

“Wait... they should be doing *what?*”



KidsAbility’s SPOT Program supports children in licensed childcare programs across Waterloo Region with a variety of services. **Occupational Therapists** encourage function in everyday activities and routines including self-help, play, fine motor and sensory processing skill areas. **Speech-Language Pathologists** support the understanding, use of language and clear speech for interaction with others. The **Physiotherapist** supports the development of physical skills, endurance, balance, coordination, and active participation in the classroom. **Instructor Therapists** determine the function (why) challenging behaviour may occur and implement positive behavioural supports to reduce challenging behaviours that help promote inclusion in the program. The **Recreation Therapist** supports the development of inclusive play, exercise, individual and group participation, while encouraging peers to work collaboratively together.

We can provide class wide strategies to support these areas of development in the classroom. We can also provide individual assessments and follow-up consultations to provide educators with strategies to support children on our caseloads. Educators and parents work together to make a referral for this specific, individual, support.

Communication

Everyday Activities

Movement

At 18 months of age, most children will be...

- Independently saying at least 30 single words and readily copying short two-word sentences, while making eye contact
- Able to understand and follow verbal directions with one step (e.g. get your shoes)
- Able to answer yes/no-questions with a headshake or nod
- Able to look for familiar named items

- Picking up small objects using pincer grasp; feeds self with spoon
- Able to help put toys away
- Attempting to wash their face
- Beginning to undress
- Playing simple pretend (e.g. feed doll)

- Able to move in and out of various positions to explore environment
- Able to maintain sitting balance when throwing an object
- Possibly push a ball with foot but doesn’t kick it
- As strength and balance improve, walking transitions to more typical gait

At 24 months of age, most children will be...

- Independently saying at least 150 single words
- Consistently combining two words together
- Following two-step verbal directions
- Using speech that can be clearly understood ~50% of the time

- Feeding self with spoon with little spilling; uses cup and fork
- Turning pages of book; scribbles
- Undressing and beginning to dress himself
- Watching and playing near other children
- Able to participate in play for up to 10 minutes

- Frequently moving in and out of various positions with improved control
- Varying their walking speed and walk while pulling or carrying a toy
- Balance allows them to climb steps, as well as throw, and attempt to catch a ball
- Able to kick a ball with a basic kicking motion and get liftoff when jumping

Communication

Everyday Activities

Movement

At 3 years of age, most children will be...

- Consistently using short sentences of 5 words with early grammar structures
- Talking about past events and telling simple stories
- Following three-step verbal directions
- Able to understand and answer “who”, “what”, “where” and “why” questions
- Using speech that can be clearly understood ~ 75% of the time

- Able to build towers of 10 blocks; will copy simple shapes; cuts with scissors
- Toilet training occurs between 2-3 ½ years of age
- Dressing self with some minimal assistance to orient clothing or help with fasteners
- Combining toys to create storyline
- Playing with peers; will share and take turns. Play becomes more complex with storylines and roles

- Able to take longer strides when running
- Walk up and down stairs using alternating feet
- Able to balance on one leg for a short time
- Kick a ball from a standing position
- Walk along a wide balance board
- Climb a play structure
- Catch a ball using body
- Pedal a tricycle
- Imitate movements demonstrated by adult

At 4 years of age, most children will be...

- Using adult-type grammar and full sentences, to communicate for a variety of reasons, including to problem solve
- Telling stories with a clear beginning, middle and end
- Demonstrating increasingly complex imaginative play
- Understood by strangers almost all of the time

- Able to use a pencil-grasp that becomes adult-like; strong hand preference
- Toilet trained; feeds self; dressing self. May still need help with buttons and zippers
- Showing a preference to play with peers vs. alone; initiates play with others
- Beginning to express emotions rather than using actions to express self

- Gallop, hop, skip and run with better agility
- Jump over a low object
- Throw a ball and catch a ball that is bounced
- Kick a rolling ball
- Walk part way along a narrow balance beam
- Walk along a line following the change of direction

Still have questions about your child's development? Speak with your child's educator about the supports available through the Special Needs Resourcing Collaborative, which may include support from KidsAbility's SPOT Speech-Language Pathologist, Occupational Therapist, Instructor Therapist, Recreation Therapist or Physiotherapist.

