

SCHENECTADY CITY SCHOOL DISTRICT
DEVELOPMENTAL EXPECTATIONS
24 MONTHS OLD



80% OF BRAIN DEVELOPMENT HAPPENS DURING THE FIRST THREE YEARS OF LIFE



The American Academy of Pediatrics and the Center for Disease Control and Prevention have outlined age-related markers that every child should reach by twenty-four months of age.

Developmental milestones are things most children can do by a certain age. These should be viewed with sensitivity as each child develops in their own manner. A child may be on track without having learned every skill. Parents should intervene by alerting your child's pediatrician if you have any concerns over progress or play.

WHAT SHOULD YOUR CHILD BE DOING?

24 MONTHS OLD

The American Academy of Pediatrics recommends developmental and behavioral screening for all at:

- 9 months
- 18 months
- 24 or 30 months

Language and Communication Development

- Points to object or picture when it's named
- Knows names of familiar people, objects, and body parts
- Says several single words
- Uses simple phrases (two-to-four word short sentences)
- Follows simple directions
- Repeats words heard in their conversations



RECOMMENDED DEVELOPMENTAL SCREENING TOOLS

Ages and Stages Questionnaire (AASQ-3)

Parents' Evaluation of Developmental Status (PEDS)

Parents' Evaluation of Developmental Milestones (PEDS-NS)

Brigance Screens

Language and Communication Development

- Imitates behavior of others
- Enjoys being with other children
- Shows increasing independence
- Begins to show defiant behavior
- Displays separation anxiety

For more information, visit: <https://healthychildren.org/> (2009). This information contained on this website should not be used as a substitute for medical care and advice of your pediatrician. There may be variations and treatment that your pediatrician may recommend based on individual facts and circumstances.

POSITIVE PARENTING TIPS TO HELP YOUR CHILD LEARN AND GROW

Talk to your child throughout the day. Use descriptive words to help them learn routines. For example, "Mommy is using your hairbrush to brush your hair."

Read with your child every day. Let your child turn the pages and take turns naming pictures you see. Allow them to help tell the story using the picture in the book.

Answer when your child makes sounds and noises. This will help your child learn to use language for conversation.

Sing songs and dance with your child.

Spend time cuddling and hugging your child.

Praise your child and give him or her lots of loving care.

Give your child paper and crayons and allow them to draw freely.

Play with your child using block, shape sorter or appropriate puzzles.

Hide toys and have your child find them.

Play games like "peek-a-boo" and "pat-a-cake."

Cognitive Development

Learning, thinking, problem-solving skills

- Begins to sort by shapes and colors
- Finds hidden objects even when hidden
- Begins to play make-believe
- Completes sentences with rhymes from familiar songs and books
- Builds tower of 4 or more blocks
- Follows two-step instructions (pick up the ball and put it in the basket)
- Names common objects in picture or books (cat, dog, sun)



Physical Development (gross motor skills)

- Walks alone
- Pulls toys behind them while walking
- Carries large toys or several toys while walking
- Begins to run
- Stands on tiptoe
- Kicks a ball and throws a ball overhead
- Climbs onto and down from furniture without help
- Walks up and down stairs holding on for support

Fine Motor Development

- Scribbles freely
- Makes or copies straight lines and circles
- Turns over container to put out content
- Might use one hand more often than the other

WHAT SHOULD I DISCUSS WITH MY CHILD'S DOCTOR?

Each child develops in his or her own way. It is impossible to tell exactly when your child will learn any given skill. You should contact your pediatrician if your child displays any of the following signs which can indicate developmental delay:

- Cannot walk by 24 months
- Fails to develop a heel-toe walking pattern after several month of walking or only walks on toes or does not have a steady step
- Does not speak at least fifteen words
- Does not use two-word phrases
- Does not know what to do with common objects (toothbrush, phone, fork, spoon)
- Does not copy other actions or word instructions
- Cannot push a wheeled toy
- Loses skill he or she once had

