

**Adapted from The Washington Guide to Promoting Development in the Young Child, 19-30 Months**

**Expected Tasks in This Age-Range**

**Suggested Activities**

**Motor Skills:**

Runs  
Walks up & down steps, one at a time, putting both feet on each step  
Draws vertical lines  
Builds a tower of 4 or more blocks when shown how  
Throws a ball overhand  
Jumps in place  
Begins to pedal a tricycle

Provide opportunities for outdoor & open space play  
Draw lines for your child with crayons. Encourage him to try  
Provide a tricycle or other pedal toy

**Feeding:**

Holds cup handle with fingers & thumb, not entire hand  
Lifts cup & drinks well  
Uses spoon. May spill a lot initially  
Has difficulty getting spoon into mouth  
May refuse food

Offer finger foods  
Use non-tip dishes & cups. Dishes should have sides to make filling of spoon easier  
Allow child to feed herself  
Offer child what rest of family is eating. Do not cook separate meals  
Provide water between meals and milk with meals. Do not have your child fill up on fluids at mealtime.

**Sleep:**

Night: 10-12 hours  
Naps: 1 nap lasting 1-3 hours  
Doesn't go to sleep at once; demands things  
May awaken crying if wet or soiled  
May awaken because of being too hot, too cold, change of bed, change of room, addition of sibling to family or room, absence of parent from home, trip with family, or house guests

Do quiet activities before bedtime (read child a book, tell stories, talk quietly)  
If child has rituals (eg. arranging toys a specific way), allow him to carry out these routines. This helps overcome fear of the dark or fear of separation.  
Explain bedtime routine to baby-sitter  
If needed, spend more time or give more reassurance during bedtime routine  
Provide familiar bedtime toys or books  
Allow a crying-out period if child is safe & comfortable  
Place child in bed before he reaches excessive fatigue, excitement, or tiredness  
Eliminate sources of fear, such as violent TV or videos  
Have a consistent bedtime

**Play:**

Parallel play (plays beside other children, but not necessarily WITH other children)  
Uses both large & small toys  
Rough-and-tumble play  
Play periods longer than before. Interested in manipulative and constructive toys  
Enjoys rhymes & singing

Provide child with materials for manipulating & feeling  
Finger paints, clay, sand, stone, water, soap  
Wooden toys, cars, animals  
Building blocks, crayons, paper  
Rhythmical tunes & equipment (swing, rocking chair, rocking horse)  
Books: short, simple stories with repetition & familiar objects. brightly colored pictures  
Guide your child's hand to actively participate with specific activities, such as using crayons or hammering

## Expected Tasks in This Age-Range

## Suggested Activities

### Language:

#### **Receptive:**

Can name one or more body parts  
Follows a simple command that is not accompanied by facial or body gestures (Put the ball on the table. Put the toy in the box)

Continue to say the name of objects when you give them to your child. Talk about the activities your child is doing  
Talk with child during mealtimes

#### **Expressive:**

Says 2 words together (Play ball. Want cookie)  
Names objects in pictures, such as cat, bird, dog, man  
Refers to self by pronoun rather than by name

Try to have your child say what she wants  
Have child name & point to body parts during bath  
As child's speech improves, encourage less use of gestures such as pointing or leading you to places or things  
Count & name pieces of clothing as you dress child  
Count and name silverware as it's placed on the table  
Sort, match, name glassware, laundry, cans, fruits, vegetables with your child  
Spend 15-20 minutes/day naming pictures in books. Have child point to the picture while you name the objects  
Help child learn words to express safety needs  
Whenever possible, say a word, show the object, have child handle & use it, encourage her to watch your face while you say the word, & suggest (not pressure) that she try to repeat the word

### Toilet Training:

Can tell when she needs to urinate or have a bowel movement  
May use the same word for both body functions  
Daytime control with occasional accident  
Needs help with toileting (reminding, wiping, dressing)

Sit child on toilet or potty chair at regular intervals for short periods throughout the day  
Praise child for success  
Dress child in simple clothing that he can manage  
Start toilet training when family disruptions are at a minimum, e.g. no visitors, no travel, no new sibling soon  
Use training pants during the day once toilet training begins

### Discipline:

Attention span increases

Gain child's attention before giving simple commands.  
Offer praise for success  
Add new rules as your child conforms to old ones  
Do not expect immediate obedience. It takes time to learn new rules

Begins simple reasoning. Asks Why?  
Interested in exploring the environment, but may not have coordination to do all the things he wants to do

Answer questions with simple explanations.  
Supervise child on stairs and slippery floors  
Set rules about crossing streets, carrying knives, sharp objects or glass objects

May say "No!" frequently. May have more resistance at bedtime

Have the outdoor play area fenced or supervised  
Keep matches out of reach  
Shield adult tools (knives, lawnmowers, razors...)  
Have consistent responses to behavior. Allow time to conform to an expectation

Behavior may change if a new sibling is added to the family

Explain verbally or through play that a new child is expected  
Have more patience with your child  
Set special times aside for one-on-one play w/older child  
Allow child to help take care of new baby eg. get diapers, help hold bottle