



# I Mandikiki!

For Guam Families with Children Birth To Eight



Volume 8, Issue 1

July 2014



## Guam Early Intervention System Offers Free Developmental Screening



children of the same age, the parent should consider contacting the Guam Early Intervention System (GEIS).

GEIS provides free screening and evaluation services to infants and toddlers, birth to three years of age. The program also assists parents in identifying strategies and services to help their child’s development.

Anyone can make a referral to GEIS, a program under the Department of Education, Division of Special Education, to arrange for a developmental screening. According to Catherine Tydingco, School Program Consultant who oversees GEIS, “parents, medical personnel, child care providers, relatives, or hospital staff can call GEIS and ask that a child be seen for screening or a developmental evaluation. Sometimes children are referred to us, even if they do not have delays, but are at risk due to medical, environmental, or other conditions in the child’s background.”

To see a sampling of what typically happens developmentally between birth and three years of age, refer to the checklists included on pages 2-3. If you have any concerns about your young child’s growth and development, call the Guam Early Intervention System at 300-5776 or 300-5816. You can also get information by completing the Ages and Stages Questionnaire (ASQ) on the GEIS website at [www.gdoe.net/geis](http://www.gdoe.net/geis).

Most young children grow and develop in a predictable way. Usually, they grow, learn, and develop skills within an expected timeframe and order. These skills, called “developmental milestones,” are accomplishments that children typically are able to do by certain ages. There are numerous milestones that most children reach during the first three years of a child’s life. For example, by three months of age, a baby is usually able to lift his/her head up for a few seconds when lying on his or her tummy. A baby usually smiles, and even laughs by this age, and follows an object held about six inches above his/her face and moved from one side to another. By seven months, he/she typically is able to feed himself a cracker, sit without support, and babble, combining vowel and consonant sounds.

Some children, though, develop very differently than what is expected. This could be for a variety of reasons. Whatever the reason may be, if a parent feels that his or her child is developing differently as compared to other

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# Developmental Checklists

## Birth to 8 months

### Physical Development

- Stretches legs out when lying on stomach.
- Raises head and cheek when lying on stomach.
- Supports upper body with arms when lying on stomach.
- Grasps feet.
- Opens and shuts hands.
- Pulls to sitting with no head lag (begins at 5 months).
- Sits unsupported for short periods (begins at 6-8 months).

### Social Emotional Development

- Enjoys playing with others and may cry when playing stops.
- Becomes more communicative and expressive with face and body.
- Enjoys social play.
- Copies some movements and facial expressions.
- Shows interest in mirror images (begins at 5-7 months).
- Responds to other people's expression of emotion.

### Language Development

- Smiles at the sound of voices.
- Makes cooing noises.
- Attends to sound.
- Startles to loud noises.
- Responds to sound by making sounds.
- Uses voice to express joy and displeasure.
- Begins to use syllable repetition (begins at 5-7 months).

### Cognitive Development

- Watches faces intently.
- Follows moving objects.
- Recognizes familiar objects and people at a distance (begins at 3 months).
- Grasps objects dangling in front of him/her.
- Tracks moving objects with ease (begins at 4-7 months).
- Explores with hands and mouth (begins at 4-7 months).

## 9 to 18 months

### Physical Development

- Moves to sitting position without assistance.
- Crawls forward on belly.
- Moves from sitting to crawling or lying on stomach.
- Pulls self up to standing position.
- Stands for short periods without support.
- May walk two or three steps without support (begins at 8-12 months).
- Walks alone (12-16 months).
- Uses a pincer grasp.
- Puts objects into a container.
- Takes objects out of a container.
- Tries to copy scribbling.

### Social Emotional Development

- Shy or anxious with strangers.
- Cries when parent leaves.
- Enjoys imitating people in play.
- Shows preference for certain people and toys.
- Repeats sounds or gestures for attention.

### Language Development

- Responds to simple verbal requests.
- Responds to "no."
- Makes simple gestures such as shaking head for no.
- Babbles with inflection.
- Babbles "dada" and "mama."

### Cognitive Development

- Explores objects in many different ways such as shaking, banging, throwing, or dropping.
- Finds hidden objects easily.
- Looks at correct picture when image is named.
- Copies gestures.

## 19 to 24 months

### Physical Development

- Walks up and down stairs holding on to support.
- Climbs onto and down from furniture unsupported.
- Turns over container to pour out contents.
- Builds tower of four or more blocks.
- Stands on tiptoe.
- Kicks a ball.
- Begins to run.
- Throws ball overhand.
- Makes or copies straight lines and circles.

### Social Emotional Development

- Copies behavior of others, especially adults and older children.
- Shows increasing enthusiasm about company or other children.
- Demonstrates increasing independence.
- Begins to show defiant behavior.
- Plays mainly beside other children, but is beginning to include other children, such as in chase games.

### Language Development

- Points to an object or picture when it is named for them.
- Recognizes names of familiar people, objects, and body parts.
- Says several single words.
- Uses two-word sentences.
- Follows simple, one-step directions.
- Repeats words overhead in conversations.

### Cognitive Development

- Finds objects even when hidden under 2 or 3 covers.
- Begins to sort shapes and colors.
- Begins make-believe play.
- Completes sentences and rhymes in familiar books.
- Might use one hand more than the other.
- Follows two-step instructions such as "Pick up your shoes and put them in the closet."

## 25 to 36 months

### Physical Development

- Climbs (furniture, playground equipment, large toys) well.
- Walks down stairs alone, placing both feet on each step.
- Walks up stairs alternating feet with support.
- Swings legs to kick a ball.
- Runs easily.
- Pedals a tricycle.
- Bends over easily without falling.
- Turns book pages one at a time.
- Builds a tower of more than 6 blocks.
- Holds a pencil in writing position.
- Screws and unscrews jar lids, nuts, and bolts.
- Turns rotating handles.

### Social Emotional Development

- Separates easily from parents.
- Expresses a wide range of emotions.
- Objects to major changes in routine.

### Language Development

- Recognizes and identifies almost all common objects and pictures.
- Understands most sentences.
- Says name, age, and gender.
- Uses pronouns such as I, you, me, we, and they.

### Cognitive Development

- Makes mechanical toys work.
- Matches an object in hand or room to a picture in a book.
- Plays make-believe with dolls, animals, and people.
- Sorts objects by color.
- Completes puzzles with 3 or 4 pieces.
- Understands concept of "two."

# Get Up and Get Moving!

We all know that it is important to exercise or engage in some sort of physical activity. Exercise keeps us healthy and strong. The Centers for Disease Control and Prevention report that, "Childhood obesity has more than doubled in children and quadrupled in adolescents in the past 30 years" (CDC, 2014).

That is an alarming number of children who are not at a healthy weight. These children are at risk for heart disease, stroke, high blood pressure, and diabetes to name a few. These diseases are typically found in adults, but in recent years more and more children are being diagnosed and at younger ages.

Besides preventing negative health effects, there are several reasons why children of all ages, including babies and adults, should get regular physical activity.

According to the Mayo Clinic, regular physical activity does the following:

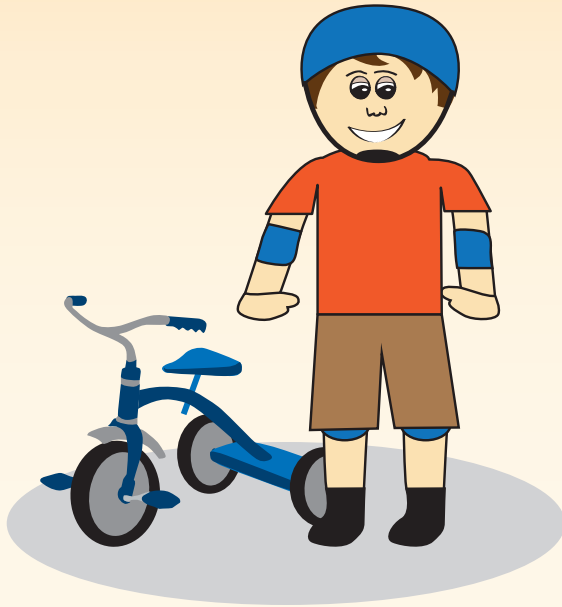
- \* Control weight
- \* Combat health conditions and diseases

- \* Improve mood
- \* Boost energy
- \* Promote better sleep
- \* Can be fun

Children and adults should get at least 30 minutes of physical activity daily. If you or your children haven't been active, it's never too late to get moving. Start with simple activities like walking up and down the driveway or around the neighborhood. The goal is to be active continuously for 30 minutes or more. The more you move, the easier it gets everyday. If you need to change the type of activity each day, try doing different things like swimming or riding a bike. If it's raining, try doing simple exercises like jumping jacks and running in place.

With the rising temperatures and longer days, and probably repeated refrains of "There's nothing to do," or "I'm bored," summer is the perfect time to get up, get out, and get moving! Remember to keep hydrated and drink lots of water, especially when engaging in physical activity. All that movement makes you thirsty!





## Outdoor Activities

- \* **Take a walk.** Whether it's around the outside of the house a few times or around the neighborhood, walking is the easiest physical activity.
- \* **Ride a bike.** Remember those bikes your kids got from Santa? Dust them off, put on the safety gear and take a ride around the neighborhood or up and down the driveway.
- \* **Play catch.** Try using balls of all shapes and sizes or a foldable fan (those double as flyers/frisbees).
- \* **Play a backyard game.** Gather the cousins and neighborhood kids to play games such as hide and seek or freeze tag. Other games to play are dodge ball or kick ball.
- \* **Play color hop.** Use sidewalk chalk to draw colored circles on the sidewalk or driveway. Have the children hop from one circle to another as you call out the color.

## Indoor Activities

- \* **Play "Simon Says."** Have children do some sort of movement that "Simon" tells them to do such as jump three times or hop on one foot.
- \* **Have a dance party.** This kind of party only needs music! Play some music and start dancing around the house.
- \* **Make a "Move It" Jar.** Find an empty jar, some paper, and a pen. Cut the paper into strips. On each strip, write a physical activity on it such as toe touches, arm circles, jumping jacks, hopping, jogging in place, marching around the room, etc. At different times during the day say, "It's time to move it!" Pick a strip out of the jar and have the children do the movement.
- \* **Play balloon volleyball.** All you need is an open space, a blown up balloon, a piece of string, and a few children. Divide the open space in half using the piece of string as the "net." If you can't tie it to something on both ends, tape each end of the string to the floor. Divide children into teams. The teams will take turns swatting the balloon back and forth across the line. If the balloon hits the ground, the other team gets the point.

*References:*

<http://www.cdc.gov/healthyyouth/obesity/facts.htm>  
<http://www.familyfitness.about.com>  
<http://www.best-children-games.com>

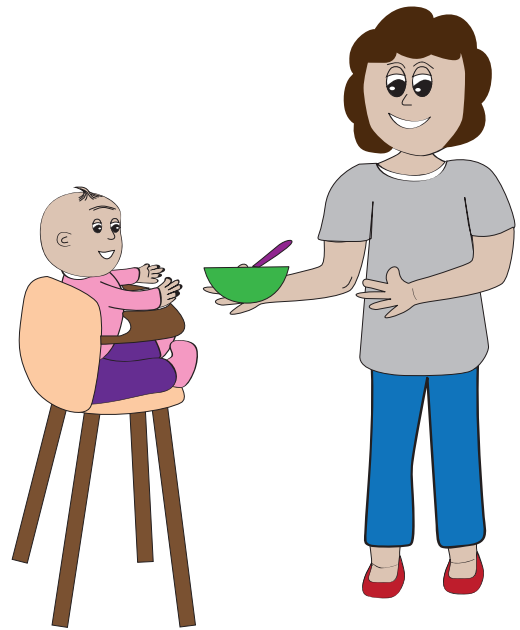


# Meal Time

Humans are creatures of habit. We all get into routines. Predictability provides a certain degree of security.

For young children, routines provide a sense of comfort and the security of what will happen. They provide a wide range of learning opportunities that help promote the development of skills, shape positive habits, and nurture self-confidence. Routines provide the opportunities for repetition needed to practice skills.

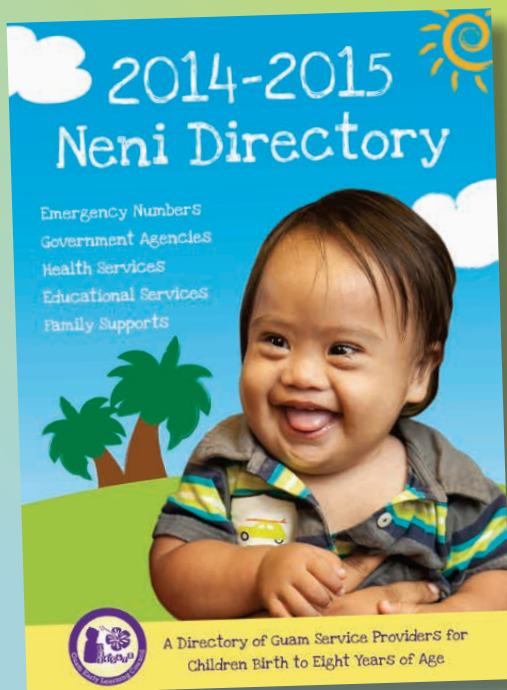
Here are some activities that center on meal times that encourage young children to develop a strong foundation of helpful and positive skills that will be beneficial throughout their lives.



- ▶ Help your child establish good habits by helping him wash his hands before handling food items.
- ▶ Eat together as a family at the dinner table as often as possible. Mealtimes are social events – model positive behaviors. Avoid having the TV on or other distractions while eating.
- ▶ Announce “It’s time to eat,” “It’s breakfast time,” “It’s snack time,” “It’s lunch time,” “It’s dinner time.”
- ▶ Encourage eating healthy food. Encourage your child to try foods with different textures, colors, or smells. Introduce one new food at a time. Provide praise for trying new foods. For example, “Good job trying (name food)! That was pretty good, right?”
- ▶ Make silly faces on a plate with fresh fruit, vegetable slices, raisins, and peanut butter. Making food look as attractive as possible is one way to get young children to try new food items.
- ▶ Pretend a slice of apple is a boat, or spaghetti noodles are worms. Use colorful foods to get creative.
- ▶ Identify all food items and utensils. Encourage conversation. For example, “Here is your sippy cup. What’s inside? Milk – hmmm so good, right? You like milk!” “Mmm, these grapes\* are good!” “This cheese is orange.” “This is rice,” “This is chicken,” “These are beans,” etc. Mealtimes provide unlimited opportunities for developing language skills.
- ▶ Identify items on the table: plate, spoon, bowl, glass, etc. Ask your child to point to, sign, or say the item’s name. Ask child to identify items at the table by saying, “Show me \_\_\_” or “Where is the \_\_\_.”
- ▶ Model and encourage proper table manners such as saying “Please” and “Thank you.”
- ▶ Encourage taking turns speaking during your conversations; encourage your child to respond. For example, you could say, “Mmm, this is good! Do you like this?” “What would you like to do after snack time?”
- ▶ Encourage your child to feed himself as much as possible; provide assistance as needed.
- ▶ Consider having your child help with meal preparation. She could help make sandwiches, pour drinks, pour cereal into a bowl (you might use a smaller cereal container to avoid spills), wash fruit, make peanut butter sandwiches, put plastic cups on the table, etc.
- ▶ Use accidental spills or food messes as an opportunity to show positive ways to deal with the situation. For example, you could say, “Oops, there’s a spill here. That happens sometimes. Let’s wipe it up,” or “Ai adai, some food fell off the plate. Here’s how we clean it up!”
- ▶ Praise your child for her growing independence in feeding herself. For example, “Wow, you are getting really good at drinking from a cup all by yourself!”
- ▶ Have your child help with putting dirty dishes or utensils in the sink and wiping up the table.

\*To prevent choking, make sure the food items are small enough, and are of the appropriate consistency based on the child’s age and skill level.

Source: *Everyday Learning Opportunities: Activities for young children up to 36 months to help them grow, learn, and thrive.* Guam Early Intervention System, Guam Department of Education.



# The 2014-2015 Neni Directory is available online!

Go to [www.guamelc.org](http://www.guamelc.org) or [www.guamcedders.org](http://www.guamcedders.org) to download a PDF copy!

The 2014-2015 Neni Directory was produced in collaboration with the Guam Department of Education, Department of Public Health & Social Services, and facilitated by the Guam Early Learning Council and University of Guam Center for Excellence in Developmental Disabilities Education, Research & Service (Guam CEDDERS).

Your baby's  
hearing is  
**IMPORTANT**



To schedule a **FREE HEARING SCREENING** by six months of age for your baby, contact the Guam Early Intervention System (GEIS) at Phone: 300-5776 / 5816.



Produced by the Guam Early Hearing Detection and Intervention (Guam EHD) Project with 100% funding support by the U.S. Department of Health & Human Services, Health Resources and Services Administration, Grant No. H61MC00094, in collaboration with the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS).



**I Mandikiki'** is a publication supported with 100% federal funding through the Guam State Advisory Council Grant, and Project Tinituhon and is facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS). Special support for this issue was provided by Guam Early Intervention System, Division of Special Education, Department of Education.

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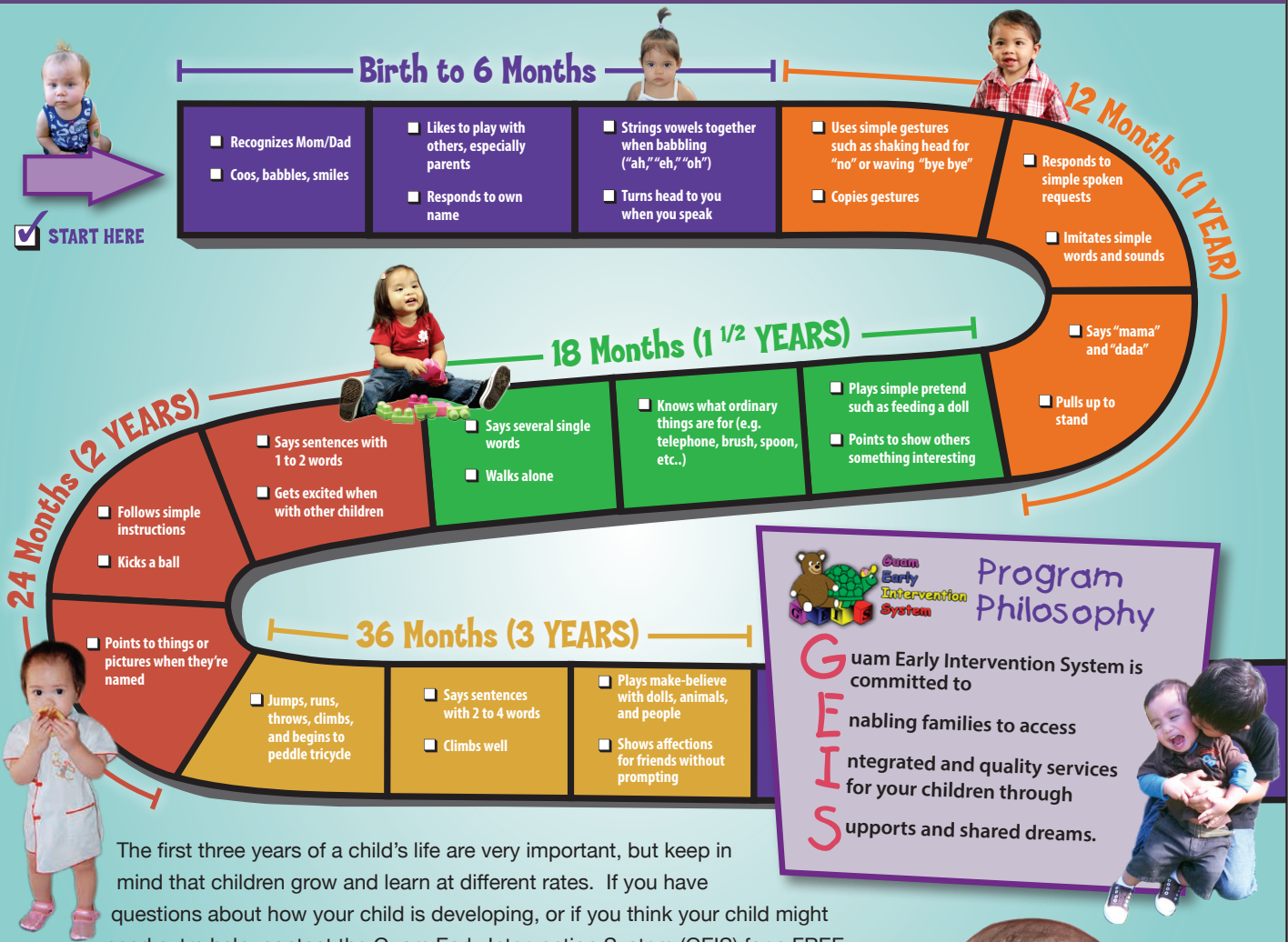
Layout: Sean Lizama

This issue of **I Mandikiki'** was made possible through contributions from the following individuals: Vera Blaz and Terrie Fejarang.

Alternative formats (e.g., Braille, large print, or audio tapes) of **I Mandikiki'** may be made available by sending a request to [newsletters@guamcedders.org](mailto:newsletters@guamcedders.org) or 735-2477.

# Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.



The first three years of a child's life are very important, but keep in mind that children grow and learn at different rates. If you have questions about how your child is developing, or if you think your child might need extra help, contact the Guam Early Intervention System (GEIS) for a FREE DEVELOPMENTAL SCREENING to help you get the services you need to give your child a good start in life.

To schedule a FREE Developmental Screening or for more information on early intervention services, call 300-5776/5816.



100% federally funded by the Individuals with Disabilities Education Act Part C Grant for Infants and Toddlers, Department of Education, Division of Special Education. Guam Early Intervention System (GEIS) in collaboration with the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS).

This poster is adapted from "Tracking Your Child's Developmental Milestones" from the Centers for Disease Control and Prevention Act Early Campaign.

For FREE DOWNLOADS AND RESOURCES on early intervention services and early childhood development visit online at: [www.gdoe.net/geis](http://www.gdoe.net/geis).