

# Developmental Expectations

Summer Jones, M.A. Ed.



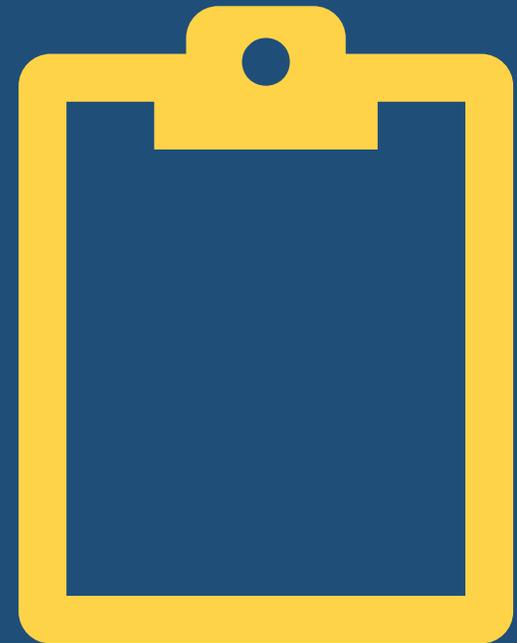
**Be Well Parenting**  
& child development



**Merritt  
Academy**

# Today's Discussion

- What to expect in your parent-teacher conference
- Understanding the progress report (and child development)
- Types of questions to ask teacher
- What happens if teacher shares a concern?
- What if parent has a concern about development?
- Understanding kindergarten readiness/school readiness (\*Surprise, it begins at birth)





# Parent-Teacher Conference

Conversation

Questions

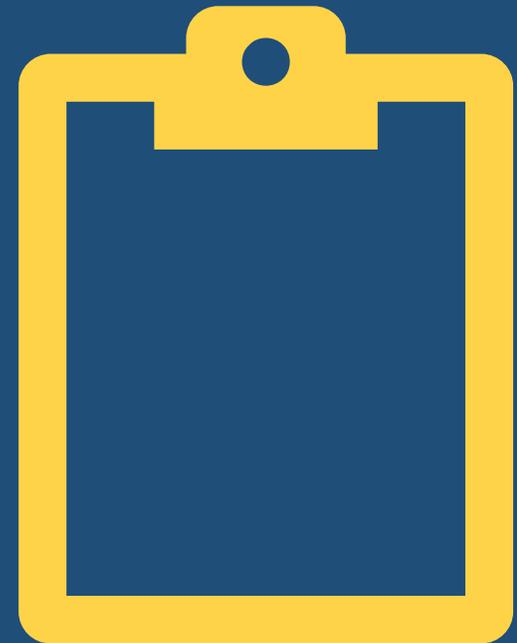
Concerns





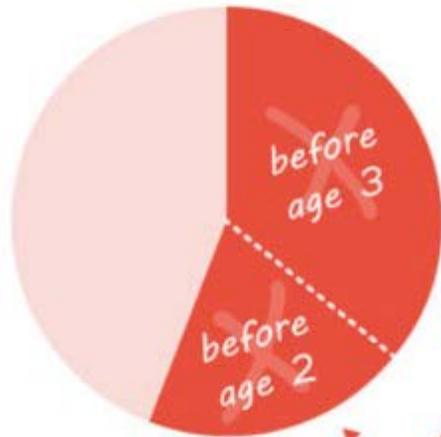
# Guiding Principles

- Every child develops at his/her own pace and has diverse learning needs and approaches.
- Tuning in and being aware of the child's specific needs and where they are developmentally can help you adjust the environment, daily activities and your expectations.
- Appropriate and realistic expectations for a child's behavior based on their development
- Generally, we are more familiar with and talk about physical development and milestones but not as much about social-emotional milestones



# Expectation Gap

When do children have the impulse control to resist the desire to do something forbidden?



**56%** of parents believe children have the impulse control to resist the desire to do something forbidden *before age 3*.

Within that group, **36%** of parents believe that children *under age 2* have this kind of self-control.

ACTUAL  
age this  
develops

**3<sup>1/2</sup>-4  
years**

However, brain research shows that these skills start developing between **3.5 and 4 years**, and take many more years to be used consistently.



# Expectation Gap

When are children able to control their emotions?

**24%** of all parents believe children are able to control their emotions, such as not having a tantrum when frustrated, at 1 year or younger.

**42%** of parents believe children have this ability by 2 years.



✓ ACTUAL  
age this  
develops

**3<sup>1</sup>/<sub>2</sub>-4  
years**

Research shows this type of self-control is also just starting to develop between **3.5 and 4 years.**



# Expectation Gap

Fact: Babies can begin feeling sadness and fear as early as **3-5 months of age**.

What Parents Believe:

**42%** of parents believe babies begin experiencing these feelings at one year or older

**59%** of parents believe these feelings emerge at 6 months of age or older





# Progress Reports

Explanation of Progress:

1 - Does very well

2 - Satisfactory progress for age

3 - Needs more time to develop and progress

N/A - Not applicable at this time





# Progress Reports

Explanation of Progress:

1 - Does very well

2 - Satisfactory progress for age

3 - Needs more time to develop and progress

N/A - Not applicable at this time

**Exactly where your child is expected to be right now.**

This means your child is learning, growing, developing as expected based on his/her age.





# Progress Reports

Explanation of Progress:

1 - Does very well

2 - Satisfactory progress for age

3 - Needs more time to develop and progress

N/A - Not applicable at this time

- ✓ Completely normal to get 3s on this mid-year (January) report.
- ✓ Milestones on the progress report are “end of the year goals”, so your child isn’t expected to be meeting these milestones or have them mastered by now.
- ✓ A 3 means child simply needs more time to work on this.





# Progress Reports

Explanation of Progress:

1 - Does very well

2 - Satisfactory progress for age

3 - Needs more time to develop and progress

N/A - Not applicable at this time

- ✓ Show's child completes this task/milestone at the time
- ✓ Get creative, continue enriching child's experiences in this area in new ways



# Preparing for Conference

Take time to reflect on your child and his/her experience, strengths

Ask your child what she likes and doesn't like about school

What questions do you have for teacher?





# Questions for Teachers/Caregivers

“What does my child most enjoy doing during the day?”

“How does my child interact with other children?”

“How does my child interact with you and other teachers/caregivers?”

“What’s does my child bring to the group/class?”

“How can I support this (specific behavior/milestone) outside of school?”

Ask for specifics/examples (of your child’s strengths and challenges)



# In the Event of a Concern...

If behavior is outside of expected/typical range, the teacher/caregiver can give referral for an assessment from Early Intervention (EI).

*Early Intervention are services and supports available to infants and young children with developmental delays and disabilities and their families.*

*EI services are available in every state. Speak to your pediatrician or contact your county for more information (see Resources handout for county links)*



# Early Intervention Services

Speech and language services

Physical Therapy

Hearing or audiology services

Occupational Therapy

Counseling and training for a family

Psychological services

Nursing services

Nutritional services

Medical services





# In the Event of a Concern...

You are not alone. You've done nothing wrong.

Approximately 1 in 6 children have one or more developmental disabilities

Services combine both support for children and support for their families provide the most significant impact.

Teacher is not diagnosing your child, simply expressing concern and recommending an assessment.





# When a Parent's Concerned...

- Refer to developmental milestones lists/info
- Collect data – observe your child over time, at different times of the day, in different settings. Gather as much info as possible to understand your child and his/her development
- Share information with child's teacher/caregiver and pediatrician

\*REMEMBER, children develop in the context of their relationships and experiences.



# What a School-Ready Child Looks Like

5





# Kindergarten Readiness [Birth – 12 months]



Language and Literacy | Thinking Skills | Self-Control  
| Self Confidence

**Routines** – feeding, diapering,  
bathtime

\*Baby connects and bonds with  
loved ones, figures out how world  
works

**Reading, playing together** –  
communicating with her through  
sounds, facial expressions, gestures



[Image retrieved from <https://www.wpwainstitute.com/>]



# Kindergarten Readiness



Language and Literacy | Thinking Skills | Self-Control  
| Self Confidence

Early language and literacy skills are learned best through everyday moments with your child—reading books, talking, laughing and playing together.

- Talk to them and they communicate back to you
- Hearing stories read and songs sung aloud.
- Give them the chance to play with and explore books and other written materials like magazines, newspapers, take-out menus, markers, and crayons.



Child development, in all domains, is a specific sequence. Foundations are set and built on before additional skills can be developed.

All of the things your teachers are focusing on during the first years of life as very purposeful, they're preparing for the next stage, the next development.

**This is kindergarten readiness.**

Generally, we know what to expect as physical development unfolds, but not in other domains.



Child development, in all domains, is a specific sequence. Foundations are set and built on before additional skills can be developed.

Each skill needs to be mastered before the next one can be accomplished.

Physical/ Motor	Social-Emotional	Language	Cognitive
Baby lifts head			
Holds head up			
Rolls over			
Sits up			
Crawls			
Pulls up to stand			
Walks			
Runs			



Child development, in all domains, is a specific sequence. Foundations are set and built on before additional skills can be developed.

Physical/ Motor	Social-Emotional	Language	Cognitive
Baby lifts head	Expresses range of emotions	Responds to name	Explores with hands and mouth
Holds head up	Enjoys play with others	Uses some gestures	Responds to familiar sounds
Rolls over	Tries to comfort others	Forms 2-4 word sentences	Match pictures to items
Sits up	Shows respect for others	Understands simple directions	Completes 1-5 piece puzzle
Crawls	Initiates interaction with others	Recounts events sequentially	Counts to 10, then 20, then 30
Pulls up to stand	Adapts to transitions	Follows two-step directions	Recognizes first name in print
Walks	Uses problem solving skills	Expresses ideas	Completes tasks/activities
Runs	Demonstrates empathy	Uses complete sentences	Recalls info previously taught





“

If a child can do advanced math, speak three languages, or receive top grades, but can't manage their emotions, practice conflict resolution, control impulses or handle stress, none of that other stuff really matters.



Summer Jones

[Summer@bewellparenting.com](mailto:Summer@bewellparenting.com)

[www.bewellparenting.com](http://www.bewellparenting.com)

---

