

# motor development

## at 12 months, most children:

- ▶ Pull up to a stand, or stand alone;
- ▶ Begin to walk using furniture for support (called cruising);
- ▶ Roll balls and chase them;
- ▶ Develop the pincer (thumb and forefinger) grasp;
- ▶ Put objects inside other objects;
- ▶ Bring hands together;
- ▶ Turn pages in books.

## to support these developing skills, at Gretchen's House we:

- ▶ Play in sturdy cardboard boxes, large carpeted blocks, nylon tunnels and on appropriately sized climbers;
- ▶ Chase and throw large balls or tennis balls;
- ▶ Dance with props like scarves, bells, and shakers;
- ▶ Provide plenty of dump and fill activities — loading manipulatives into trucks, buckets, and shape sorters;
- ▶ Sing songs and do fingerplays with gestures;
- ▶ Play outside every day: swinging, walking, crawling, or pushing toys;
- ▶ Play with objects like spoons and bowls to practice coordination.

# guidance

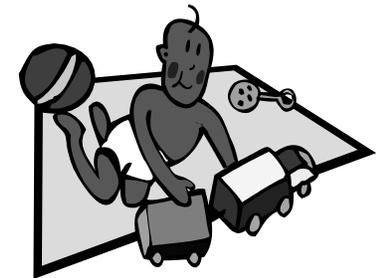
## at Gretchen's House we:

- ▶ Have consistent and appropriate expectations for children's abilities;
- ▶ Use techniques appropriate for individual children's development;
- ▶ Re-direct inappropriate behavior;
- ▶ Distract frustrated children;
- ▶ Model empathic behavior;
- ▶ Set routines according to children's physical and emotional needs, e.g., allowing a very tired child to nap in the morning, if necessary;
- ▶ Narrate our activities, including transitions, so that children can anticipate what will happen next and know how they are expected to behave;
- ▶ Use affection and praise to encourage pro-

## easy ways to make a 1-year-old feel powerful:

- ▶ Provide meaningful and appropriate **choices**: about food, activities, clothing. (stick to 2 choices at a time at this age);
- ▶ Let them help with routine chores. This may not be productive in terms of clean-up but will have valuable impact on their self-esteem!
- ▶ Don't require them to participate in something because you know they will like it. Let them join when they feel comfortable.
- ▶ Imitate children. Follow their lead!

# Active Learning at Gretchen's House



## your child at 12 months:

**-mover-  
-explorer-  
-player-**

*To order reprints, contact  
Gretchen's House at 734.761.2576*

naeyc accredited 

# Cognitive development

## at 12 months, most children:

- ▶ Are exceedingly curious about new objects or new uses for familiar ones;
- ▶ Begin to imitate others;
- ▶ Recognize their own name and begin to react to words like “NO!”
- ▶ Understand object permanence: that objects which are out of sight still exist;
- ▶ Enjoy repetitive games.

## to support these developing skills, at Gretchen’s House we:

- ▶ Play with toys that react: pop up, make noise, or move when acted upon;
- ▶ Position mirrors so children can watch themselves and others at play;
- ▶ Provide peek-a-boo spots where children can observe from a safe perch;
- ▶ Use songs and games to help children recognize transitions and cooperate with them;
- ▶ Change available toys frequently to capture children’s interest;
- ▶ Encourage **dramatic play**: imitation using familiar props and creative substitutes—using a block as a phone, for example.

# language development

## at 12 months, most children:

- ▶ Imitate sounds;
- ▶ Use gestures to communicate wishes, with or without simple words or sounds accompanying them;
- ▶ Respond to adult conversation;
- ▶ Have a rapidly growing receptive vocabulary and can understand much more than they can express;
- ▶ Have one or two sounds (which may or may not be real words) to refer to favorite objects.

## to support these developing skills, at Gretchen’s House we:

- ▶ Narrate our actions with the children, to help them understand what’s going on and to help them acquire new sounds and words;
- ▶ Get down at the children’s level to speak and interact with them;
- ▶ Use gestures in conjunction with words;
- ▶ Speak in simple sentences to assist comprehension;
- ▶ Phrase things positively. Say: “Feet stay on the floor” instead of “No climbing!” so that children know exactly what we want them to do;
- ▶ Use their special words to refer to things;
- ▶ Label their feelings or needs when they express frustration or other emotions.

# social-emotional development

## at 12 months, most children:

- ▶ Exhibit acute **stranger anxiety**;
- ▶ Are soothed by familiar faces & routines;
- ▶ Are easily frustrated;
- ▶ May appear stubborn: usually this is really a result of being egocentric and/or having a one-track mind;
- ▶ Are unable to share;
- ▶ Develop comfort rituals and/or adopt comfort objects like blankets or bears;
- ▶ Exhibit parallel play: play alongside others rather than *with* them.

## to support these developing skills, at Gretchen’s House we:

- ▶ Establish drop-off and pick-up routines that are comfortable for each individual child;
- ▶ Label their feelings as they have them;
- ▶ Provide plenty of duplicate toys so children are not frustrated waiting for a turn;
- ▶ Do plenty of **dramatic play**;
- ▶ Set up our space and activities so that children play in small groups, with plenty of privacy when needed;
- ▶ Play with the children rather than supervise them, so we are available to problem-solve when needed;
- ▶ Provide plenty of hugs and lap time to soothe tender feelings.