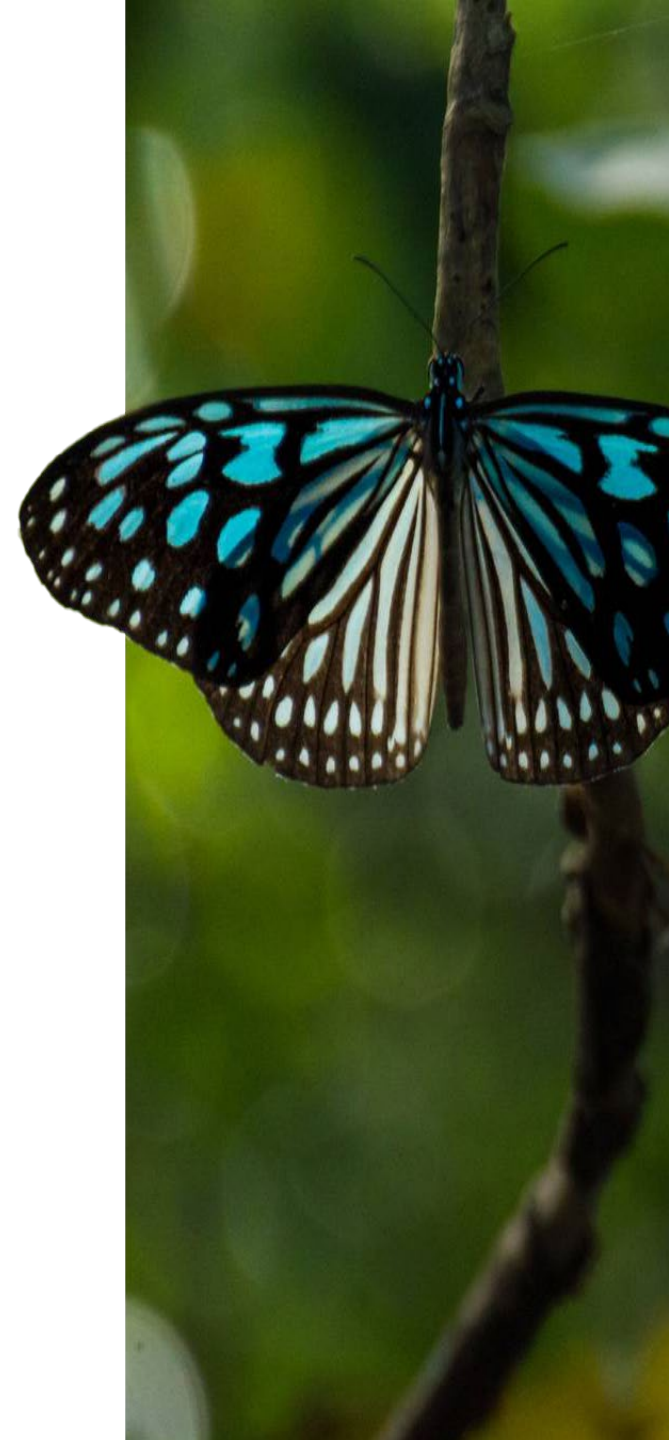


# Webinar: Growing Together: Understanding and Supporting Early Childhood Development

July 7, 2025

Dr. Stremmel & Dr. Kampmann

## **DEVELOPMENT 0-3 RESOURCES**



# Readings/Research

## **Rutgers comprehensive data base of academic journals**

- <https://childhood.camdenn.rutgers.edu/resources/scholarly-journals/>.

## **Authors**

- Vivian Paley
- Carol Dweck
- Daniel Siegel
- Sue Bredekamp
- Cornelius Minor
- Andrew Stremmel

## **Organizations**

- CEC -Council for Exceptional Children
- Center on the Developing Child at Harvard University
- DEC - CEC's Division of Early Childhood/Special Education
- Zero to Three
- NAEYC-National Association for the Education of Young Children

# Web links

<https://www.dec-sped.org/>

<https://www.naeyc.org/resources/topics/dap>

<https://developingchild.harvard.edu/resources/infographics/place-matters-what-surrounds-us-shapes-us/>

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

<https://developingchild.harvard.edu/>

<https://www.zerotothree.org/>

<https://developmentalcascades.org/>

# Videos

## **Wonder, exploration, curiosity, image of the child**

<https://www.facebook.com/934104243267040/posts/1955543317789789/>

## **Babies can read: Image of the child as competent**

<https://www.facebook.com/siteeducativoparaeducar/videos/832271100316277/UzpfSTE1MzQ2OTM0Mzc6MTAyMTExMTkxMjc5MDQwNDg/>

## **Scaffolding the Language of Play**

[https://www.youtube.com/watch?v=jJ3AV8YJ5yQ&ab\\_channel=TPCNS](https://www.youtube.com/watch?v=jJ3AV8YJ5yQ&ab_channel=TPCNS)

## **Serve and return building brain architecture: Harvard Child Development**

<https://www.youtube.com/watch?v=KNrnZag17Ek>



## contact info

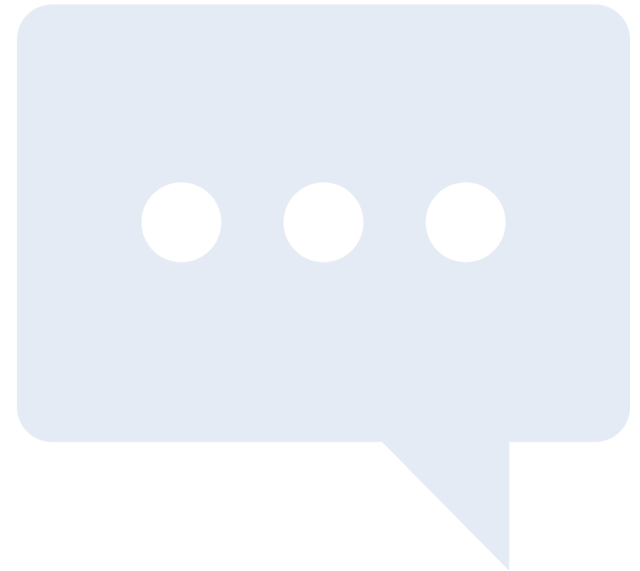
- Dr. Andrew Stremmel
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# Age-Appropriate Speech/Language & Physical Development Milestones

Based on Stanford Medicine  
Children's Health

Age-Appropriate Milestones by  
Developmental Stage



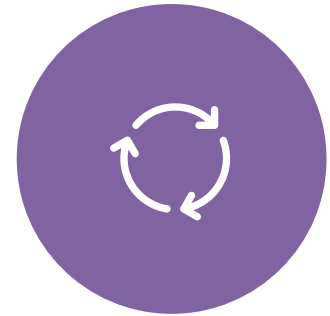
# Introduction



- IMPORTANCE OF SPEECH AND LANGUAGE DEVELOPMENT



- ROLE OF HEARING IN LANGUAGE DEVELOPMENT



- MILESTONES ARE GUIDELINES — VARIATION IS NORMAL

# Birth to 5 Months

- Coos

- Vocalizes pleasure/displeasure (laughs, cries)

- Responds to speech with sound



# 6 to 11 Months

- Understands 'no-no'

- Babbles ('ba-ba', 'da-da')

- First word may emerge

- Uses gestures and mimics sounds

# 12 to 17 Months



- Answers simple questions nonverbally



- Uses 2-3 words to label people/objects



- Imitates simple words



- Vocabulary of 4–6 words

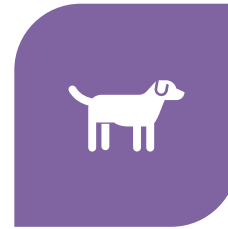
# 18 to 23 Months



- VOCABULARY OF ~50 WORDS (MAY BE UNCLEAR)



- USES 2-WORD PHRASES ('MORE MILK')



- ANIMAL SOUNDS



- STARTS USING PRONOUNS ('MINE')

# 2 to 3 Years



- UNDERSTANDS 'IN', 'ON'



- USES 3-WORD SENTENCES



- USES PRONOUNS, PLURALS, AND PAST TENSE



- SPEECH SOMEWHAT UNCLEAR TO STRANGERS

# 3 to 4 Years



- Groups objects (e.g., food, clothes)
- Identifies colors
- Describes object use, rhymes
- Most speech sounds present

# Physical Development Milestones

## Developmental Milestones: Birth to 5 years

See <https://www.med-u.org/the-library/developmental-milestones> for an interactive version of this table.



AGE	GROSS MOTOR	FINE MOTOR	COMMUNICATION/SOCIAL	COGNITIVE/ADAPTIVE
2 mos.	Lifts head/chest when prone	Eyes track past the midline	<ul style="list-style-type: none"> <li>Alerts to sound</li> <li>Social (reciprocal) smile</li> </ul>	Recognizes parent
4 mos.	Rolls front to back	Grasps a rattle	<ul style="list-style-type: none"> <li>Laughs</li> <li>Soothed by parent's voice</li> </ul>	Orients head to direction of a voice
6 mos.	Sits with little or no support	<ul style="list-style-type: none"> <li>Reaches with one hand</li> <li>Transfers objects</li> </ul>	<ul style="list-style-type: none"> <li>Babbles</li> <li>Developing stranger anxiety</li> </ul>	Feeds self
9 mos.	Pulls to stand	<ul style="list-style-type: none"> <li>Developing immature pincer grasp</li> <li>Bangs two objects together</li> </ul>	<ul style="list-style-type: none"> <li>Says "mama/dada" indiscriminately</li> <li>Waves bye-bye</li> </ul>	Plays gesture games (e.g., pat-a-cake)
12 mos.	Stands/walks alone	Fine pincer grasp	<ul style="list-style-type: none"> <li>One word other than "mama"/"dada"</li> <li>Follows one-step commands with a gesture</li> </ul>	Points to desired object
15 mos.	Stoops and recovers	Scribbles in imitation	Uses 3–5 words	<ul style="list-style-type: none"> <li>Uses spoon and cup</li> <li>Turns pages in a book</li> </ul>
18 mos.	Runs well	Builds a tower of 3 cubes	Points to 1–3 body parts	"Helps" in the house
24 mos.	<ul style="list-style-type: none"> <li>Throws ball overhand</li> <li>Kicks a ball</li> </ul>	Copies drawing a line with crayon	<ul style="list-style-type: none"> <li>Speaks in 2-word combinations</li> <li>≥ 50-word vocabulary</li> <li>Parallel play</li> </ul>	Removes an article of clothing
36 mos.	Pedals a tricycle	Copies a circle	<ul style="list-style-type: none"> <li>Speaks in 3-word sentences</li> <li>75% of language is intelligible to a stranger</li> </ul>	Brushes teeth with help
48 mos.	Hops	Copies a square or cross	<ul style="list-style-type: none"> <li>100% of language is intelligible to a stranger</li> <li>Plays cooperatively with a group</li> </ul>	Knows 4 colors
60 mos.	Skips	Copies a triangle	<ul style="list-style-type: none"> <li>Defines simple words</li> <li>Uses 5-word sentences</li> </ul>	Dresses self

<https://med.stanford.edu/content/dam/sm/pediatricsclerkship/documents/5-Developmental-Milestones-MedU.pdf>

# Final Thoughts



- Individual variability is normal
- Consult providers for concerns
- Early intervention is key