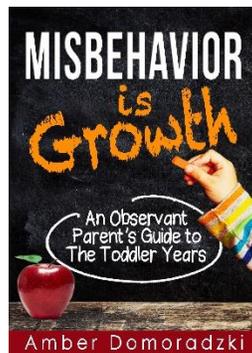


Hello!

This file is put together for your convenience. It lists the milestones that my research, done primarily with my own 3 children and with feedback from other parents, has found for the developmental stages children go through. At each, a child shows irritable behavior at first and coincides with new abilities. The irritable behavior and new abilities are listed. This file is for the toddler milestones only.

The most updated list can be found at TheObservantMom.com. This file was last updated on **November 1, 2018**. This file was primarily put together as a way for people to find this information and know where to further look. Milestones at older ages are available at the website too, currently up to age 6 years, 6 months.

The “Surviving” and “Thriving” sections reference articles found on the website version. They are tools meant to help at each milestone. See my book *Misbehavior is Growth: An Observant Parent’s Guide to the Toddler Years* for expanded details, tools to deal with each milestone, and educational activities at each milestone.



Please feel free to print and copy this work, but please make sure the accreditation in the footer is included.

I hope this helps you on your parenting journey!

Sincerely,

Amber Domoradzki (“The Observant Mom”)

See the most updated summaries at www.TheObservantMom.com

See expanded details in *Misbehavior is Growth: An Observant Parent’s Guide to the Toddler Years*

Last updated November 1, 2018. Contact: helloamber@gmail.com

Toddler Milestone 1 – Language Comprehension

Starts: 18 months

Most Intense: 18 months, 1 week

Ends: 19 Months

Irritable Period Summary

- Clingy
- Occasional Meltdowns
- Sleep schedule becomes erratic, e.g., unreliable nap times
- Most Intense Period
- Very clingy with many meltdowns

New Abilities Summary

Distinctive

- Explosion in language comprehension
- Follows verbal requests better, e.g., “Please get your bottle”
- Understands and executes the function of an object based solely on a verbal clue, e.g., gets a jacket after the word “jacket” is said or even more advanced, goes to the blender after “smoothie” is said
- Can answer a question but answers it by pointing to something or getting it
- Beginning symbolic play such as non-verbally pretending to put sunscreen on with a toy and signing to put it on their back
- Mimicry and pretend play, e.g., pretends they are shopping
- Can follow a sequence where there are two events, e.g., wipes up a mess and then throws the paper towel in the garbage
- More respectful of others, e.g., doesn’t step on their sibling
- Many fine motor skills such as doing puzzles
- More awareness of and interest in body parts

Variable

- Advanced language children (often girls) talk in complete sentences (three or four words). Please do not compare your children negatively to this list! Look for the good in your child.
- An increase in words spoken, about one new word per day
- Understands the idea of counting and may be counting

Surviving

Top 5 Tools for Staying Patient as a Parent

Toddler Conflict Resolution Tool: Distraction is Not Distraction

Toddler Conflict Resolution Tool: Redirection Gets Your and Their Needs Satisfied

Thriving

A Vocabulary Building Activity for Toddlers

Toddler Mini-Milestone 1B

Starts: Lasts for one or two days around 19 months, 2 weeks

Irritable Period Summary

- Cranky

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- Out of Sorts
- Wants to be near you
- Nap time changes on and around this day, perhaps being tired later than usual for nap
- Slight fever on this day, with no other symptoms of flu

New Abilities Summary

- Mini-milestones do not list new abilities

Toddler Milestone 2 – Strings Objects/Events Together

Starts: 19 Months, 3 Weeks

Most Intense: 20 Months

Ends: Shortly after 20 Months

Irritable Period Summary

- Sleep problems
- Extra crankiness
- Wants to be held and put down over and over
- Wants a lovey to go places with them

Most Intense Period

• A confused child who stumbles when they walk and needs to be near you for an extended period of time, may be in and out of sleep, might have baby nightmares, and wakes up from this state scared and confused. May have a mild fever for one day with no other symptoms of flu.

New Abilities Summary

Distinctive

- Understands and initiates daily routines, e.g., might initiate turning a TV on if that's what you do in the mornings
 - Understands the full routine of something well, e.g., might help you make a cup of coffee in the morning and initiates (and may do) all steps correctly or may put toys away on shelf
 - Wants to do routines, for instance, wants to watch you make their bottle or cup of milk, not just be handed it
 - May be upset if routines are missed, such as if you skip brushing their teeth one night
 - Understands who owns what, such as this is mom's phone and should be with mom
 - Purposely takes sibling's favorite animal, blanket, or other lovey
 - Might show a sad face or cry with the intent of getting another person to do something for them
 - Consistently brings favorite animal, blanket, or lovey with them places
 - Follows along with simple, dramatic stories, in which events change, such as *We're Going on a Bear Hunt* by Helen Oxenbury and Michael Rosen
 - Loves songs with a twist, such as "Pop Goes the Weasel"
 - Anticipates a short term future event such as saying "uh oh" when they know that someone is in danger and about to fall
 - Gets scared of certain noises, such as thunder, as they better understand the threat it may be to them
 - Arranges things to form a very basic pattern, such as in a line or a stack

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- Arranges objects as to represent something real, e.g., Mr. Potato Head
- Deliberately tries different solutions to achieve an end goal, such as making two magnets stick or buckling a seatbelt
 - Initiates more complex problem solving, such as laying a blanket down to make a “bed” to lie down on
 - Connects ideas together such as motioning that the driver says “move on back” based on the knowledge of the child song Wheels on the Bus
 - Verbally answers simple questions such as replies with “Ya” and means it or picks what shoes they want or points in the direction they want to go after being asked
 - Fantasy play is more consistent, e.g., consistently flies a toy airplane around as a toy airplane
 - Closes their eyes in a way in which they can still see you but they don’t think you can see them, such as hiding their eyes with their hand but peaking out through two fingers
 - Tries to sing part of song
 - Increase in words spoken, mostly nouns and verbs

Variable

- Advanced children may already be speaking in sentences (as listed in TM 1)
- Know 1 or 2 colors
- Understands the idea of counting and may be counting

Surviving

- * Top 5 Tools for Staying Patient as a Parent
- * Toddler Conflict Resolution Tool: Distraction is Not Distraction
- * Toddler Conflict Resolution Tool: Redirection Gets Your and Their Needs Satisfied

Toddler Milestone 3A

Starts: 20 months, 2 weeks

Most Intense: 20 months, 3+ weeks until 20 months 4+ weeks

Ends: Bleeds into 3B

Irritable Period Summary

- Note: Not everyone sees this milestone at least not in substantial intensity
- Wants to be in the same room with you always
- Grabs you by the hand and brings you places to do things with them
- Wants to sit in primary caregiver’s lap or near primary caregiver often
- Drools a lot, puts hand in mouth
- Jealous of other children
- Takes blanket or lovey everywhere
- Sleep issues: early morning wakings
- Spatially confused, for instance, thinks they are on the floor when they are on the first stair and falls on the next step. Please be careful near pool stairs or at playgrounds
 - Absolutely won’t forget when they leave something they want behind, e.g., their lovey
 - Won’t use plates/cups properly but wants to use them in different ways (might carry them to a non dining area or do something playful with them)

Most Intense Period

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- Insists on being VERY near you, like in the crook of your neck, can't communicate what they want, wants to do everything in some specific way that they can't communicate effectively, sleep disruptions (such as early wakings)

New Abilities Summary

- Sees a challenge they think they can do, which they've never done before, and steps up and does it on their own initiative, such as pulling a very heavy thing that you don't think they can do then does
- Very independent and insists on doing things independently, like getting their own food
- It's as if this is a bridge between TM 2 and TM 3B. In previous milestone, they are mastering the manipulation of things and taking part in routines. At this one, they take a risk to do something they can't do. They also play with objects in a "wrong" way purposefully. This play time may be needed to facilitate the next part of this milestone, when they are capable of symbolic thought, of using items for something other than their original intended use

Toddler Milestone 3B – Symbolic Thought

Starts: 21 Months, 1 Week

Most Intense: 21 months, 3 weeks

Ends: 22 months

Irritable Period Summary

- Clingy at first, asks to be held a lot
- Wants only their primary caregiver
- More intense meltdowns than before
- More intense separation anxiety
- Stalls at nap and bedtime, becomes demanding of primary caregiver's time, might skip naps

- Picky, e.g., about what clothes to wear or other similar issue

- Wants a lovey

Most Intense Period

- Demanding, picky, may hit or throw, separation anxiety

New Abilities Summary

Distinctive

- Understands abstract symbols, such as letters, better
- Concrete to abstract matching games become possible, such as matching a Cinderella doll to a picture of Cinderella
- Symbolic play, in which they use an object to represent something else, such as a Lego to represent a tea cup
- Pretend play, such as pretending to be a dinosaur, pretending to read
- Imaginative play based on real events, such as puts on a play with dolls based on what they've seen others do (perhaps tries to potty train a doll)
- Practical life activities explode: turning lights on and off, buckling seat belts, putting clothes on and such
- Simple conversational flow in how they speak
- Responsive to questions such as saying "I'll find it" after asking "Where is your pillow?"

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- Can remember about 5 events of what is going to happen for the day (snack, play, lunch, store, home)

- Understands difference in gender

- Better fine motor control such as using a spoon better

- Better ability to regulate their own behavior such as placing the spoon next to their plate

when done

Variable

- More complete sentences such as “I kissed mommy.” (Some see this in earlier milestones but you are likely to see an increase anyhow)

- Capable of learning many colors

- Counting becomes refined

Surviving

- * Top 5 Tools for Staying Patient as a Parent

- * Toddler Conflict Resolution Tool: Distraction is Not Distraction

- * Toddler Conflict Resolution Tool: Redirection Gets Your and Their Needs Satisfied

Thriving

- * Learn Letters

Toddler Milestone 4 – Memory Expansion

Starts: 22 Months, 3 weeks

Most Intense: Starts 23 months, 1 week +/- 1 week and lasts a few days

Ends: 23 months, 3 weeks

Irritable Period Summary

- Starts out with a child who is simply clingy and/or might wake up crying

- Defiant in doing normal routines, such as taking a bath

- Might cry

- Skips naps

- Stalls going to bed (wants to read more books, play with toys, etc.)

- When they wake up from sleep, they often cry

- May become more slightly more clumsy or fall easier or run into walls

- Wants only their primary caregiver at certain times

- Demanding of time

Most Intense Period

- All of a sudden one day cries more easily or thrashes around, wants to be held, might seem confused, refuses naps for a few days in a row or other sleep disruptions (might wake up at night), might have a slight fever or get sick easier, and may demand large amount of time from primary caregiver

New Abilities Summary

Distinctive

- Learns many words rapidly in a short amount of time

- Increase in memory, such as singing almost an entire song

- Remembers an answer to a question, such as what color something is, without seeing it

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- Persists at activities that are more open-ended and require visual discrimination, such as putting a train track set together (the kind that can only fit together one way)

- Initiates conversations
- States opinions
- Uses more complex sentences, with subjects, objects, verbs, and adjectives
- Re-enacts simple stories
- Much more delicate fine motor control, e.g., careful in handling and transferring objects
- Better at puzzles, knobbed cylinders

Surviving

* Top 5 Tools for Staying Patient as a Parent

* Toddler Conflict Resolution Tool: Distraction is Not Distraction

* Toddler Conflict Resolution Tool: Redirection Gets Your and Their Needs Satisfied

Thriving

* Learn Letter Sounds

Toddler Milestone 5 – Persistence and Insistence

Starts: 2 years, 1 week

Most Intense: 2 years, 1 month

Ends: 2 years, 1 month, 1 week

Irritable Period Summary

- There may be a noticeable increase in head circumference at the start of this one
- At first it's a child who might grab your hand and lead you somewhere a lot, want to cuddle, be sad that you left, etc. Then that and possibly:
 - Bossy, demanding, and whiny, e.g., mom has to sit on a particular chair or has to change their diaper a very particular way
 - Wants things done exactly the same way as days earlier, which may not be possible and may result in a meltdown, e.g., assemble a train track like another person did (and you don't know how they did it)
 - Won't nap, stalls at naptime
 - Occasional night wakings
 - Higher propensity to bite (may happen only when they feel trapped such as being held against their will)
 - Clumsy (may be from not napping)
 - Takes clothes off

Most Intense Period

- The previously listed behaviors start out somewhat subtly and get increasingly more intense until the most intense period

New Abilities Summary

Distinctive

- Comes back to the same activity day after day and gets better at it each day
- Very persistent at accomplishing a challenge, e.g., a jigsaw puzzle
- Insistent on doing what others are doing, e.g., to do what their older siblings are doing, such as painting with them

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- Remembers how something was done from a few days ago
- Very conversational
- Speaks two sentences, e.g., “Hi, Mommy. It’s nice to see you.”
- Can verbally state emotions
- Notices emotions in others or in characters in a book involving the characters

Surviving

- * Top 5 Tools for Staying Patient as a Parent
- * Top 5 Tools for Dealing with Children’s Emotions
- * Conflict Resolution Tool: Deal with the Emotion First
- * Toddler Conflict Resolution Tool: Give in Fantasy What You Cannot Give in Reality

Toddler Milestone 6 – Active Decision Making

Starts: 2 years, 1 month, 2 weeks

Most Intense: 2 years, 1 month, 3 weeks until 2 years, 2 months, 1 week

Ends: 2 years, 3 months

Irritable Period Summary

- At first, just wants to be held, cuddled, or picked up a lot
- Cries for seemingly no reason
- Asks for help
- Bossy, e.g., about where you are allowed to sit
- Stubborn, e.g., might only wear one style of shirt
- Fearful
- Shows regret over past decisions, e.g., chose one pair of shoes then wants a different one while out
- Plays jokes, e.g., hides things from you on purpose
- Sleep disruptions
- Clumsy
- Show fear (comes on suddenly and over specific things around 2 years, 2 months)
- Confusion of fake things as real things, such as thinking fake food is real food or something on the TV is real such as a ball that is kicked or hit is behind the TV (more likely near end of milestone)

Most Intense Period

- All of the above but at their worst. You may see a “breather” in this one: a day or two of calm, around 2 years, 2 months, 2+ weeks as the intense behavior dissipates

New Abilities Summary

- Can creatively alter their course if one way isn’t working, such as looking a different way in a book to look for a picture or uses a different or better word when they see you aren’t communicating together well
- Decisive about many things relating to their life, e.g., how their hair is worn, what they play with, or where they sit at the dinner table
- Can make a choice after someone asks a question about something that is not part of their normal routine, e.g., on the spot you ask them when they are defiant, “Do you want to walk up the stairs or be carried?” and they make their choice

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- More sophisticated symbolic play by verbally and deliberately identifying something as something else such as a triangle is a “mountain”
- Compares many things, e.g., big and small, or loud and quiet
- May initiate lining things up big to small or may enjoy it if you show them how
- Loves to be asked questions so they can show off their knowledge
- Initiates conversations and activities a lot more
- Initiate jokes and games with others
- Makes up their own song
- Increasing attention span (as found in also in Toddler Milestone 5)

Surviving

- * Top 5 Tools for Staying Patient as a Parent
- * Top 5 Tools for Dealing with Children’s Emotions
- * Why Your Child May be Having a Meltdown at Toddler Milestone 6: They Realize They

Can Make a Wrong Decision

- * Conflict Resolution Tool: Deal with the Emotion First
- * Toddler Conflict Resolution Tool: Give in Fantasy What You Cannot Give in Reality
- * Toddler Conflict Resolution Tool: Give a Choice Where Inaction is Not a Choice
- * Redirection is an Effective, Hands-On Way to Say “No” Without Saying “No”

Thriving

- * Matching Letters to Objects

Toddler Milestone 7 – Deliberate Rearranging and Creation

Starts: 2 Years, 3 Months, 3 Weeks

Most Intense: Around 2 years, 4 months and again at 2 years, 5 months

Ends: 2 years, 5 months, 2 weeks

Irritable Period Summary

- Fear of abandonment
- Confusion of fake things as real things, such as thinking fake food is real food or something on the TV is real such as a ball that is kicked or hit is behind the TV
- Doesn’t nap
- Bossy, e.g., about diaper changes or where you are allowed to stand
- Defiant
- Playfully lies, such as points to the wrong answer when asked a question
- Possessive of primary caregiver
- Major meltdowns
- About one meltdown per day in between the two peaks

Most Intense Period

- There are two peaks at this one. It may be two overlapping milestones. Some see relief in between and others do not. A strong fear of abandonment and confusion of fake and real things around 2 years, 4 months and another intense period at 2 years, 5 months with less intense behavior in between

New Abilities Summary

Distinctive

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- Follows a pattern to build something, e.g., tangrams
- Pretends to be a favorite character, e.g., Snow White or Thomas the Train
- Wants to be like other family members, such as copying their habits, e.g., drinking from a coffee cup in the morning
- Puts on a play based on a book
- Moves around furniture and items in the house
- Builds train tracks or other sets on their own
- Plays with language; very fluent
- You can see children thinking

Surviving

- * Top 5 Tools for Staying Patient as a Parent
- * Top 5 Tools for Dealing with Children's Emotions
- * Conflict Resolution Tool: Deal with the Emotion First
- * When no Tools Work for a Toddler Meltdown
- * Toddler Conflict Resolution Tool: Give a Choice Where Inaction is Not a Choice
- * Redirection is an Effective, Hands-On Way to Say "No" Without Saying "No"

Toddler Milestone 8 – Sequence of Events

Starts: 2 Years, 6 Months, 1 Week

Most Intense: 2 years, 7 Months

Ends: 2 years, 7 months, 2 weeks

Irritable Period Summary

- Starts out sweet and subtle at first: wants lovey or to cuddle
- A desire to stay up until very late at night, talking
- Deliberately tells mistruths, e.g., Mommy is daddy, hides things and says lost them
- Refuses naps, even though very sleepy
- Very jealous
- Bossy, e.g., about where you are allowed to sit
- Will not want to leave a fun activity, such as being at the playground

Most Intense Period

• Jealous and bossy about their primary caregiver, may hit or throw to separate primary caregiver from others, may not let primary caregiver move. A really big meltdown can be expected at or slightly after 2 years, 7 months, especially if you try to leave a place

New Abilities Summary

- Understands sequences of events: "First this, then this"
- Understands "yesterday," "today," and "tomorrow"
- Remembers past events and wants to talk about them again
- Uses the word "because," e.g., "I am not going to cry, because I am happy"
- Beginning steps to sounding out letter sounds to read a word
- Beginning concern to solve problems/help others but without particulars, e.g., a baby is crying and they say, "We need to help the baby!"
- Beginning awareness of right and wrong but first shows up as playful games where they intentionally say the wrong answer

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Surviving

- * Top 5 Tools for Staying Patient as a Parent
- * Top 5 Tools for Dealing with Children's Emotions
- * Conflict Resolution Tool: Deal with the Emotion First
- * Toddler Conflict Resolution Tool: Give in Fantasy What You Cannot Give in Reality
- * Toddler Conflict Resolution Tool: Give a Choice Where Inaction is Not a Choice
- * How do Deal with the Certain Epic Meltdowns at 2 years 7 months When You Try to

Leave Something Fun

- * Redirection is an Effective, Hands-On Way to Say "No" Without Saying "No"

Thriving

- * Put Letters in Phonetic Sequence

Toddler Milestone 9 – Creative Problem-Solving

Starts: 2 Years, 7 Months, 3 Weeks

Most Intense: 2 years, 8 months

Ends: 2 years, 8 months, 2 weeks

Irritable Period Summary

Refuses naps, screams about being left alone

Keeps stalling at bedtime to do "just one more" thing

Very particular, e.g., insists on wearing a particular shirt, dress, or pants

Refuses to move to solve a very simple problem, e.g., a toy is a few feet away but the child won't get it but instead will cry for it, as if paralyzed to do it

Shows regret over the solution they originally picked, e.g., agrees that one solution is OK, such as dad can turn the light off, but they have a change of mind (and gets upset) a few seconds or minutes later when they seem to realize what is going on, because they wanted to do it

Seemingly paralyzed to answer a question, e.g., what movie would you like

Jealous if their caregiver gives attention to another child or person

Tries to separate primary caregiver from anyone or anything else that has the child's attention or who is not the child

Doesn't let you leave their side

Asks to cuddle (some of the behaviors are cute!)

Most Intense Period

Jealous, demanding, won't let you freely move, in seeming disbelief of what is going on, paralyzed to act

New Abilities Summary

Distinctive

Can come up with solutions to new problems that arise, e.g., if they notice it is cloudy, they might get an umbrella

Attempts to solve much more complex problems without help, e.g., putting batteries in a remote control

Can correct themselves on the spot better, e.g., they say something wrong and you say it the right way, they say it then the right way

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Can match a song to what is going on, e.g., sing “Rain, rain, go away” when it is raining
Color objects properly

Make up a play about someone helping someone else

Identify themselves as “thinking”

Say, “I don’t know”

Growing but still developing empathy, or, rather, concern for others

Surviving

* Top 5 Tools for Staying Patient as a Parent

* Top 5 Tools for Dealing with Children’s Emotions

* Conflict Resolution Tool: Deal with the Emotion First

* Toddler Conflict Resolution Tool: Give in Fantasy What You Cannot Give in Reality

* Toddler Conflict Resolution Tool: Give a Choice Where Inaction is Not a Choice

* Redirection is an Effective, Hands-On Way to Say “No” Without Saying “No”

Toddler Milestone 10 – Mental Picturing

Starts: 2 Years, 8 Months, 3 Weeks

Most Intense: 2 years, 9 months

Ends: 2 years, 9 months, 2 weeks

Irritable Period Summary

Stalls at bedtime

Bossy about how routines are executed, e.g., agrees to do something but insist on doing something else first

Cries easily

Possessive of primary caregiver

Blocks people from moving

Most Intense Period

Cries, blocks caregiver from moving

New Abilities Summary

Distinctive

Can notice a pattern between things even if they aren’t immediately in their sight, e.g., while looking at a tomato says it looks like an apple or while looking at the color yellow says it looks like a lemon

Follows and commits to more longer-term verbal instructions better, e.g., “The safe spot is the side walk. Please stand there” or follows instructions in a class better

Impressive increase in imagination

Clever in figuring out how to get their own way, e.g., if they get to use a phone after a bath, they ask to take a bath often

Negotiate with you on their behalf

Sensitive to what you think of them

Demonstrate that they do not want to hurt someone else

Ask “Why?” often

Surviving

* Top 5 Tools for Staying Patient as a Parent

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* Top 5 Tools for Dealing with Children's Emotions

Conflict Resolution Tool: Deal with the Emotion First

* Toddler Conflict Resolution Tool: Give in Fantasy What You Cannot Give in Reality

* Toddler Conflict Resolution Tool: Give a Choice Where Inaction is Not a Choice

* Redirection is an Effective, Hands-On Way to Say "No" Without Saying "No"

Thriving

* 3-part Montessori Reading Lesson

* Practice Safety by Building a Model Neighborhood

Toddler Milestone 11 – Understands and Evaluates Right or Wrong Course of Action

Starts: 2 Years, 9 Months, 3 Weeks

Most Intense: 2 years, 10 months

Ends: 2 years, 10 months, 2 weeks

Irritable Period Summary

- Whiny
- Possessive of primary caregiver
- In seeming disbelief of what is in front of their eyes, e.g., complain that butter is not on bread when it is

- A large time delay in responding to real events, e.g., after their heads get stuck in a shirt, several seconds after they are no longer stuck, they break out into tears about it

- Want all toys and food for themselves
- Want to stay up late
- Strong desire to do things themselves, resulting in meltdowns if they can't accomplish the activity / task

- Extreme, major meltdowns, probably in public

- Bossy to others about their role as they solve a problem they are working on

- Does not handle change well, even immediate change, such as moving a utensil

- Uncoordinated and clumsy

Most Intense Period

- One or more terrible meltdowns where they seem confused and in disbelief of what is happening and where they boss you around a lot

New Abilities Summary

- Evaluate courses of action as right or wrong based on time to apply the action, harm done, or what is ideal behavior, e.g., showing dad a picture they drew when dad gets home, trying not to spill the milk while carrying it, not hitting because it hurts

- This understanding of picking a choice based on a reason will engender "why?" questions more

- Fully understand short-term future plans and make their desired roles in those plans known, ask about what the plans are, tell others where they should be in those plans

- State their strong likes and dislikes

- State what a favorite thing of theirs is

- Understand something in a process even though it goes out of sight, e.g., food goes into your belly

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- Loves messy/sensory play
- Loves to play Hide and Seek
- Loves to act out and put on plays (a growing skill from the last milestone)
- Loves to explore places and know their way around
- Vivid imagination, make up simple stories, e.g., person at the door “might be a monster”
- Can be involved in planning activities, e.g., bedtime routine
- Can count up to 30

Surviving

- * Top 5 Tools for Staying Patient as a Parent
- * Top 5 Tools for Dealing with Children’s Emotions
- * The Importance of “Let’s Try Again”
- * Toddler Conflict Resolution Tool: Well-Constructed ‘I Statement’

Thriving

- * Incredible Reading Comprehension: Putting on a Play with a Toddler
- * Practice Safety by Building a Model Neighborhood

Toddler Milestone 12 – Understands and Follows Principles

Starts: 2 Years, 11 months

Most Intense: 2 Years, 11 Months

Ends: 3 years

Irritable Period Summary

- Want a lot of attention
- Whiny
- Meltdowns
- Won’t let you leave at bedtime
- Stall at bedtime, might say they have to go potty or say they are hungry (but may or may not eat when you get them food)

- Want to be “in” everything, such as medicine and such that they shouldn’t be in
- Want to “help” do everything
- Attached to your leg
- Won’t accept “No” as an answer

- Become back-seat drivers, dictating what street they want you to go down
- Plays with picking the wrong tool for a job, e.g., brushes hair with a book

Most Intense Period

• The intense part starts off right away with a lot of spills, accidents, and whining. They also may demand to stay up really late. However, it gets a lot better over the next few weeks

New Abilities Summary

Distinctive

- Understand directions of how to get around, such as how to get around a relatively new place, such as a new restaurant, or how to get somewhere familiar by car
- Say “I’m sorry” and “You’re welcome”
- Understands if someone is just joking
- Accepting of “No” as an answer

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See expanded details in *Misbehavior is Growth: An Observant Parent’s Guide to the Toddler Years*

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- Is much more willing to adhere to requests, even if against their own whim at the time, e.g., please don't get into a pool that you are filling up with water
- Better emotional control, collect themselves after they fall
- Noticeable better control over their body, don't fall as much
- Better at playing cooperative games where players take turns
- Capable of understanding and following abstract principles better, e.g., "Green means Go" or take shoes off when you get in the house
- Can use a principle to make a decision, such as might be able to find the word "Hot" on the washing machine because they identify the letter "H"
- Recalls past events and makes connections such as a character in a book rescued someone just like their dad rescued them in a pool (which happened in the past)
- Reminds you of something you promised earlier
- Beginning role play such as dressing up as a favorite character or asking who you are pretending to be
- Put on plays of their own design
- Interested in small details
- Squint their eyes and points to things

From this point forward, not sure if they are in TM 12 or PM 1 (PM 1 can start as early as 2 years, 11 months, 3 weeks and will be distinctive based on whiny and easily hurt behavior).

Feedback welcome:

- Sorts items based on an abstract principle, e.g., all race cars go on one side and cars that are not race cars (tow trucks, etc.) go in another (this is a more abstract principle than sorting by say, trucks and cars)
- Identifies relationships among people, e.g., One character loves a particular dog and another loves a different animal
- Understands social hierarchies and relationships
- Interested in where things "disappear" to, such as where the sun goes at night time or where the garbage goes
- Notices patterns in clouds
- Can come to conclusions even with limited information, e.g., the garage door opened so dad must be home
- Asks about things more, such as asking why or asking pointed questions
- Better gross motor skill, especially with their legs and feet e.g., better at kicking a soccer ball
- Notices smells more, might express displeasure about the smells
- Notices sounds more and may love to sing and dance

Surviving

- * Top 5 Tools for Staying Patient as a Parent
- * Top 5 Tools for Dealing with Children's Emotions
- * The Importance of "Let's Try Again"
- * Toddler Conflict Resolution Tool: Well-Constructed 'I Statement'

Thriving

- * Practice Safety by Building a Model Neighborhood

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