Welcome to CCEI855

Developmental Delights: Six to Twelve Months

In this course, you will learn the characteristics of a child’s development from six to twelve months. Infants in this stage can do much more physically, mentally and socially than they could in the first six months of life. Between six and twelve months, the infant’s world seems to grow larger and more interesting every day.

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 environmental factors that influence early childhood development
- Identify signs of infant over-stimulation
- Identify common signs of teething
- Identify developmental milestones for infants 6 – 12 months of age
- Recognize appropriate learning activities that promote development

References:


Videos taken from:

Early Childhood Development: An Overview

Important Fact

*Early childhood development* refers:

Children develop at...

**Infant Development**

Important Fact

*Infancy* refers to

The factors that influence infant development are:

The final two factors—and the ones that are directly affected by a caregiver—are:

Notes about *Proper nutrition*

*Environmental stimulation* is:

Signs that an infant may be under-stimulated:
Signs that an infant may be over-stimulated:

Questions to ask yourself about safety:

**Developmental appropriateness** considerations:

Areas of Development
Developmental areas of infants:

**Physical Growth**
A major characteristic of physical growth at this age:

Common signs of teething include:

Ways to soothe and comfort teething infants:

**Movement**
**Learning to Crawl**
By 6 months:
By 9 months:

**Learning to Walk**
By 7 months:

**Important Fact**
An *infant walker* is considered:

By 12 months:

**Try This!**

**Walking Practice**
It takes lots of practice to build the strength, coordination and confidence to be an independent walker. Look for signs that infants are ready to attempt some of the following tasks:

- When putting an infant down, position them in a standing position, rather than a seated position. Notice how long they remain standing. Perhaps place them a few inches away from a piece of furniture that they could attempt to walk toward for support.
- Place support items close enough together to encourage infants to let go of one support item and step toward the next.
- Encourage infants to take steps toward a favorite toy or caregiver. Expand the distance as success is achieved.
- Use positive praise after all attempts. Avoid reacting in a scared or sad manner when children fall. This may scare or discourage them. Cheer all attempts, even unsuccessful ones.

**Hand-eye Coordination**
By 6 months:

By 12 months:
Try This!

Pincer Practice
Help strengthen the pincer muscles by:

- Engage infants in fingerplay activities that promote finger coordination. Note that infants will not be good at fingerplays; the idea is to promote the awareness of movement and coordination.
- Fill a basket with toys and present it to an infant. Model removing one item at a time using a pincer grasp. If the infant dumps the basket, model picking up the items and placing them back in the basket.
- Encourage infants to help you clean up toys in the environment.

With parent permission, provide small items of food for infants to pick up during meals or snacks. Items such as cereal, cheese, bananas, cooked carrot cubes, peas, etc. would be appropriate.

Cognitive Development

Important Fact
Cognitive development is:

Important Fact
Object permanence is:

Near the twelve-month mark, an infant’s attention span:

Communication
Expressive Language Development:

Try This!

Encouraging Speech
- Encourage language development through songs, poems, and nursery rhymes.
- Fill the environment with language. Introduce new vocabulary. Be the model for the correct pronunciation of words.
- Reinforce early language development by encouraging the child to repeat the names of objects and by saying the names along with them. (For example, if they say "ba," you say "Yes! This is a ball.")
- Do not force a child to repeat a word until they say it correctly. The muscle strength and coordination of the mouth and tongue are not fully developed, which is why language is not clear at this stage.
Receptive Language Development:

Try This!

Teach the infant the parts of the body by singing "Head, Shoulders, Knees and Toes." Then point to the parts of the infant’s body, especially facial parts.

Also, point to the parts on your body. Ask the infant, "Where’s your nose?" If the infant is not yet sure, point to it and say, "I found your nose!" If the infant finds their own nose, give praise and then ask the infant to find your nose.

Social Development

Six- to twelve-month-old infants experience:

Important Fact

What is separation anxiety?

Try This!

Create a Drop Off Routine

With a clingy infant, it is best to be consistent with how the child is dropped off.

- Encourage parents to use the same drop-off routine every day
- The parent can tell the infant that they are going to work and they will be back later
- Parents should wave good bye
- Have favorite toys available to engage the child; if possible, the parent can get the child engaged in the toy, then say good bye

Tips for infant guidance: