



Understanding your
child's behaviour

Solihull Approach

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your child's
behaviour

Leaflet for
parents

Developmental and emotional Milestones

The most important thing to remember about developmental and emotional milestones is that all children are different. These milestones are a general description of what most children can do at certain ages. Your child may reach some milestones earlier and others later. Either way, it may be the right time for your child's individual development.

Developmental and emotional milestones can be useful because they can show that the way your child is behaving, even if it is embarrassing, is how children of that age often behave. For instance, no parent wants to hear their child say 'I hate you' but knowing that this is common behaviour at the age of five years may help you to take it less personally!

If you have any concerns about your child not reaching some of the milestones you may want to contact your health visitor or GP for advice.

As your child reaches their second birthday, knowing that they are more likely to kick and bite other children means that you can be more prepared to help them through that stage so that they can manage their anger. Research shows that children are at their most violent at the age of two to three years old! It is the job of parents, grandparents, carers and childcare staff to support children through this very important stage of their lives. This will build the connections in the child's brain (see the leaflet on *Brain Development* and the YouTube videos) which will help them in the future to control their anger and their impulses.

Developmental and emotional milestones 0–9 months

Emotional milestones

Birth – 4 weeks

Baby getting used to life outside the womb – often quite disorganised – baby needs to feel calm, safe and have a routine.

4 - 6 weeks

More settled – beginning to settle into regular pattern.

6 weeks to 3 months

May be starting to smile and will smile in response to a positive interaction with another person.

Starting to develop different cries and facial expressions that indicate when hungry, tired, uncomfortable or overwhelmed.

Enjoys looking at human face in particular parents or familiar adults.

Starting to vocalise more.

3 months to 6 months

Smiling usually established.

Temperament becoming clearer.

Gradually becoming more aware of own feelings.

Enjoying the familiar and starting to anticipate regular events, such as being fed.

Separation

Gradually able to tolerate small amounts of time from parents.

continued

Developmental milestones

At 9–12 months sits unsupported for 10–15 minutes; attempts to crawl.

Developing fine pincer grasp.

Pulls to stand and by about 1 year most babies walk unaided.

From 1 year becomes very active – gets into everything.

Climbs on chair to reach something – stacks containers, starts to learn simple instructions. Has 'mama', 'dada' and 2 or 3 other words. Jabbers

Responds to own name and 'no-no' and 'give it to me'.

By 18 months has about 10 words – using words to replace or accompany pointing.

Drinks from cup with help. Chews.

Holds spoon and tries to use.

Puts wooden cubes in and out of cup when shown.

Quickly finds hidden toy.

Plays pat-a-cake, and waves 'bye-bye'.

Sits or stands without support while being dressed.

May be able to comfort self for short time but this is variable and there may be times when baby cannot do this particularly if he is frightened.

Recognising others, mother, father, siblings, grandparents, aunts, uncles.

By 6 months starting to recognise differences in familiar people. At times may be aware of strangers.

6 - 12 months

Increased capacity to recognise feelings such as joy and displeasure.

Becomes more aware of being separate from mother, father and others.

Recognising strangers and can react in a distressed way if stranger tries to interact too quickly.

Starting to be able to distract themselves when things go wrong.

More persistent in pursuing their own goals especially in play.

Enjoys sharing games with parents and others.

Laughter occurring more often when engaging in exciting interactions with parents and other familiar adults.

Developmental and emotional milestones 2 years

Emotional milestones

Toddlers normally show extremes of behaviour between 2 and 3 years – very dependent/independent, very aggressive/calm/helpful/stubborn.

More independent – gets angry when stopped from moving somewhere, tantrums common (cries desperately, kicks, bites, rough with other children).

Begins to show feelings of pride, pity, sympathy. These feelings connect the child to himself and to others. Two-year-olds are usually aware of praise and smile.

Needs a carer to tell him what is right and what is a 'no-no' – tone of voice important. First step in recognising right from wrong.

Fear of strangers is less.

Fear of noises, thunder, trains, flushing toilets.

Plays alone or alongside others but won't share.

Short attention span and easily distracted.

Harsh parenting and smacking gets in the way of a child's emotional development.

Toddlers like routine and any changes upset them.

Developmental milestones

Runs, pushes and pulls large toys.

Climbs on furniture and up and down stairs holding on to rail.

Throws small ball overhead.

Sits on small bike and scoots along with feet.

Hand preference usually obvious.

Enjoys picture books and recognises detail.

Modifies pencil grasp, spontaneously scribbles to and fro and in a circular motion.

Knows 50+ words and begins to form simple sentences.

Talks to self.

Names familiar objects and parts of body.

Carries out simple instructions. Spoon-feeds well and chews competently.

Verbalises toilet needs – may be dry in day.

Enjoys imitating domestic activities.

Developmental and emotional milestones 3 years

Emotional milestones

Play is the work of this age – focus on becoming confident and efficient.

Quite balanced – normally happy and contented.

Still self-centred and magical in thinking – believes wishes make things come true.

Has imaginary friends who can be blamed when things go wrong.

Bargaining works but reasoning does not.

Distraction still works.

Doesn't get so frustrated and gets less angry when stopped.

Biggest fear is that the carer will abandon him – especially at night.

Developmental milestones

Enjoys walking/climbing and running.

Likes drawing/threading/play-dough and simple jigsaws.

Begins to take turns, as a start to sharing.

Large vocabulary mainly intelligible to strangers, but many ungrammatical forms persist.

Able to follow instructions.

Asks many 'what, where and who' questions.

Listens eagerly to stories.

Uses fork and spoon.

Pulls pants/knickers up/down.

Developmental and emotional milestones 4 years

Emotional milestones	Developmental milestones
<p>4-year-olds enjoy silly games/talk and showing off.</p> <p>Through play they continue to seek balance between dependence/independence.</p> <p>May see return of some '2-year-old stubbornness'.</p> <p>If naughty, may blame others or be naughty on purpose to get a reaction.</p> <p>May be aggressive again – biting, kicking, and throwing objects.</p> <p>Has a sense of past/future.</p> <p>Fear of dark remains.</p> <p>Begin to compete with parents of same sex for the attention of parent of opposite sex.</p>	<ul style="list-style-type: none"> ■ Up and down stairs with adult following. ■ Climbs ladders/trees. ■ Rides tricycle expertly. ■ Increasing skill in ball games. ■ Threads small beads on lace. ■ Holds pencil in mature fashion. ■ Copies an x. ■ Speech grammatically correct and intelligible. ■ Listens to and tells long stories, sometimes getting confused. Repeats nursery rhymes. ■ Eats skilfully. ■ Washes/dries hands, brushes teeth.

Developmental and emotional milestones 5 years

Emotional milestones	Developmental milestones
<p>More balanced again.</p> <p>Quite independent and often serious and realistic.</p> <p>Less frustrated and less angry – but may bang doors/stamp feet, say 'I hate you' and 'I wish you were dead'.</p> <p>Mostly friendly and talkative to strangers.</p> <p>Bargaining continues to work. Calming down and time-out chairs help them to regain self-control.</p> <p>Fears of being hurt are common.</p> <p>May also worry that parents may not be available when needed, e.g. something happening to a parent while child at school. Tender and protective towards younger child or pet.</p>	<ul style="list-style-type: none"> Runs lightly on toes. Active and skilful in outdoor play. Grips strongly with either hand. Good control in writing and drawing and painting. Writes a few letters spontaneously. Speech fluent – may have some phonetic confusions. Recites rhymes and jingles. Enjoys jokes – asks meaning of abstract words. Uses knife/fork competently. Undresses/dresses. Appreciates clock time in relation to daily routine.

Solihull Approach 'Understanding your child's behaviour' groups for parents

If you would like more information about the Solihull Approach 'Understanding your child's behaviour' groups for parents, please visit:

www.SolihullApproachParenting.com