

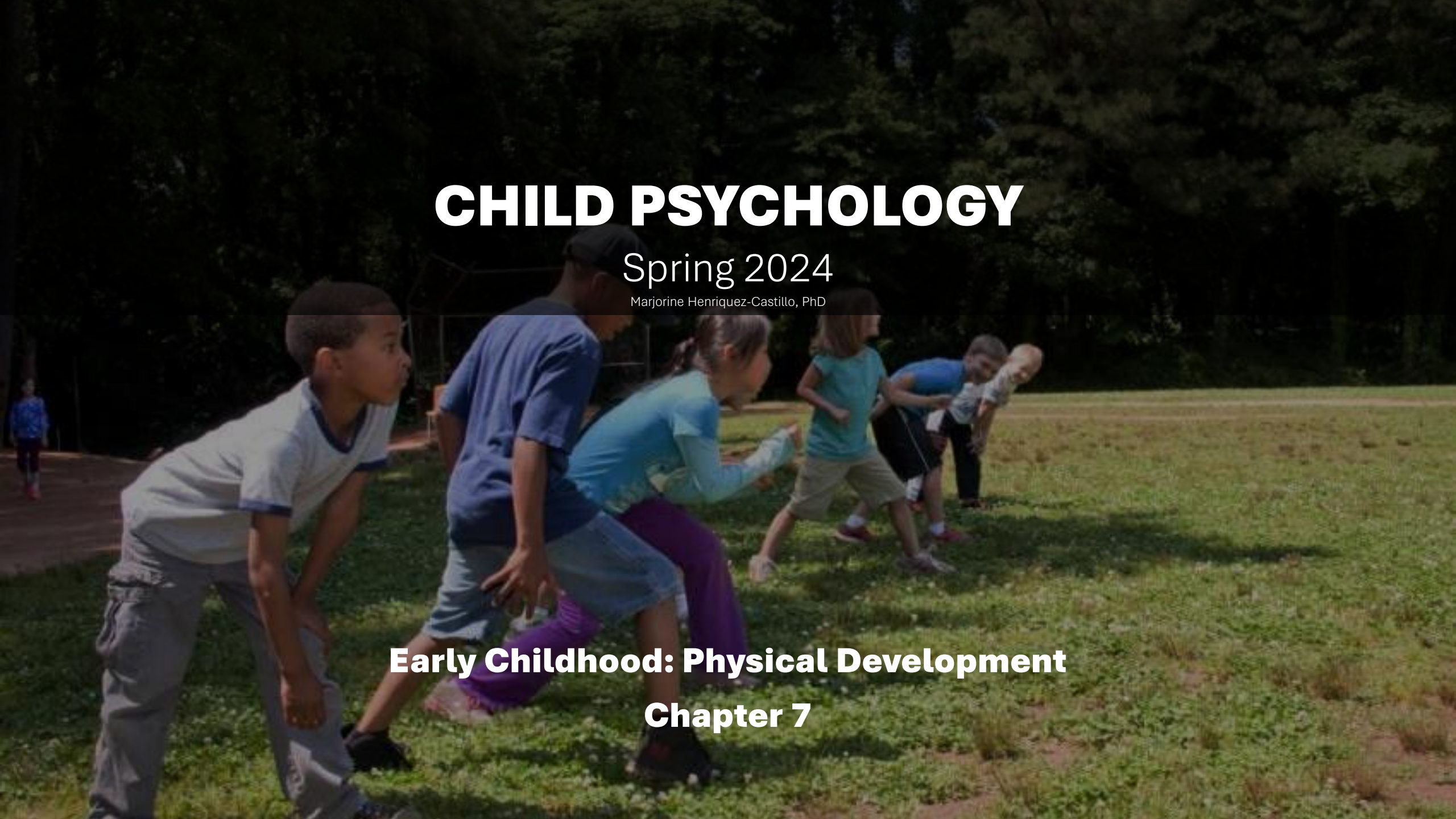
# CHILD PSYCHOLOGY

Spring 2024

Marjorine Henriquez-Castillo, PhD

**Early Childhood: Physical Development**

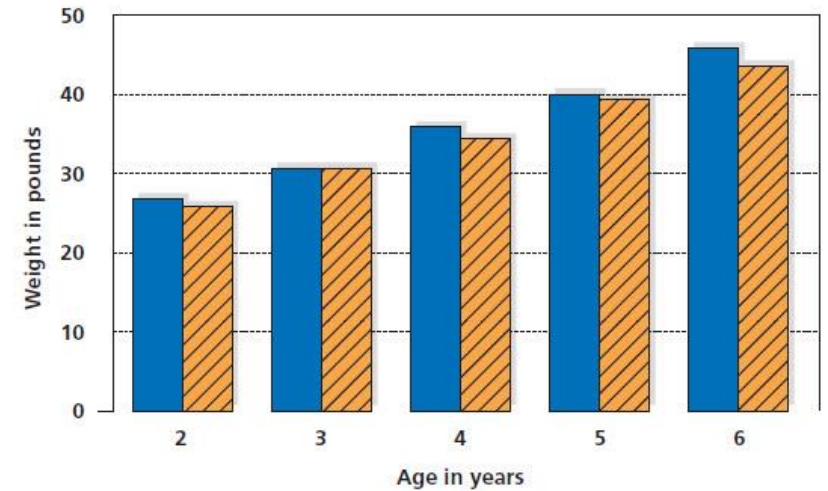
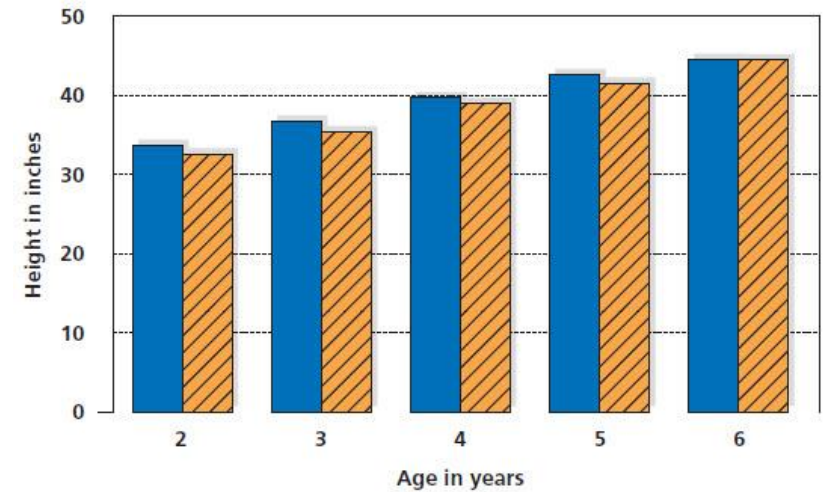
**Chapter 7**





## 7.1. Growth in Early Childhood

- Steady growth
- Muscle size and strength increases
- Bones become sturdier
- Senses develop and become more sensitive



Boy's Weight Girl's Weight



## 7.2. Nutritional Concerns

- Reduced appetite
- Caregivers are setting up taste preferences at this age
- **Variety of low-fat**, nutritious foods
- High-iron, low-sodium, and low-fat foods
- Should be given chance to develop food preferences
- Ask Pediatrician

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### Nutrition

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#### 🏠 Nutrition

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**Infant and Toddler Nutrition** -

Breastfeeding +

Infant Formula Feeding +

Feeding From a Bottle

## Infant and Toddler Nutrition

[Español \(Spanish\)](#) | [Print](#)

[Food Assistance and Food Systems Resources](#)



Good nutrition during the first 2 years of life is vital for healthy growth and development. Starting good nutrition practices early can help children develop healthy dietary patterns. This website brings together existing information and practical strategies on feeding healthy foods and drinks to infants and toddlers, from birth to 24 months of age. Parents and caregivers can explore these pages to find nutrition information to help give their children a healthy start in life.

<https://www.cdc.gov/nutrition/>



## Foods and Drinks to Encourage

[Español \(Spanish\)](#) | [Print](#)

Healthy eating patterns your child starts now will help promote healthy habits in the future. It is important to provide foods that match your child's eating skills. At first, foods may need to be soft and mashed or bite-sized. Visit [Tastes and Textures](#) for more information.

### Encourage Your Child to Eat

Offer your child a variety of fruits, vegetables, whole grains, meats, and yogurt or cheeses. Make a rainbow of different colored foods on your child's plate. Here are a few examples:

- **Fruits:** bananas, strawberries, pears, oranges, melons, or avocados.
- **Vegetables:** cooked spinach, carrots, beans, peas, lentils, yams, or beets.
- **Whole grains:** whole grain breads, crackers, or pastas.
- **Proteins:** soft, small pieces of beef, lamb, chicken, fish, turkey, eggs, or tofu.
- **Dairy:** pasteurized cheeses or yogurts, including soy-based yogurt.

Once your child is 12 months old, he or she may be eating more of the foods that you eat. Eating a healthy diet sets a good example for your toddler. Continue to offer a variety of healthy options and allow your child to choose foods to eat.

### Encourage Your Child to Drink

When your child is between 6 and 12 months old, you can offer your child:

- **Water** (4 to 8 ounces per day).
- **Breast milk** (if you are still breastfeeding) or **infant formula**.

Once your child is 12 months old, you can begin offering plain whole cow's milk or fortified unsweetened soy beverages.

For ideas on different meals or snacks for your child, visit the [USDA's MyPlate Recipes](#) page.

Connect with Nutrition, Physical Activity, and Obesity



## Whole Cow's Milk or Lower Fat Cow's Milk?

Children can drink unflavored, unsweetened whole cow's milk. Whole cow's milk is the same as lower fat cow's milk except that it is higher in fat. It is important for young children to get fat in their diet for healthy growth and development. If your child has excessive weight gain or a family history of obesity, high cholesterol or triglycerides, or cardiovascular disease, talk to your child's doctor or nurse about the type of cow's milk to give.

#### Did You Know?



When your child is between 6 and 12 months, some types of foods and drinks are better for your child than others.

To learn more, watch these [videos](#) from 1,000 Days.

## Foods and Drinks to Avoid or Limit

[Español \(Spanish\)](#) | [Print](#)

Healthy eating is all about balance. There is no need to add salt or sugar to your child's food. There are also some foods and drinks that are not safe for your child to eat and others that are not as healthy choices as other foods.

- **Honey before 12 months** may cause a serious type of food poisoning called botulism. Before your child is 12 months old, do not give him or her any honey. Do not add honey to your baby's food, water, infant formula, or on their pacifier.
- **Unpasteurized drinks or foods (such as juices, milks, yogurt, or cheeses)** may put your child at risk for a harmful bacteria that can cause severe diarrhea. Do not give your child unpasteurized drinks or foods such as juice, milk, yogurt, or cheeses. Unpasteurized milk can also be called raw milk.
- **Foods with added sugars**, low-calorie sweeteners, or no-calorie sweeteners are not recommended. Foods with added sugars can include muffins, flavored yogurts, or cookies. Children younger than 24 months old should avoid added sugars. Check the [Nutrition Facts Label](#) to find foods with no added sugars.
- **Sugar-sweetened drinks** (such as soda, pop, soft drinks, flavored milks, sports drinks, flavored water with sugar, and juice drinks) contain added sugars. These drinks are different than 100% juice. Children younger than 24 months old should avoid added sugars.
- **Foods high in salt** (sodium), such as some canned foods, processed meats (e.g., lunch meats, sausages, hot dogs, ham), and frozen dinners should be avoided. Some snack foods and store-bought packaged toddler foods are high in salt. Check the [Nutrition Facts Label](#) to find foods with less salt.
- **Fish high in mercury**, such as king mackerel, marlin, orange roughy, shark, swordfish, tilefish (from the Gulf of Mexico), and bigeye tuna should be avoided. Before serving fish caught by family and friends, check for [fish and shellfish advisories](#). Mercury can be harmful to the brain and nervous system if a person is exposed to too much of it over time. While it is important to limit mercury in the diets of children, many [types of fish](#) are lower in mercury, have important nutrients that support brain development and the immune system, and support a healthy diet. [Learn more](#) about which types of fish to avoid and which types of fish to choose to best support your child's brain and nervous system development.
- **Cow's milk before 12 months old** may put your baby at risk for intestinal bleeding. It also has too many proteins and minerals for your baby's kidneys to handle easily and does not have the right amount of nutrients your baby needs.
- **Juice before 12 months old is not recommended.** Children should not drink any fruit or vegetable juice before they are 12 months old. **Juice after 12 months old is not necessary, but 4 ounces or less of 100% juice a day can be provided.** Check Nutrition Facts Labels to make sure it is 100% juice. Juice drinks, fruit drinks, and fruit-flavored drinks have added sugars and should be avoided. Whole fruits are healthier options for your child than fruit juices.
- **Caffeinated drinks**, such as soft drinks, tea, coffee, and sports drinks, should be avoided for children younger than age 2. There is no established safe limit for caffeine for young children.



#### Did You Know?



There are certain foods and drinks you should avoid giving your child.



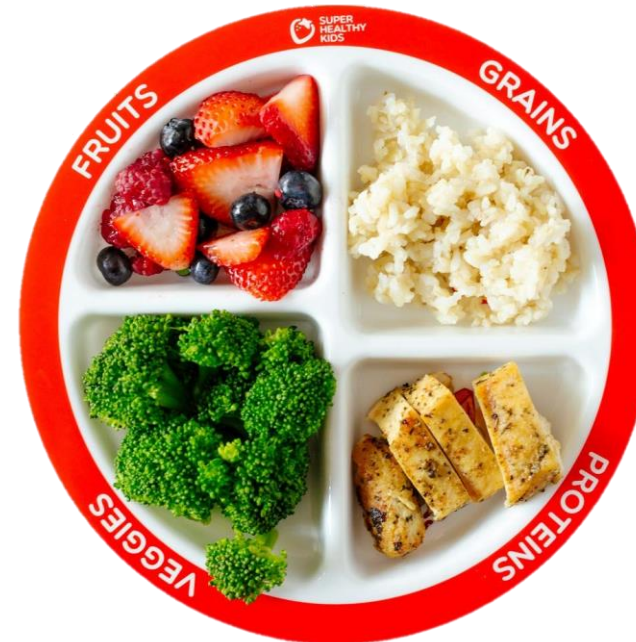
## 7.3. Tips for Establishing Healthy Eating Habits

Don't (or try not to)

- Force your child to eat or fight over food
- Prepare different meals for each kid (unless restrictions)
- Bribe

Do

- Recognize that appetite varies
- Keep it pleasant
- Limit choices
- Serve Balanced meals





## 7.4. Brain Maturation

- By age 6, the brain is approximately 95 percent i
- Growth in prefrontal cortex continuous

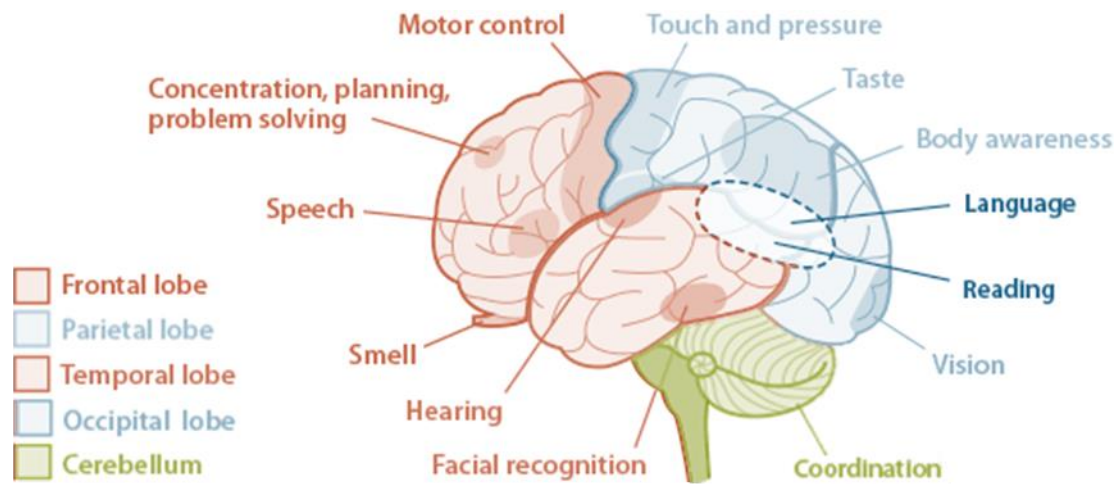
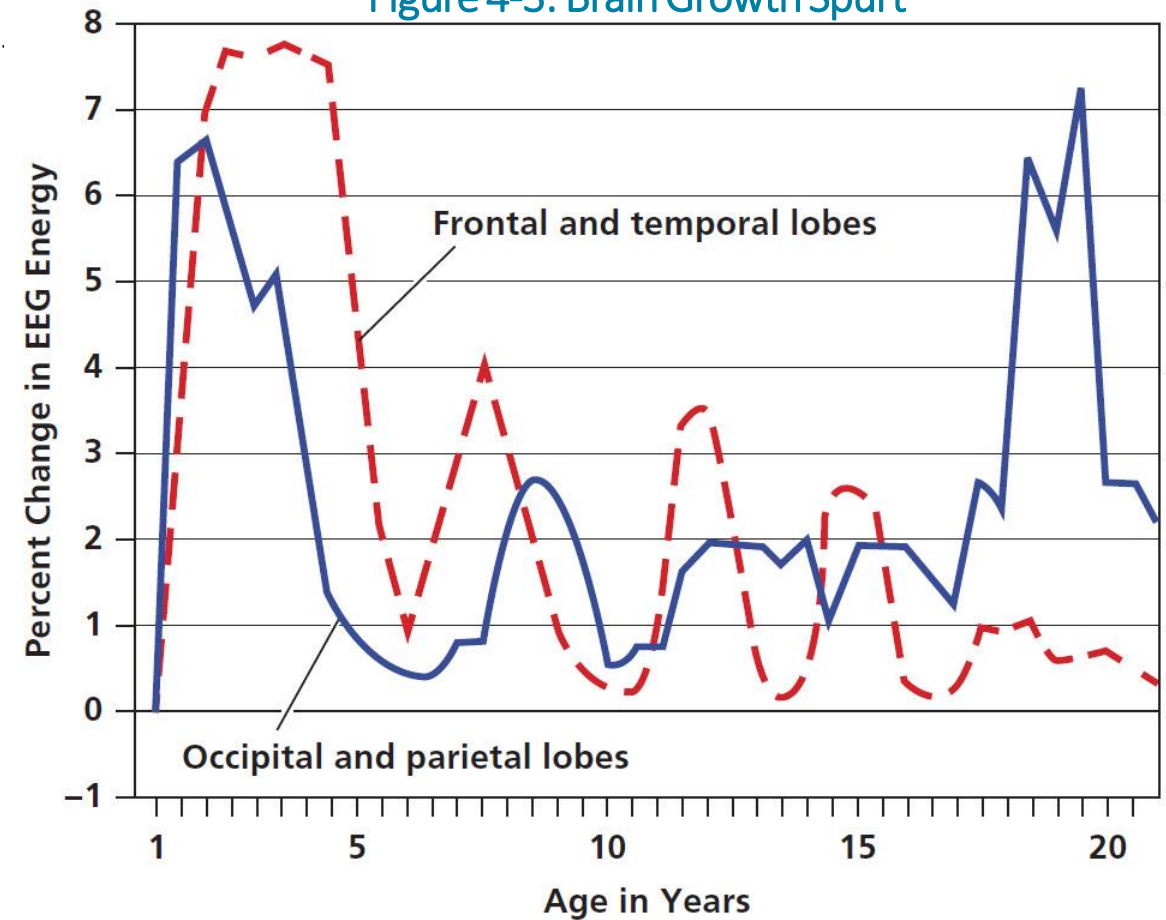


Figure 4-3: Brain Growth Spurt

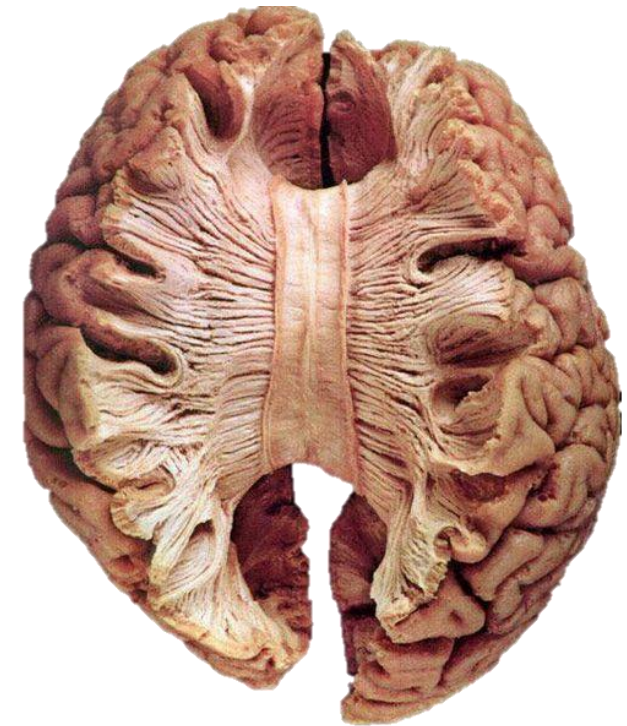
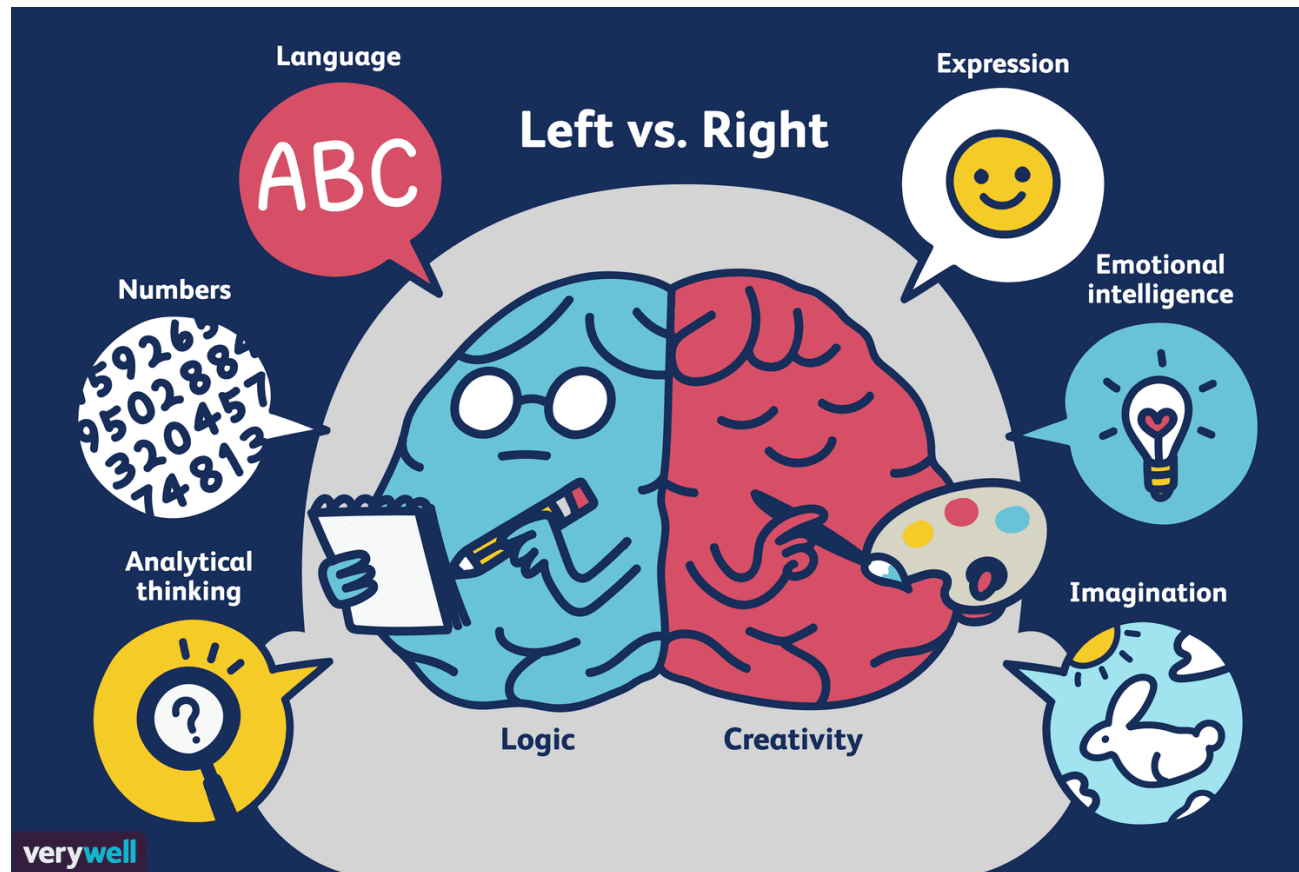


Electrical activity in the brain has been linked to advances in cognitive abilities at various stages across the life span. In this graph, activity increases dramatically between 1½ and 2 years, a period during which language rapidly develops. Source: Based on Fischer, K. W., & Rose, S. P. (1995). Concurrent cycles in the dynamic development of brain and behavior. Newsletter of the Society for Research in Child Development, p. 16.



## 7.4. Brain Maturation

- By age 6, the brain is approximately 95 percent its adult weight
- Growth in prefrontal cortex continuous
- Corpus callosum (connection between the hemispheres)





## 7.5. Motor Skill Development: Gross

Kit (2017)  
Geika

- Children continue to improve their gross motor skills as they run and jump.



### 3 Years Old

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step



### 4 Years Old

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time



### 5 Years Old

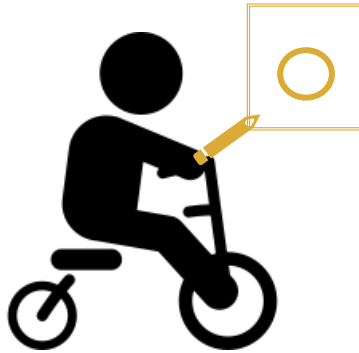
- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Can use the toilet on own
- Swings and climbs





## 7.5. Motor Skill Development: Fine

- Children continue to develop more dexterity, strength, and endurance.



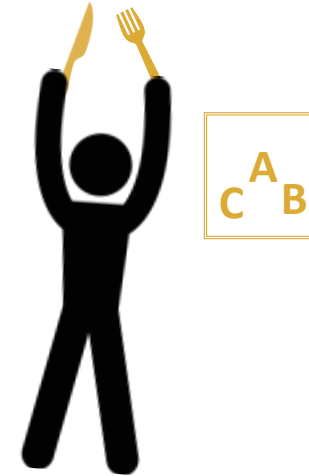
### 3 Years Old

- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle



### 4 Years Old

- Pours, cuts with supervision, and mashes own food
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters



### 5 Years Old

- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Uses a fork and spoon and sometimes a table knife



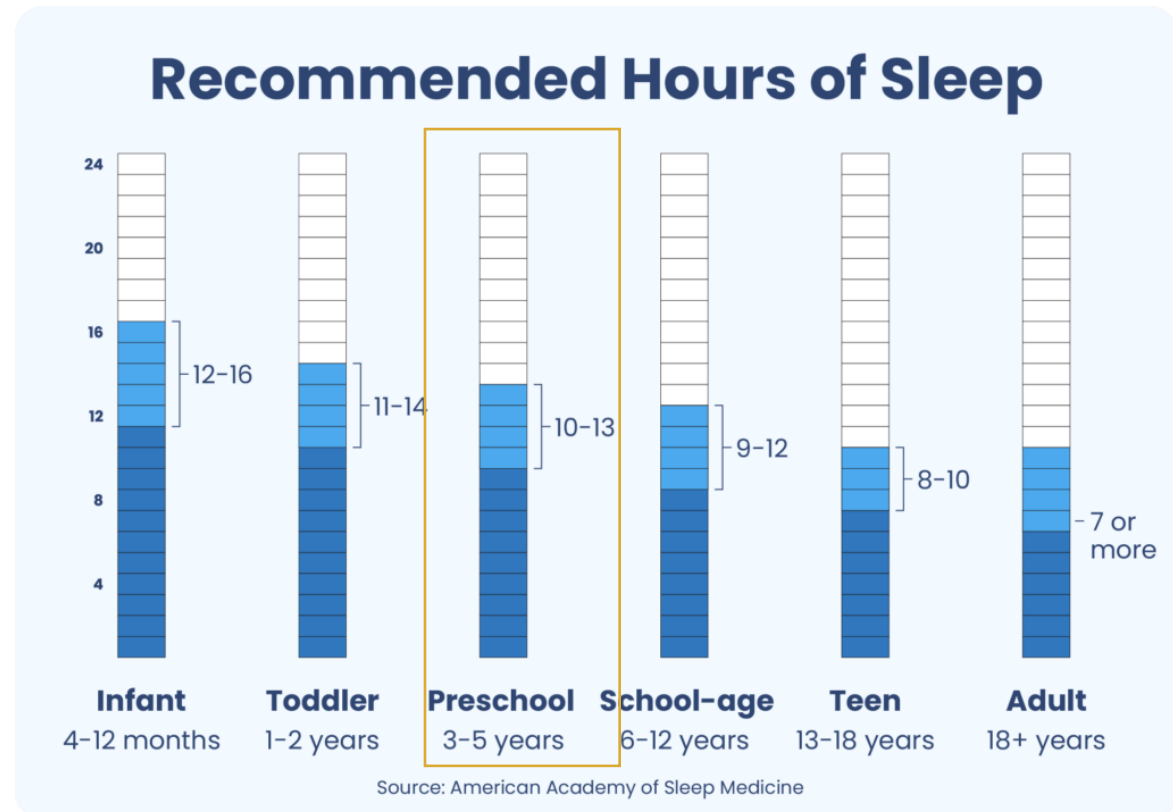
## 7.4. Brain Maturation





## 7.6. Sleep and Early Childhood

- The amount of sleep an individual needs varies depending on multiple factors including age, physical condition, psychological condition, and energy exertion.
- Young children need about 10 to 11 hours of sleep





## 7.6. Sleep and Early Childhood

- Sleepwalking: causes a person to get up and walk during the early hours of sleep.
- Sleep Terrors: characterized by a sudden arousal from deep sleep with a scream or cry, accompanied by some behavioral manifestations of intense fear.
- Nightmare Disorder: frequent nightmares



<https://youtu.be/wH0dDfoS6DQ>

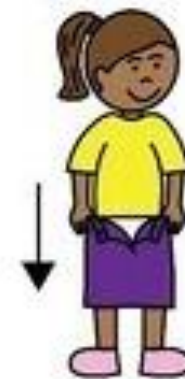


<https://www.youtube.com/watch?v=HNixihSL8Y>



## 7.7. Toilet Training

- Typically after 2<sup>nd</sup> birthday, most trained by 3 years old (physical and emotional readiness)
  - Seem interested in the potty chair or toilet, or in wearing underwear?
  - Can understand and follow basic directions?
  - Tell you through words, facial expressions or posture when he or she needs to go?
  - Stay dry for periods of two hours or longer during the day?
  - Complain about wet or dirty diapers?
  - Can pull down his or her pants and pull them up again?
  - Can sit on and rise from a potty chair?





## 7.8. Sexual Development in Early Childhood

- Self-stimulation is common.
- Showing and touching is common among peers.
- Masturbation is common.
- Boys are often shown by other boys how to masturbate. But girls tend to find out accidentally.

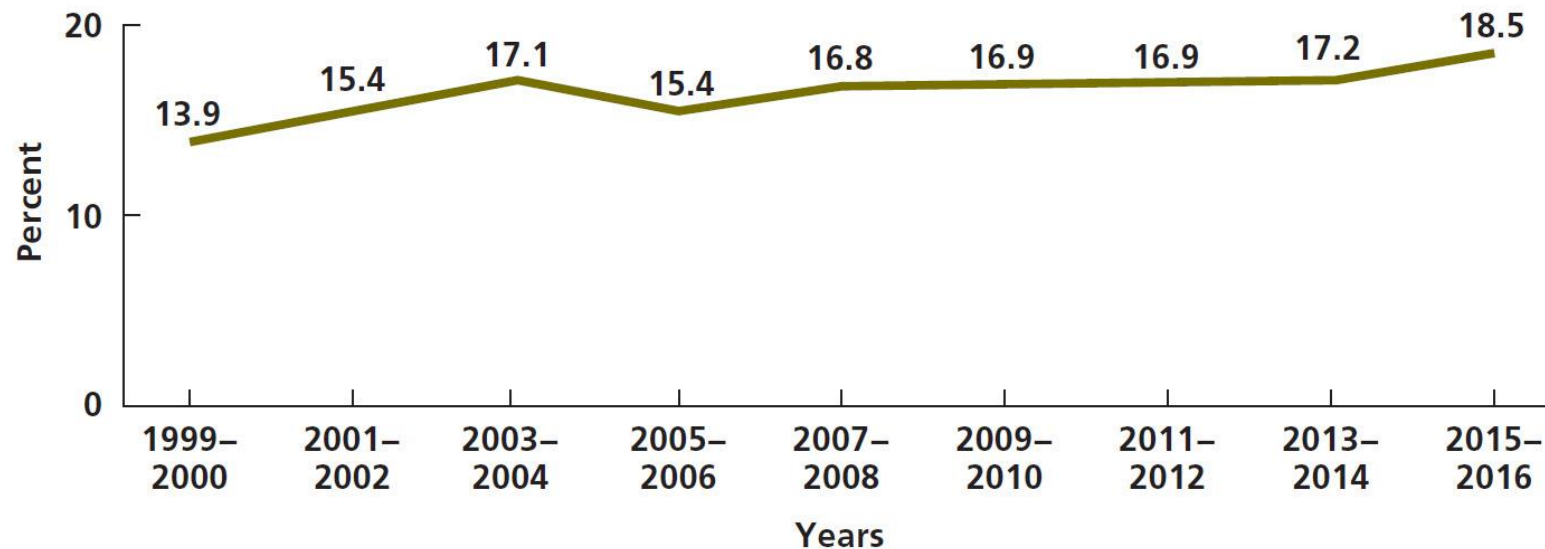




## 7.9. Health in Early Childhood

Hemmingsson  
(2016)  
Evelyn

- Childhood Obesity: when a child is well above the normal or healthy weight for his or her age and height.
- In 2015-2016, 13.9% of 2- to 5-year-olds were obese.





## 7.9. Health in Early Childhood

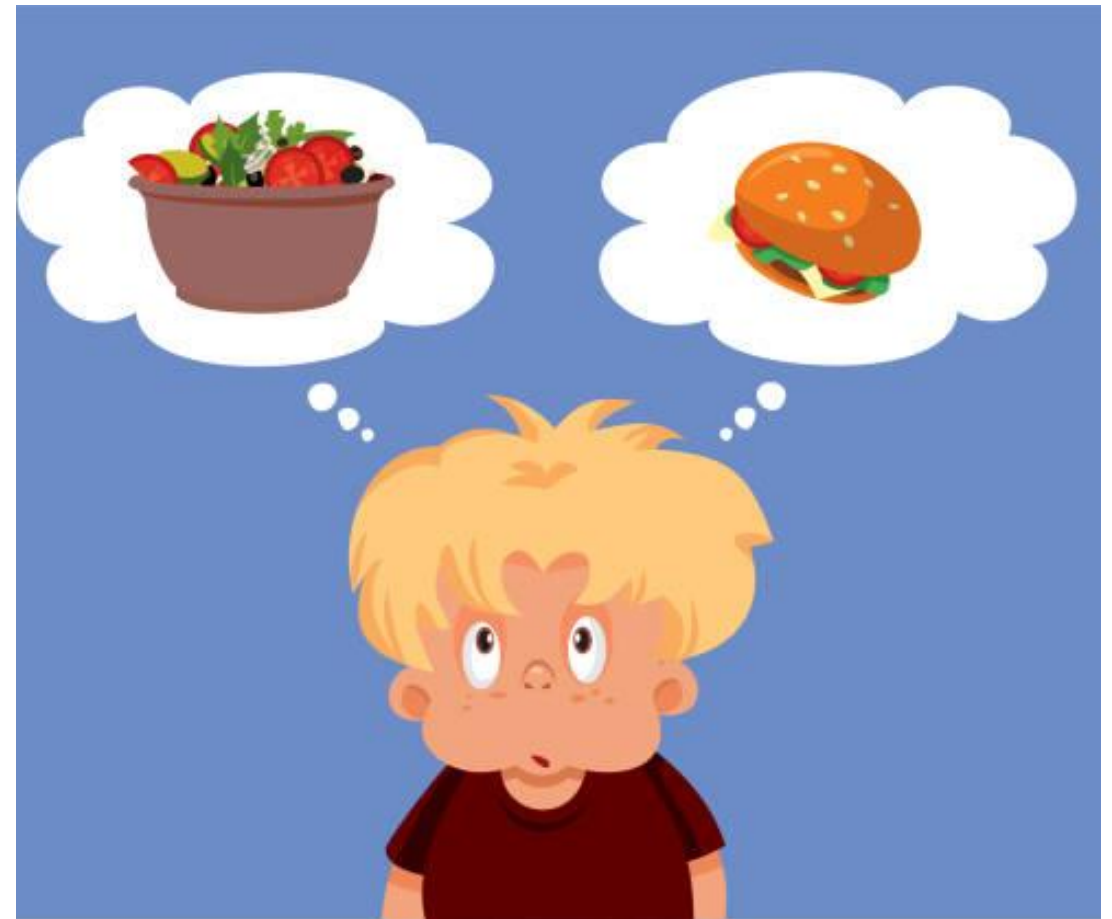
Hemmingsson  
(2016)  
Evelyn

### Causes

- eating high calorie, low-nutrient foods
- not getting enough physical exercise
- sedentary activities (such as watching television or other screen devices)
- medication use
- sleep routines
- Genetics

### Consequences

- Physical illness: hypertension, diabetes, breathing problems, musculoskeletal discomfort, gastrointestinal issues.
- Psychological: anxiety, depression, low self-esteem, bullying, stigma.
- Health Risks: Obesity in adulthood and other illnesses







## 7.9. Health in Early Childhood

### Oral Health

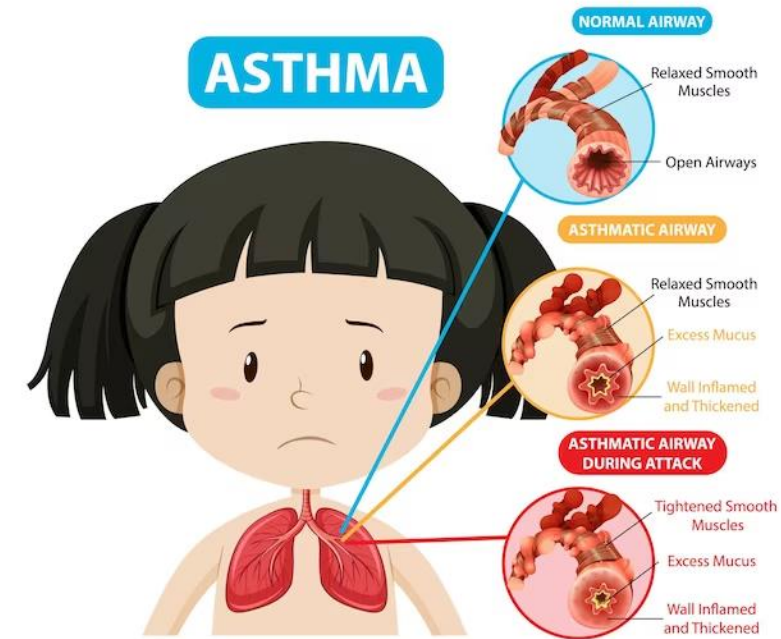
- Tooth decay (cavities) is one of the most common chronic conditions of childhood in the United States
- Fluoride (debate, controversial)
- The first visit to the dentist should happen after the first tooth erupts. After that, children should be seeing the dentist every six months





## 7.9. Health in Early Childhood

- Asthma
  - Periodic wheezing coughing and shortness of breath
    - Asthma attacks can be triggered by:
      - Respiratory infection, allergic reactions, stress, exercise
- Food Allergies
- Toxins: Lead Poisoning
- Immunization & Handwashing





## 7.10. Safety

- Accidents/Injuries
- Injury is the number 1 cause of death among children
- Increasing independence and mobility lead to new safety issues
  - Boys more likely than girls to have accidents
  - Children walking to school face dangers
- Most frequent source of accidents is motor vehicles





## 7.10. Safety

Table 7.10.17.10.1: Preventing Injuries

Type of Injury	Prevention Tips
<b>Burns</b>	<ul style="list-style-type: none"> <li>•Have smoke alarms on every floor and in all rooms people sleep in</li> <li>•Involve children in creating and practicing an escape plan</li> <li>•Never leave food cooking on the stove unattended; supervise any use of microwave</li> <li>•Make sure the water heater is set to 120 degrees or lower<sup>35</sup></li> </ul>
<b>Drowning</b>	<ul style="list-style-type: none"> <li>•Make sure caregivers are trained in CPR</li> <li>•Fence off pools; gates should be self-closing and self-latching</li> <li>•Have children wear life jackets in and around natural bodies of water</li> <li>•Supervise children in or near water (including the bathtub)<sup>36</sup></li> </ul>
<b>Falls</b>	<ul style="list-style-type: none"> <li>•Make sure playground surfaces are safe, soft, and made of impact absorbing material (such as wood chips or sand) at an appropriate depth and are well maintained</li> <li>•Use safety devices (such as window guards)</li> <li>•Make sure children are wearing protective gear during sports and recreation (such as bicycle helmets)</li> <li>•Supervise children around fall hazards at all times<sup>37</sup></li> </ul>
<b>Poisoning</b>	<ul style="list-style-type: none"> <li>•Lock up all medications and toxic products (such as cleaning solutions and detergents) in original packaging out of sight and reach of children</li> <li>•Know the number to poison control (1-800-222-1222)</li> <li>•Read and follow labels of all medications</li> <li>•Safely dispose of unused, unneeded, or expired prescription drugs and over the counter drugs, vitamins, and supplements <sup>38</sup></li> </ul>
<b>Motor-accident, in vehicle</b>	<ul style="list-style-type: none"> <li>•Children should still be safely restrained in a five point harnessed car seat</li> <li>•Children should be in back seat</li> <li>•Children should not be seated in front of an airbag</li> </ul>
<b>Motor-accident, pedestrian</b>	<ul style="list-style-type: none"> <li>•Teach children about safety including:             <ul style="list-style-type: none"> <li>• Walking on the sidewalk</li> <li>• Not assuming vehicles see you or will stop</li> <li>• Crossing only in crosswalks</li> <li>• Looking both ways before crossing</li> <li>• Never playing in the road</li> <li>• Not crossing a road without an adult</li> </ul> </li> <li>•Supervise children near all roadways and model safe behavior</li> </ul>



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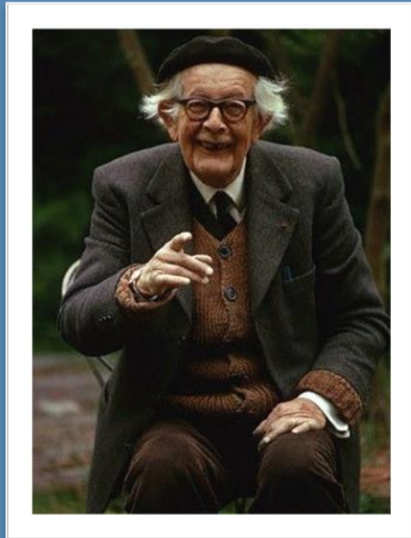
**Early Childhood: Cognitive Development**  
**Chapter 7**



# 8.1: Piaget's Preoperational Intelligence

Constructivist

Sensorimotor



Preoperational

Concrete Operational

Formal Operational\*

Jean Piaget  
[1896-1980]  
Maturation

## Piaget's Stages of Cognitive Development



**Sensorimotor  
Stage**

Birth to 2 yrs

**Preoperational  
Stage**

2 to 7 yrs

**Concrete  
Operational  
Stage**

7 to 11 yrs

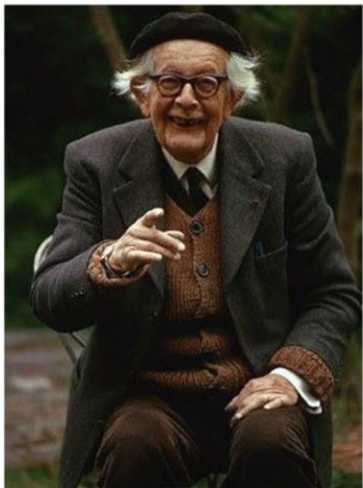
**Formal  
Operational  
Stage**

12 and up



# 8.1: Piaget's Preoperational Intelligence

Constructivist



Jean Piaget  
[1896-1980]  
Maturation

Preoperational

Pretend Play

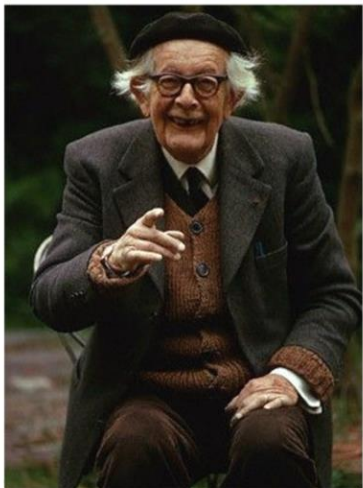


<https://youtu.be/KPqdcf1Ag3k>



# 8.1: Piaget's Preoperational Intelligence

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Jean Piaget  
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Maturation

Preoperational

Pretend Play

Egocentrism: The  
Inability to Take  
Others'  
Perspectives



**MINE!**



story by Shutta Crum

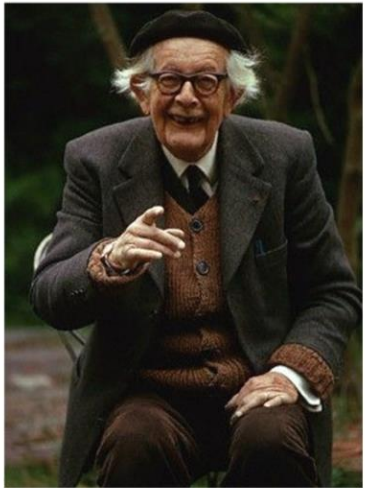
pictures by Patrice Barton





# 8.1: Piaget's Preoperational Intelligence

Constructivist



Jean Piaget  
[1896-1980]  
Maturation

Preoperational

Pretend Play

Egocentrism: The  
Inability to Take  
Others'  
Perspectives

Conservation





## 8.2: Vygotsky's Sociocultural Theory of Cognitive Development

(Socio)Constructivist

Zone of Proximal Development



Scaffolding

Lev Vygotsky  
[1896-1934]  
Influence of culture

### The Theory Of Scaffolding

**LEV  
VYGOTSKY**

Out of Reach Zone

Can Not Do

Zone of Proximal Development (ZPD)

Can Do With Help

Zone of Actual Development (ZAD)

Can Do Alone





## 8.2: Vygotsky's Sociocultural Theory of Cognitive Development

(Socio)Constructivist

Zone of Proximal  
Development

Scaffolding



Lev Vygotsky  
[1896-1934]  
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## 8.2: Vygotsky's Sociocultural Theory of Cognitive Development

(Socio)Constructivist



Lev Vygotsky  
[1896-1934]  
Influence of culture

Zone of Proximal  
Development

Scaffolding

Egocentric Speech

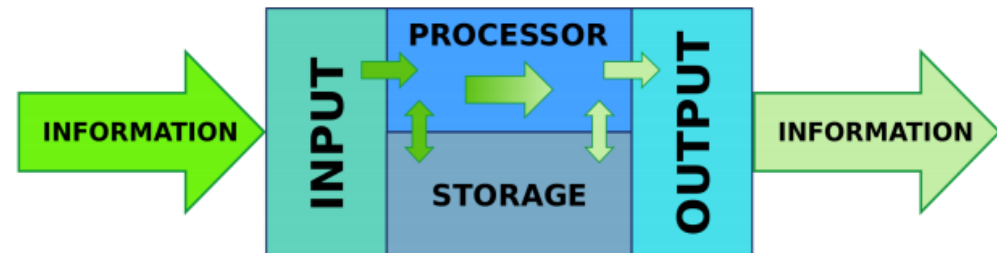
Private Speech





## 8.3: Information Processing

- Have increased attention spans
- Attend to more than one dimension of an object
- Do better at monitoring their attention
- Executive functioning (emotion regulation)



### Attention

- **Divided attention or multitasking:** ability to switch our focus between tasks or external stimuli.
- **Selective attention:** ability to focus on a single task or stimulus, while ignoring distracting information.
- **Sustained attention:** the ability to stay on task for long periods of time.



### SELECTIVE ATTENTION

When your child attends to one specific task while filtering out other distractions around them.



### SUSTAINED ATTENTION

When your child can attend and focus on a task for a continuous stretch of time.

### DIVIDED ATTENTION

When your child can multitask, focusing only a part of their attention on multiple items at the same time.





## 8.3: Information Processing

- No Nos
- High Stimulating
- Violent
- Passive



- Yes
- Low Stimulating
- Teamwork
- Interactional





## 8.4: Children's Understanding of the World

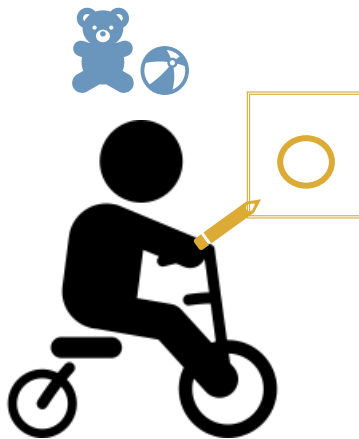
- Theory of mind refers to the ability to think about other people's thoughts.

Mandalaywala  
(2019)  
Cesar





## 8.5: Milestones of Cognitive Development



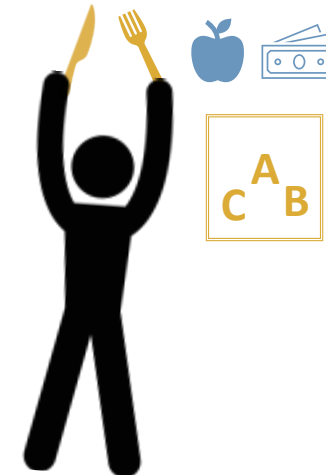
### 3 Years Old

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what “two” means



### 4 Years Old

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of “same” and “different”
- Plays board or card games
- Tells you what he thinks is going to happen next in a book



### 5 Years Old

- Counts 10 or more things
- Knows about things used every day, like money and food





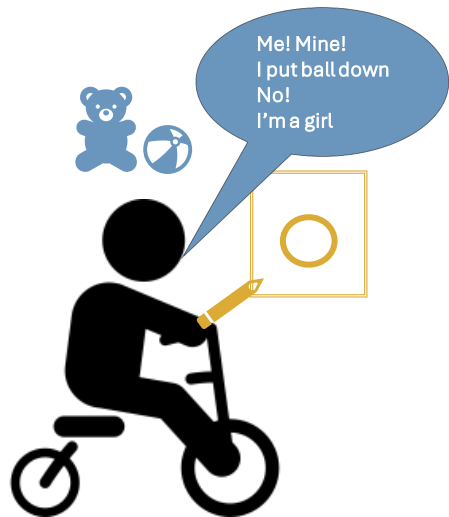
## 8.6: Language Development

- Between the ages of 2 to 6 children's vocabulary expands from about 200 words to over 10,000 words through a process called fast-mapping





## 8.6: Language Development: Milestones



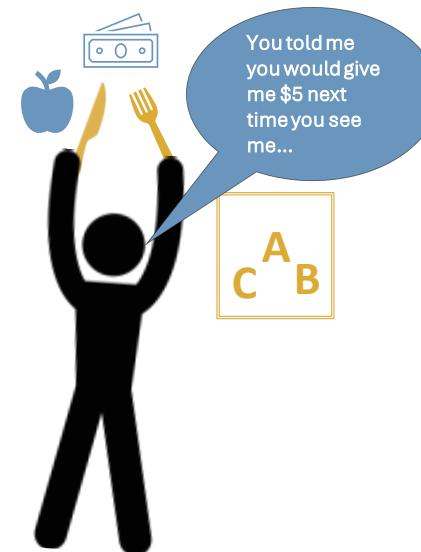
### 3 Years Old

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like “in,” “on,” and “under”
- Says first name, age, and sex
- Names a friend
- Says words like “I,” “me,” “we,” and “you” and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences



### 4 Years Old

- Knows some basic rules of grammar, such as correctly using “he” and “she”
- Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
- Tells stories
- Can say first and last name



### 5 Years Old

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, “Grandma will be here.”
- Says name and address



## 8.7: Early Childhood Education (HeadStart)

Criteria for designation as a high-quality preschool:

- Positive relationships among all children and adults are promoted.
- A curriculum that supports learning and development in social, emotional, physical, language, and cognitive areas.
- Teaching approaches that are developmentally, culturally and linguistically appropriate.
- Assessment of children's progress to provide information on learning and development.
- The health and nutrition of children are promoted, while they are protected from illness and injury.
- Teachers possess the educational qualifications, knowledge, and commitment to promote children's learning.
- Collaborative relationships with families are established and maintained.
- Relationships with agencies and institutions in the children's communities are established to support the program's goals.
- The indoor and outdoor physical environments are safe and well-maintained.
- Leadership and management personnel are well qualified, effective, and maintain licensure status with the applicable state agency.



Table 8.7.18.7.1: Types of Early Childhood Education Programs (Gordon, A. M., & Browne, K. W. (2016). Beginning essentials in early childhood education. (3rd ed.). Cengage: Boston.)

Program	Founder	Characteristics
Montessori	Dr. Maria Montessori	<ul style="list-style-type: none"> <li>•Refers to children's activity as work (not play); children are given long periods of time to work</li> <li>•Focus on individual learning</li> <li>•Features child-sized furniture and defined work areas</li> <li>•Materials are carefully chosen and introduced to children by teacher</li> <li>•Features mixed-aged grouping</li> <li>•Teachers should be certified</li> </ul>
Waldorf	Rudolf Steiner	<ul style="list-style-type: none"> <li>•Focus on whole child</li> <li>•Features connections to nature, sensory learning, and imagination</li> <li>•Provides large blocks of time for play</li> <li>•Delay formal academic instruction</li> <li>•Environment protects children from negative influences</li> <li>•Relationships are important so groupings last for several years (<b>looping</b>)</li> <li>•Teachers should be certified</li> </ul>
Reggio Emilia	Loris Malaguzzi	<ul style="list-style-type: none"> <li>•Teachers and children co-construct the curriculum</li> <li>•Teachers are researchers</li> <li>•Environment is the third teacher and features beauty and order</li> <li>•Children's learning is documented through the multiple methods (100 languages of children)</li> <li>•Have atelier (art studio) with an atelierista (artist) to instruct children</li> <li>•Believe children are competent and capable</li> <li>•Children stay together for 3 years</li> <li>•Parents partner with teachers</li> <li>•Community is extension of school</li> </ul>
High Scope	David Weikart	<ul style="list-style-type: none"> <li>•Features defined learning areas</li> <li>•Has 8 content areas with 58 key developmental indicators</li> <li>•Consistency of daily routine is important</li> <li>•Uses plan-do-review sequence in which they make a plan, act on it, and then reflect on the results</li> <li>•Teachers are partners and use the Child Observation Record (COR) to help assess children and plan curriculum</li> <li>•Utilizes 6 step process to teach children conflict resolution</li> </ul>
Bank Street	Lucy Sprague Mitchell	<ul style="list-style-type: none"> <li>•Also referred to as the Developmental- Interactionist Approach</li> <li>•Environment is arranged into learning centers</li> <li>•Focus on hands-on experience with long periods of time given</li> <li>•Teacher uses questions to further children's exploration</li> <li>•Blocks are primary material in the classroom</li> <li>•Field trips are frequently used</li> </ul>
Creative Curriculum	Diane Trister Dodge	<ul style="list-style-type: none"> <li>•Focus on children's play and self-selected activities</li> <li>•Environment is arranged into learning areas</li> <li>•Large blocks of time are given for self-selected play</li> <li>•Uses projects as basis for curriculum</li> <li>•Is researched based and includes assessment system</li> </ul>



## 8.9: Cognitive Differences

### Universal Symptoms of Autism

All of the below symptoms must be present for a diagnosis:

- Hyper- or hyporeactivity to sensory input
- Social and communication deficits (verbal and nonverbal)
- Fixated interests considered abnormal in intensity
- Repetitive behavior, interests, or activities
- Difficulties in relationship development, maintenance, and understanding
- Attachment to sameness, routines, and behavior

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### Sensory Processing Disorder (SPD)

- I am easily overwhelmed in crowded places
- I dislike getting my hair brushed
- I am sensitive to loud sounds
- I like to chew on different materials
- I have trouble focusing/concentrating
- I have poor fine & gross motor skills
- I am clumsy. I tend to bump into things as I walk.
- I enjoy deep pressure

@empoweryour\_potential

### ADHD Signs and Symptoms in Children

- Forgetfulness
- Carelessness
- Risky behavior
- Difficulties sitting still
- Trouble getting along
- Daydreaming
- Excessive talking
- Disorganization

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### Identify the Signs: Language Disorders in Children

#### Signs of a Language Disorder

- Does not **smile** or **interact** with others (birth and older)
- Does not **babble** (4–6 months)
- Makes only a **few sounds** or **gestures**, like reaching (7–9 months)
- Does not **understand** what others say (10 months – 2 years)
- Says only a **few words** (19 months – 2 years)
- Does not put **words together to make sentences** (19 months – 3 years)
- Speaks using words that are **not easily understood** by others (3–4 years)
- Has trouble with **early reading skills**, like pretending to read or finding the front of a book (4–5 years)



### Symptoms of DBD



Being overly sensitive to criticism



Hostility towards others



Lying often



Illegal behaviors



Starting fires



Blaming others for their mistakes

# Child Milestones

