"/>
...model your good habits (e.g., covers nose and mouth to sneeze, washes hands after toileting and before eating)?	<input type="checkbox"/>	<input type="checkbox"/>
...consistently express the need to use the bathroom?	<input type="checkbox"/>	<input type="checkbox"/>
...visit the doctor and dentist regularly?	<input type="checkbox"/>	<input type="checkbox"/>
...eat healthy foods?	<input type="checkbox"/>	<input type="checkbox"/>
...spend more time involved in play than watching TV or using a computer?	<input type="checkbox"/>	<input type="checkbox"/>

Health and Safety Tips

“Many things we need can wait. The child cannot. Now is the time his bones are being formed; his blood is being made; his mind is being developed. To him we cannot say tomorrow. His name is today.” – Gabriela Mistral

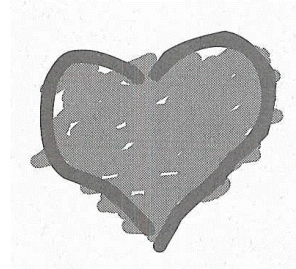
Parents can help this process by:

- Making sure your child has regular medical checkups, up-to-date shots, and prompt medical attention if needed.
- Scheduling the first dental checkup and assisting with regular tooth brushing.
- Establishing quiet/nap times during the day and a set bedtime.
- Making sure your child has an appropriately sized potty seat or step stool to assist with independent toileting.
- Providing opportunities for your child to get exercise.
- Always supervising your child in and around water. Provide swimming lessons for your child.
- Modeling and encouraging healthy eating and limiting junk food.
- Modeling simple safety practices (e.g., crossing the street, using proper car safety restraints, holding stair rails).
- Limiting TV/Computer time. Limiting young children’s exposure to TV may reduce the risk of subsequently developing ADHD (attention-deficit hyperactivity disorder).



Health and Safety Tips (cont'd)

- Posting 911, poison control center, and other emergency numbers on or near all your telephones.
- Removing hazards from your home and outdoors, having home fire drills, taking first aid and pediatric cardiopulmonary resuscitation (CPR) training.
- Continuing to childproof your child's environment (e.g., electrical outlets, hazardous substances, door latches); as your child becomes more inquisitive. Always keep a watchful eye on your child.
- Keeping all guns out of your house or storing locked guns, unloaded and uncocked, in a locked container out of reach of your child. Store ammunition separately.



Language

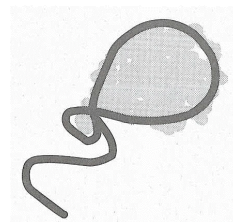
DOES YOUR CHILD...	Yes	Not Yet
...use complete sentences to express needs?	<input type="checkbox"/>	<input type="checkbox"/>
...follow through when you give two step directions (e.g., "Put your paper on the table and sit in your chair.") ?	<input type="checkbox"/>	<input type="checkbox"/>
...show a steady increase in vocabulary development (use plurals, add "ing" when appropriate, use size words such as bigger, smaller)?	<input type="checkbox"/>	<input type="checkbox"/>
...sing simple songs and recite nursery rhymes?	<input type="checkbox"/>	<input type="checkbox"/>
...ask and answer "who", "what", "how", and "when" questions?	<input type="checkbox"/>	<input type="checkbox"/>
...engage in conversations with other children and adults?	<input type="checkbox"/>	<input type="checkbox"/>
...speak so that others can understand him/her most of the time?	<input type="checkbox"/>	<input type="checkbox"/>
...use pronouns correctly in conversation (e.g., she, he, I, me, him, her)?	<input type="checkbox"/>	<input type="checkbox"/>
...describe a recent event and answer questions about it?	<input type="checkbox"/>	<input type="checkbox"/>
...make up "dialogue" when engaging in dramatic play?	<input type="checkbox"/>	<input type="checkbox"/>

Language Development Tips

Nodding your head, stomping your feet, and waving good-bye are all forms of communication. Your child's ability to communicate and use words for self-expression grows significantly between the ages of two and four.

Parents can help this process by:

- Talking with your child about his/her interests and daily experiences.
- Asking questions that require more than a simple "yes" or "no" answer.
- Allowing your child time to respond and make comments during your conversations.
- Patiently answering your child's questions.
- Listening to and letting your child know what he/she says is important.
- Getting down on your child's eye level to show your interest as you engage in conversations.
- Providing your child with interesting experiences and activities and "giving" him/her the words to describe what is happening.
- Singing simple songs (e.g., "The Wheels On The Bus") with your child.
- Reciting nursery rhymes (e.g., "Jack and Jill") and finger plays (e.g., "The Itsy Bitsy Spider") with your child.
- Engaging in lots of conversations with your child.



Reading and Writing

DOES YOUR CHILD...

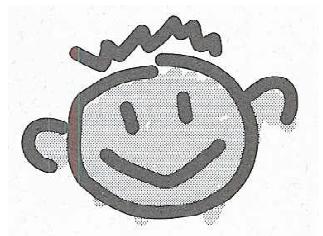
	Yes	Not Yet
...hold a book right side up and turn the pages one at a time starting at the front of the book?	<input type="checkbox"/>	<input type="checkbox"/>
...know how to care for a book?	<input type="checkbox"/>	<input type="checkbox"/>
...look at books or pictures independently?	<input type="checkbox"/>	<input type="checkbox"/>
...enjoy being read to?	<input type="checkbox"/>	<input type="checkbox"/>
...imitate you reading books, magazines, letters, newspapers, recipes, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
...enjoy drawing and pretending to write?	<input type="checkbox"/>	<input type="checkbox"/>
...describe his/her drawings and scribbles to you?	<input type="checkbox"/>	<input type="checkbox"/>
...imitate you writing (e.g., notes, recipes, lists, letters, reminders)?	<input type="checkbox"/>	<input type="checkbox"/>
...make signs, write letters, and create grocery lists, while involved in imaginative play?	<input type="checkbox"/>	<input type="checkbox"/>
...recognize familiar environmental signs (e.g., street signs, food packages, restaurant signs)?	<input type="checkbox"/>	<input type="checkbox"/>
...hold a pencil, crayon or pen between the fingers and thumb like an adult?	<input type="checkbox"/>	<input type="checkbox"/>
...recognize the first letter of his/her name?	<input type="checkbox"/>	<input type="checkbox"/>

Reading and Writing Tips

By modeling the importance of the written word and by providing opportunities for early reading and writing, you will keep your child interested and eager for continued learning. Reading with a three year old does not mean reading every word on every page. Often, talking about the pictures in the book becomes the story itself. It builds vocabulary and also enriches language and understanding.

Parents can help this process by:

- Providing a variety of picture books for your child, including nursery rhymes and fairy tales.
- Keeping books in different places around the house where your child can safely and easily reach them.
- Allowing your child to select books to take along in the car to doctors' offices, restaurants, etc.
- Reading favorite stories over and over again, sometimes substituting your child's name for a character in the story.
- Giving your child books as presents.



Reading and Writing Tips (Cont'd)

- Providing a place to read that is comfortable and quiet.
- Accepting your child's "pretend" reading and writing, knowing that scribbles are OK.
- Pointing out print in the environment (e.g., signs, food packages, restaurants).
- Providing crayons, washable markers, pencils, chalk, paper, and a space for writing.
- Having a place to display your child's drawing and writing efforts.
- Letting your child see you read and write for both work and pleasure, telling him/her what you are writing.
- Making books with your child using family photos or pictures from magazines and newspapers.
- Allowing your child to describe his/her drawings and then write down the words.



Social and Emotional Development

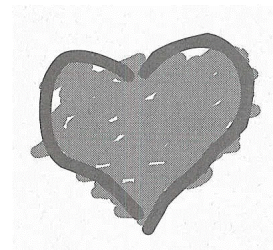
DOES YOUR CHILD...	Yes	Not Yet
...use words when angry or frustrated?	<input type="checkbox"/>	<input type="checkbox"/>
...take turns?	<input type="checkbox"/>	<input type="checkbox"/>
...use words such as “please” and “thank you”?	<input type="checkbox"/>	<input type="checkbox"/>
...attempt new tasks knowing it is okay to make mistakes?	<input type="checkbox"/>	<input type="checkbox"/>
...show independence by attempting to do things for him/herself (e.g., getting dressed, putting toys and belongings away)?	<input type="checkbox"/>	<input type="checkbox"/>
...ask for help when necessary?	<input type="checkbox"/>	<input type="checkbox"/>
...show an awareness of the feelings of others?	<input type="checkbox"/>	<input type="checkbox"/>
...follows simple requests?	<input type="checkbox"/>	<input type="checkbox"/>
...show an understanding of limits and routines?	<input type="checkbox"/>	<input type="checkbox"/>
...have an opportunity to play with peers and develop friendships?	<input type="checkbox"/>	<input type="checkbox"/>
...show a sense of humor?	<input type="checkbox"/>	<input type="checkbox"/>
...take pride in his/her independent accomplishments?	<input type="checkbox"/>	<input type="checkbox"/>

Social & Emotional Development Tips

Most parents would like to skip the childhood tantrums and tears, but that rarely happens. Learning to share, trying new things, and making friends develops over time. Make the most of these early years by offering a guiding hand, a calm and loving voice, and all of the encouragement you can muster.

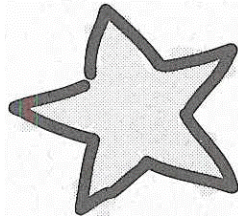
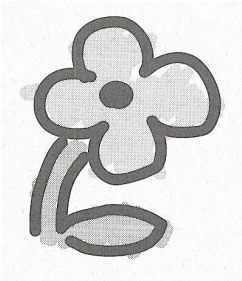
Parents can help this process by:

- Showing your love for your child by giving hugs, smiles, and spending happy times together.
- Remembering to show love for your child while guiding his/her behavior (e.g., say, “I love you, but I don’t like hitting!”).
- Letting your child know exactly what you expect.
- Being a good example by treating your child and others with respect.
- Letting your child know what he/she should do, as well as what he/she should not do.
- Letting your child know all feelings are okay (e.g., say, “I can see that really scares you.”).



Social & Emotional Development Tips (cont'd)

- Teaching acceptable ways of expressing feelings. (e.g., say, “It’s OK to be angry, but you need to use your words and not your hands.”)
- Avoiding violence and inappropriate expressions of anger at home and on television.
- Telling your child when he/she does something right.
- Encouraging your child to attempt new tasks and supporting his/her independent efforts.
- Giving your child opportunities to make choices between two things at meals or when getting dressed.
- Providing time for your child to be with other children such as joining a playgroup, going to story time at the library, or playing at the park.
- Being a guide by helping children learn the concepts of sharing and turn taking.
- Modeling the use of words such as “please” and “thank you”.



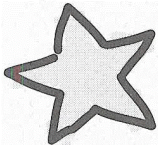
Child Development

Call for information on:

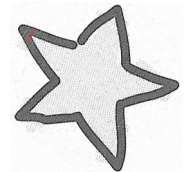
- **concerns about my child's development**
 - Infant and Toddler Screenings 727-767-4403
 - Preschool Screenings FDLRS (Child Find) – 727-462-1588
- **concerns about my child's behavior** Project Challenge 727-547-4212
- **parenting and child guidance**
 - Community Resources (Helpline) 211
 - Public Libraries (Check your phone book for listings)
 - Mary Faust Child Care Resource Library 727-725-9778
 - Juvenile Welfare Board Library 727-547-5670

Additional information can also be found on web sites such as:

familyeducation.com	parenthood.com
parentsoup.com	zerotothree.org
kidsgrowth.com	iamyourchild.org
rif.org	allkids.org



Health and Safety



Call for information on:

- **A medical emergency**.....911
- **Poison control** 1-800-222-1222
- **Car seat installation and safety**..... 727-892-KIDS (892-5437)
- **Childproofing my home, water safety, injury prevention** .. 727-898-SAFE (898-7233)
- **Medical services (low cost physicals, immunizations)**
 - Pinellas County Health Department..... 727-824-6900
 - Community Health Centers of Pinellas 727-821-6701
- **Low cost health insurance** Florida Kid Care 1-888-352-5437
- **Infant/child first aid & CPR classes**

- American Red Cross..... 727-446-2358
- American Heart Association 727-570-8701
- **Unsafe products or items that have been recalled** 1-800-638-2772
- **Community resources (clothing, emergency shelter, stress, counseling)** (Helpline) 211
- **Nutrition**
 - Cooperative Extension Service 727-582-2100
 - WIC (Women, Childs, Children) 727-824-6900
- **Reporting suspected child abuse/neglect** 1-800-96A-BUSE
(Calls remain anonymous)

Child Care

Call for information on:

- **Locating childcare centers and homes**
 - Child Care Resource and Referral 727-547-5750
- **Assistance in paying child care fees**
 - Coordinated Child Care 727-547-5700
- **A provider’s licensing history**
 - Pinellas County License Board..... 727-547-5800
(Levels of compliance, complaints)