

19-36
MONTHS

Colorado Early Learning & Development Guidelines

GETTING COLORADO'S CHILDREN OFF TO A STRONG START

What children experience and learn from birth through third grade lays the foundation for their success. No matter the role we have in kids' lives – whether as first-time parents, teachers, childcare providers, or involved relatives, friends or neighbors – we all play an important part in their development.

The **Colorado Early Learning and Development Guidelines** offer practical tips that everyone can use to help our children get off to a happy and healthy start. Colorado's early childhood advocates and experts spent countless hours creating these Guidelines, which reflect the latest national research and broadly accepted strategies currently used statewide.

USING THE GUIDELINES IS SIMPLE:

1. Reference the Guidelines to learn about child development.
2. Try out the easy, age-appropriate tips and suggestions to help children learn.
3. Check back with the Guidelines as children grow so you can continue to support their development.

AS CHILDREN DEVELOP, PAY ATTENTION TO THEIR:

- Physical health
- Feelings and behaviors
- Problem-solving and learning

KEEP IN MIND:

The Guidelines describe how a typical child develops but it is important to understand that each child learns and grows at his or her own pace. Since all children are different, caregivers should talk with a health care provider or other trusted professional about any questions or concerns. For more information, please visit EarlyLearningCO.org/contact.



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Toddlers between 19 and 36 months old are developing independence and a strong sense of self-identity. More and more, they insist on trying tasks by themselves and exerting control over their environments. They have a growing interest in books, art, toys, and other activities. They are better at communicating and understanding the world around them.

KIDS THIS AGE MAY:	HOW YOU CAN HELP THEM DEVELOP:
Pedal a tricycle, climb up ladders or walk backwards a few feet.	Play games that require physical actions, like rolling, throwing, and kicking balls or chasing.
Begin to make comparisons between themselves and other kids. For example, they may communicate that “____ is a boy/girl like me.”	Recognize when they identify their size, hair color or gender and provide opportunities to interact with other kids of diverse culture, ethnicities and abilities.
Insist on zipping up a jacket or say, “Do it myself!” when a parent tries to help.	Allow them time to do things for themselves and acknowledge the actions.
Use 300–1000 words. <i>*NOTE: Recognize that kids who speak a language other than English at home or are English language learners may mix words from different languages in the same sentence.</i>	Make room for their participation when telling, singing, or reciting stories and songs. <i>*NOTE: For those who speak a language other than English at home or are English language learners, you can help when they mix words from different languages by repeating what they say using all words in the same language.</i>
Put all the soft stuffed animals in one pile and all the hard plastic toy animals in another pile and label the piles “soft animals” and “hard animals.”	Encourage sorting and matching by pointing out the similarities and differences. For example, you can say, “This piece is blue. Let’s find another piece that is blue.”
Initiate and follow through with some personal care routines like drinking from a cup without spilling much or helping set the table for lunch.	Provide tools, like a stool at the sink or a coat hook within reach, to allow them to begin to do things themselves. Help only when needed.

