

## Adapted from The Washington Guide to Promoting Development in the Young Child, 9-12 Month

### Expected Tasks in This Age-Range

### Suggested Activities

#### **Motor Skills:**

Rises to sitting position  
Creeps or crawls, may move backwards at first  
Pulls to standing position  
Stands alone  
Cruises, holding on to furniture  
Uses index finger to poke/point  
Grasps objects with index finger and thumb  
Can catch self from falling sideways, backwards, or forwards while sitting

Provide playpen & allow child to pull self to standing  
Give opportunity & space to practice creeping/crawling  
Have child practice moving on knees to improve balance  
Have child use push toys to push or scoot on  
Provide objects like spoons, plastic cups, balls, finger foods, saucepans, lids for play & exploration

#### **Feeding Skills:**

Holds own bottle  
Drinks from cup or glass with help  
Feeds self finger foods  
Begins to hold a spoon

Use a high chair at the table to include child with family meals  
Place child in comfortable position with trunk and feet supported while eating  
Encourage child to feed self. Use table foods.  
Offer a spoon when baby is interested  
Introduce a cup or glass with small amounts water, formula or breast milk.

#### **Sleep:**

Night: 12-14 hours  
Naps: 1-2 naps, each one lasting 1-4 hours  
May begin refusing morning nap

Short crying may be a way for your child to relieve tension/stress  
Watch for signs of tiredness, crankiness, restlessness if naps are shorter  
Provide familiar people to babysit who know baby's routines

#### **Play:**

Puts objects in & out of containers  
Examines objects held in his hand  
Plays interactive games (eg. peek-a-boo)  
Extends toy to other person without letting go of it  
Works to get to a toy that is out of reach

Continue parent-infant games  
Give opportunity to place objects in containers & pour them out  
Provide large & small objects with which to play

#### **Language:**

Stops & listens when name or no-no is said  
Gives away a toy when someone else asks or reaches for it  
Follows a simple command  
Imitates definite speech sounds like tongue clicking, lip smacking, or coughing  
Should have two words that are specific for parents: mama, dada or equivalent

Gain your child's attention when giving simple commands  
Use hand gestures along with verbal commands  
Talk & laugh with your child during feeding, bathing, play times.  
Take turns repeating sounds & actions.  
Provide sounds your child can learn to make like lip smacking and tongue clicking  
Repeat directions frequently & have child participate in action:  
Open & close the drawer. Move arms up and down  
Have child follow verbal directions: stand up, sit down, close door, open door, turn around, come here

#### **Toilet Training:**

Beginning to show regular patterns in bladder & bowel elimination  
Has 1-2 stools daily  
Is not usually dry for longer than 1-2 hours

Watch for clues that indicate child is wet or dirty  
Change diapers when wet or dirty so child begins to notice difference between wetness & dryness

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### **Discipline:**

Begins to respond to simple commands such as “pick up the ball” or “put the toy in the box”

Avoid setting an unreasonable number of limits  
Give simple commands one at a time  
Once a limit is set, stick to it firmly each time. Connect it immediately with the misbehavior  
Be consistent in enforcing rules  
Allow time for baby to follow the command  
Gain child’s attention before giving a command

Baby is ready to move places on own & try out newly developing skills. She is not being naughty, spoiled or stubborn

Begin setting & enforcing limits on where child is allowed to explore  
Remove tempting objects. Check toys for small detachable parts  
Remove sources of danger such as light sockets, sharp objects, protruding pot handles or dangling cords  
Remove household poisons, cosmetics, pins, buttons that could be put in the mouth  
Remove all poisons or substances that are not food that can be eaten from low-level cabinets or under the sink  
Keep child away from fans & heaters. Don’t place a vaporizer close to crib  
Keep highchair at least 2 feet from working & cooking surfaces in kitchen  
Use gates to keep child out of rooms not being used as well as at the top and bottom of the steps.  
Never leave pans, basins, or tubs of hot water unattended  
Keep child from objects or surfaces that he may chew on (such as porch rails, windowsills, repainted toys or cribs) that may contain lead  
Instruct babysitter on all safety items

Has great curiosity to look at, handle, and touch things

Find ways to direct child’s attention to safer objects  
Provide child with her own play objects

Explores objects by sucking, chewing, biting them

Once problem behaviors are defined, work on changing only one behavior at a time  
Be certain your child understands old rules before adding new ones. Respond consistently in enforcing old rules.

Begins to test parents’ reactions to behaviors during feeding.  
May become choosy about foods

Provide regular pattern of meal times  
Introduce new foods gradually over a period of time. Continue to offer foods that may have been rejected earlier  
Don’t force food  
Do not punish your child for changes in eating habits

Begins to test parents’ reactions at bedtime preparations

Provide regular times for naps, bedtime  
Avoid excessive stimulation at bedtime or nap time  
Ignore fussing & crying once safety & physical needs are met  
Keep child in own room for sleep  
Refrain from picking up & rocking or holding baby if his needs seem satisfied