



CCEI857

Developmental Delights: Two-Year-Olds Handout

Welcome to CCEI857

In this course you will learn about the distinct characteristics of early childhood development beginning at age two. You may have heard people refer to the "terrible twos." This unfortunate nickname comes from the fact that two year-olds are learning to cope with their emotions. Although two-year olds can be a real handful, they can also be fun and fascinating at this important development stage.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Define *early childhood development*
- Identify the factors affecting development
- Identify milestones in a two-year-old's eating habits
- Identify reasons that a two-year-old may bite or hit another child
- List ways to help develop a two-year-old's language skills
- Identify developmental milestones for two-year-olds

References:

- CDC. (2020). *Learn the Signs. Act Early*. Retrieved from https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf
- Copple, C., Bredekamp, S., Gonzales-Mena, J. (2011). *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Infants and Toddlers*. National Association for the Education of Young Children. Washington, D.C.
- Eisenberg, A. and H. Murkoff. (2014). *What to Expect the First Year*. New York: Workman Publishing.
- Gonzalez-Mena, Janet, and Eyer, Dianne Widmeyer. (2017). *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education, 11th edition*. McGraw-Hill Education.
- Herr, J. (2018). *Working with Young Children, 9th Edition*. Goodheart-Wilcox Company
- Martin, Jody (2011). *Preschool Health and Safety Matters*. Gryphon House.
- National Resource Center for Health and Safety in Child Care and Early Education. (2019). *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 4th edition*. American Academy of Pediatrics, Elk Grove Village, IL. Retrieved from <https://nrckids.org/files/CFOC4%20pdf-%20FINAL.pdf>
- Swim, Terri Jo. (2016). *Infants, Toddlers, and Caregivers: Caregiving and Responsive Curriculum Development, 9th edition*. Cengage Learning.
- ZERO TO THREE. (2010). *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice, 2nd Edition*. ZERO TO THREE: National Center for Infants, Toddlers, & Families.

Early Childhood Development: An Overview

The growth and changes we experience from birth onward are known as:

Important Fact

Early childhood development refers to:

Important Fact

Age ranges are often used to

Toddler Development

Important Fact

The term *toddler* is generally used to describe:

Factors that influence learning and development throughout the childhood years:

-
-
-
-
-
-

The final two factors, and the ones that are most affected by a caregiver, are

-
-

Nutrition -

By age two, most children can:

Environmental stimulation -

Signs of over-stimulation -

Signs of under-stimulation -

Addressing over- and under- stimulation

Areas of Development

The remainder of the course focuses on the following specific areas of development:

-
-
-
-
-
-

Physical Growth

Physical growth in young children :

Between the ages of two and three, children grow:

Two-year-olds' heads are:

Movement

Important Fact

Gross motor skills are:

Two-year-olds no longer need to focus all their mental energy on gross motor skills. Now they are developing:

Activities that Support Gross Motor Development

Hand-Eye Coordination

By the time a child is two-years-old, their vision is usually between:

Important Fact

As two-year-olds' vision improves, so does:

As they improve their use of pincer muscles and hand-eye coordination, two-year-olds are able to:

Activities that support hand-eye coordination and fine motor skills:

Cognitive Development

Important Fact

Cognitive development includes:

Cause and effect –

Numbers and counting -

Examples of Mathematical Language:

Sequencing Concepts -

Activities that support cognitive development:

Communication

Important Fact

Expressive language:

Receptive language:

Expansion:

Important Fact

Ear infections can cause:

Social and Emotional Development

Important Fact

Being anxious when a parent leaves is known as:

At this stage of development, children may start biting or hitting for a variety of reasons, including:

Cause and Effect -

Getting Attention -

Imitation -

Frustration -

What can you do to help a child through these difficult situations?

-
-
-
-

Temper tantrums -

Parallel play -

Associative play -

Important Fact

Children at this age tend to be _____, meaning:

Look for the following signs that a child is ready for potty training:

-
-
-

Try This!

Move in Different Ways

Combine the two-year-olds' ability to control their physical movements and their fascination with pretending. Ask them to clomp around like heavy dinosaurs, stand on tiptoes like ballerinas, and prance like unicorns. Add music with varying tempos to accompany their movements. These fun activities build muscles and improve motor skills and balance.

Try This!

Develop Gross Motor Skills

Create a safe obstacle course in your classroom. The following examples will help develop gross motor skills:

- Climbing over cushions.
- Crawling under a table.
- Slithering through a tunnel.
- Stepping on pieces of construction paper placed in a pattern on the floor.

Design the course with the children's age and ability levels in mind. Always remember that their balance, judgment, and coordination are still developing, so close supervision is required.

Try This!

Develop Hand-Eye Coordination

Activities for two-year-olds that develop hand-eye coordination include:

- Stringing large beads onto thick string or pegs.
- Painting or drawing.
- Putting together simple puzzles.
- Building towers of regular blocks and connector blocks.
- Gluing scraps of paper or felt on construction paper.

Try This!

Classroom Bowling

Help increase hand-eye coordination and motor skills and have fun at the same time! Set up several empty plastic soda bottles in an area of the classroom away from traffic. Provide children with a small ball and encourage them to knock the "pins" over. As vision and coordination improve, the children will become better at knocking down more bottles.

Try This!

Sequencing Practice

Provide many opportunities for children to practice sequencing. Use familiar stories or songs as inspiration for sequencing materials. Ask children what happens next as you are telling the story. Introduce language such as *first*, *second*, and *last*.

Create picture cards that depict important parts of the story, encourage children to tell the story using the pictures. Provide children with felt board materials and encourage children to retell the story using the felt images. Start with just a few events from a story, song, or fairy tale. At this point children will not remember every detail of the sequence of the story, but they can create their own sequence, which is still using the skill of sequencing.

Try This!

Promote Cognitive Development

Other activities that promote cognitive development:

- Promote pretend play with a variety of props and dress up items.
- Include sorting, patterning, and counting manipulatives of various sizes, shapes, and colors.
- Encourage children to explore art materials.
- Read stories and ask lots of questions about the events and characters in the stories.
- Give children choices as much as possible, within the routine of the day.
- Encourage children to measure, fill, pour, and make observations at the sensory table.

Try This!

Sing Songs

Sing songs and recite nursery rhymes as part your daily routine and encourage children to repeat them with you. This provides fun opportunities to practice speaking and increases vocabulary and memory skills.

Try This!

Read! Read! Read!

Time and time again, research has shown that reading aloud to children is one of the best ways to boost vocabulary, speaking skills, and a love for learning. You should read to two-year-olds every day.

Try This!

Soothing Separation Anxiety

If children in your care experience separation anxiety, reassure them that their parents will return. It is also important that parents not sneak away.

- Create a good-bye routine that is followed each day.
- Create a picture schedule that shows when parents will return to pick them up.
- Incorporate engaging or favorite activities, including calming sensory activities into drop off time to encourage a smooth transition.

As the children's language and social skills improve, they will begin to understand why people sometimes leave and that they will return.

Try This!

Responding to Tantrums

Here are a few suggestions for responding to tantrums for older toddlers:

- Keep your cool. Avoid allowing the behavior to cause you to become upset.
- Stop putting demands on the child until they have calmed down. Additional demands may add to the frustration and lengthen the tantrum.
- Acknowledge that the child is upset and let them know that you will be there to talk to them when they are ready.
- Move to another area of the classroom or playground. Continue to watch the child to be sure they are not hurting themselves or other children.
- Keep the routine. Continue with the planned activity, encourage the other children to continue with their play, and give the child a chance to calm down.
- Maintain accountability. If it seems like the child tantrums to avoid cleaning up the blocks, ask the child to clean up a few of the blocks after they have calmed down so that they learn that a tantrum will not release them from the request to clean up.

Try This!

Potty Time

Make potty time fun and interesting by placing educational and entertaining posters on the wall in the bathroom. Add age-appropriate reading material for children to enjoy as they sit on the potty. Be sure to praise their attempts and successes, and reassure them after accidents.